

Pupil Premium Strategy Statement 2020-21



Pupil Premium is a grant given to schools to be spent on ensuring that pupils that are or have previously been in receipt of free school meals (FSM), those that are or have been in local authority care and children of those working in the services make good progress in their learning. Progress of all pupils is carefully tracked and regular, half termly class reviews meetings inform our decision making about mapping provision to need accordingly. At Greenway one of the barriers we find to educational achievement is social and emotional well-being. Funding is used in the following ways:

- to help children to manage their feelings and behaviour in order for them to be emotionally and mentally in a place to learn through activities and provisions.
- To support wellbeing activities to enable children to have healthy minds, positive relationships and a positive self-image.
- to support the core areas of English and Maths through delivering first quality teaching, adjustments and provision.
- to ensure that the children benefit from the extra-curricular opportunities to support fostering children’s strengths and interests, raising self-esteem and providing them with new opportunities and experiences.
- In 2020-21 the school will receive approx. £21,760 Pupil Premium funding. Half-termly class review meetings monitor and track all children’s attainment, progress and wellbeing.

The budget will be used in the following areas. The bulk of the expenditure is spent on staffing to support pupils in their learning.

Due to Spring Term school closure Class reviews were completed later than planned and took a different format to focus on wellbeing of the children.

Budget allocation for the year £ 21,760	What is it spent on?	What Happens?	What is the desired impact? End of school year 2021	End of year review
	Counselling	<ul style="list-style-type: none"> • Children experiencing social, emotional and mental health difficulties and/or with trauma/distress are identified and supported by 1:1 	<ul style="list-style-type: none"> • Children can recognise, manage and regulate their feelings and emotions more competently. • Reduced anti-social behaviour incidents. 	<ul style="list-style-type: none"> • Children have accessed counselling via in school sessions and online sessions throughout lock down.

	Drawing and talking therapy	<p>counselling sessions weekly with qualified counsellor.</p> <ul style="list-style-type: none"> 1-1 sessions weekly with INCO 	<ul style="list-style-type: none"> Children are more emotionally secure and ready to learn. 100% of children are in class and accessing their learning from the start of the day. Children have had support to understand their emotional barriers and feelings. Children have positive and successful peer relationships. Children have positive self-image. 	<ul style="list-style-type: none"> Children have set own goals and targets for their emotional wellbeing. Improved attendance evident and increased timetable All children have fully attended the sessions offered to them
Funded via Sports premium	Yoga	<ul style="list-style-type: none"> Children have weekly Yoga session which focuses the mind on ways to be calm and mindful, as well strengthening the body. 	<ul style="list-style-type: none"> Children have access to learn a new skill that can be used throughout their life. Children are able to identify ways to calm themselves using strategies that they have learned. 	<ul style="list-style-type: none"> All classes Nursery to Year 6 had weekly Yoga sessions in school during Autumn and Summer terms. Evidence of children using mindful skills/breathing techniques in class as part of their toolkit.
	Staffing Teaching assistant (TA) First quality teaching support in class, pre-teaching, same day catch up as well as 1:1 or small group teaching sessions delivered by	<ul style="list-style-type: none"> TA's are deployed to specific classes to support the learning of pupils. Children's barriers to learning identified and appropriate timely interventions put in place to accelerate progress. First quality teaching is supported in class, pre-teaching, same day catch up as well as 1:1, or small group interventions 	<ul style="list-style-type: none"> The gap between pupils who are disadvantaged and pupils that are not, is reduced. Disadvantaged pupils make the same or better progress as their peers. 	<p>School closure Jan 2020 to March 2021</p> <p>Standardised tests were cancelled due to national lockdown</p> <ul style="list-style-type: none"> Personal tutoring for some children took place

	Teaching Assistants	<p>are delivered by Teaching Assistants.</p> <p><u>This may include:</u></p> <ul style="list-style-type: none"> ○ Meet and greet and setting up pupils to be ready to learn, on a daily basis. ○ 'Time to talk' and 'time to calm' when required with an adult. ○ Individual or small group social skills teaching. ○ One to one support and interventions for pupils to enable them to develop into independent learners and reduce barriers to learning. 	<ul style="list-style-type: none"> ● Pupils are ready to come in to school and start their learning. ● Improved attendance. ● Pupils have access to trusted adults that they are able to 'talk through' any anxieties and therefore be able to move on with their learning with reduced distractions in the day. 	<ul style="list-style-type: none"> ● Improved attendance evident-meet and greet and adjustments to the school timings have supported some pupils.
	Inclusion co-ordinator	<ul style="list-style-type: none"> ● Pupils have opportunities to develop confidence, self-esteem and peer-relationships through targeted sessions such as protective behaviours, social skills groups, protective behaviours, and lunch clubs (Covid 19 restrictions dependent) 	<ul style="list-style-type: none"> ● Pupils have had opportunities to develop their social relationships with peers in school which will impact positively on their social and emotional wellbeing and in turn their academic achievements. 	<p>Weekly telephone calls supported some children and families in lockdown.</p> <p>Specific pupils have had additional planned time to work on emotional regulation and learn tools to manage their own feelings with support and with greater independence.</p>
	Individual reading provision	<ul style="list-style-type: none"> ● Identified pupils receive intensive individual reading teaching sessions to diminish the difference in attainment. 	<ul style="list-style-type: none"> ● Pupils make good progress with identified small steps of learning. ● Pupils make progress in line with their peers. 	<ul style="list-style-type: none"> ● Progress is evident for children who have had additional support in reading.
	Financial assistance: Equipment Uniform Travel WACCY/Clubs	<ul style="list-style-type: none"> ● Pupils are given the appropriate uniform and equipment. 	<ul style="list-style-type: none"> ● Pupil's confidence improves as they have a sense of being part of the school community. 	<ul style="list-style-type: none"> ● Clubs took place in Autumn and summer term. ● Most trips did not take place

	<p>School trips</p> <p>(Government Covid 19 guidance permitting)</p>	<ul style="list-style-type: none"> • Some pupils have specialist equipment to support their learning • Pupils participate in school trips and activities. • Financial support is provided for WACCY, after school clubs, sports clubs, music lessons. Pupils will have opportunities to access the same clubs as those who are not disadvantaged. 	<ul style="list-style-type: none"> • Pupil achievement in core subjects. • Children learn new skills and successfully interact with others. • All disadvantaged pupils participate in trips that build confidence and self-esteem. 	<p>last year due to lockdown restrictions.</p> <ul style="list-style-type: none"> • Chromebooks purchased for some pupils-to use at home and in school. These will be available again should Covid restrictions apply.
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