

# Pupil Premium Fund Spending Academic Year 2021-22



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.

We have high expectations for all our pupils both socially, emotionally, and academically.

At Greenway one of the barriers, we find, to educational achievement is social and emotional well-being, impacting negatively on academic progress and peer relationships. Therefore, some of the funding is prioritised on helping children to manage their feelings and behaviour. Progress of all pupils is carefully tracked, and regular class review meetings inform our decision making about mapping provision to need, accordingly.

In 2021-22 the proportion of disadvantaged pupils is approx. 7% and the school will receive approx. £23,140 in Pupil Premium funding.

Funding is used in the following ways:

- to help children to manage their feelings and behaviour 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 quality first 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.
- regular class review meetings monitor and track all children's attainment, progress, and wellbeing.

Budget allocation for the year £ 23,140	What is it spent on?	What Happens?	What is the desired impact? End of school year 2022
	<p><b>School counselling</b></p> <p><b>Drawing and talking therapy</b></p>	<ul style="list-style-type: none"> <li>• Children experiencing social, emotional, and mental health difficulties and/or with trauma/distress are identified:</li> <li>○ and supported by 1:1 counselling sessions weekly with qualified counsellor.</li> <li>○ attend 12 weekly sessions of drawing and talking therapy with INCO who is a qualified drawing and talking therapist</li> </ul>	<ul style="list-style-type: none"> <li>• Children can recognise, manage, and regulate their feelings and emotions more competently.</li> <li>• Reduced anti-social behaviour incidents.</li> <li>• Children are more emotionally secure and ready to learn.</li> <li>• 100% of children accessing their learning from the start of the day.</li> <li>• Children have had support to understand their emotional barriers and feelings.</li> <li>• Children have positive and successful peer relationships.</li> <li>• Children have positive self- image and improved wellbeing.</li> </ul>
	<p><b>Staffing</b></p> <p><b>Teaching Assistant (TA)</b></p> <p>Quality first teaching support in class, pre-teaching, same day catch up as well as 1:1 or small group teaching sessions delivered by Teaching Assistants</p>	<ul style="list-style-type: none"> <li>• TA's are deployed to specific classes to support the learning of pupils.</li> <li>• Children's barriers to learning identified and appropriate timely interventions put in place to accelerate progress.</li> <li>• Quality first teaching is supported in class, pre-teaching, same day catch up as well as 1:1, or small group interventions are delivered by Teaching Assistants.</li> </ul>	<ul style="list-style-type: none"> <li>• The gap between pupils who are disadvantaged and pupils that are not, is reduced.</li> <li>• Disadvantaged pupils make the same or better progress as their peers.</li> <li>• Pupils are ready to come into school and start their learning.</li> <li>• Improved attendance.</li> </ul>

		<p><u>This may include:</u></p> <ul style="list-style-type: none"> <li>○ Meet and greet and setting up pupils to be ready to learn, daily.</li> <li>○ 'Time to talk' and 'time to calm' when required with an adult.</li> <li>○ Individual or small group social skills teaching.</li> <li>○ One to one support and interventions for pupils to enable them to develop into independent learners and reduce barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils have access to trusted adults that they can 'talk through' any anxieties and therefore be able to move on with their learning with reduced distractions in the day.</li> </ul>
	<b>Inclusion Co-ordinator (INCO)</b>	<ul style="list-style-type: none"> <li>● Pupils have opportunities to develop confidence, self-esteem and peer-relationships through planned interventions such as protective behaviours, social skills groups, drawing and talking and lunch clubs.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
	<b>Individual reading provision</b>	<ul style="list-style-type: none"> <li>● Identified pupils receive intensive individual reading teaching sessions to diminish the difference in attainment.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils make good progress with from their own starting points.</li> <li>● Pupils make progress in line with their peers.</li> </ul>
	Financial assistance: Equipment Uniform Travel WACCY/Clubs School trips (Government Covid 19 guidance permitting)	<ul style="list-style-type: none"> <li>● Pupils are given the appropriate uniform and equipment.</li> <li>● Some pupils have specialist equipment to support their learning.</li> <li>● Pupils participate in school trips and activities.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil's confidence improves as they have a sense of being part of the school community.</li> <li>● Pupil achievement in core subjects.</li> <li>● Children learn new sporting skills and successfully interact with others.</li> <li>● All disadvantaged pupils participate in trips that build confidence and self-esteem.</li> </ul>

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