

Pupil premium strategy statement

This statement details Greenway Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Greenway Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Katharine Ellwood
Pupil premium lead	Katharine Ellwood/Dani Roe
Governor trustee	Michele Webb/Fiona Duck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,140
Recovery premium funding allocation this academic year	£507.50 has been allocated so far.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Greenway Primary School , 'the child is at the centre of everything we do'. We are passionate about all our learners. We have high expectations for all our pupils both socially, emotionally, and academically.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- help pupils to manage their feelings and behaviour for them to be emotionally and mentally in a place to learn
- enable pupils to have healthy minds, positive relationships, and a positive self-image.
- ensure pupils have opportunities to join extra-curricular activities alongside peers that are not disadvantaged

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our assessments, discussions, class reviews, and ongoing SEND analysis of need, highlight that most of our disadvantaged pupils are experiencing social, emotional, and mental health difficulties and/or with trauma/distress. Most of these pupils have an identified SEND of Social, emotional and mental health (SEMH) needs and/or communication and language needs.</p> <p>Emotional distress, heightened anxiety and emotional dysregulation impacts on some pupils (in Key Stage 2) attitude to learning presenting in emotional outbursts, lack of resilience and fear of failure. These have been identified by assessments designed to measure SEMH (such as, Boxall, SDQ and scales).</p>
2	<p>Our SEND information shows that some disadvantaged pupils at Greenway have barriers to academic learning-gaps in learning missed through poor attendance and/or complex SEND. There are individual and varying SEND within our disadvantaged pupils.</p>
3	<p>Experiences may be limited due to financial circumstances-discussions with parents/carers of disadvantaged pupils has highlighted that 'extra-curricular' clubs and events are difficult to finance. A recent high uptake for financial support for Christmas has been evident.</p>
4	<p>Our attendance for some disadvantaged pupils is a significant barrier to their learning, SEMH and peer relationships are impacted as they are frequently late or missing lessons. 2-4% of disadvantaged pupils have been regularly late or absent with approx. 2% 'persistently absent'</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all our pupils	<p>Pupils are emotionally secure and ready to learn and access their learning from the start of the day, either independently or with the agreed and appropriate level of adult support to ensure success</p> <p>Increased resilience and confidence to attempt new learning is evident from class reviews and pupil progress</p> <p>Pupils experiencing social, emotional, and mental health difficulties and/or with</p>

	<p>trauma/distress are identified early and receive appropriate support Pupils are able to identify and regulate their emotions using either adult support and/or emotional regulation tools</p> <p>Pupils have positive and successful peer relationships.</p> <p>Pupils have positive self- image and improved wellbeing and are able to identify what is working well for them.</p> <p>Reduced frequency of incidents of anti-social behaviours for some children in KS2 are evidenced. When an incident happens, these pupils are able to calm and return to their learning following de-escalation and appropriate support.</p>
<p>Improved reading, writing and maths attainment among disadvantaged pupils</p>	<p>Pupils' barriers to learning are identified and appropriate timely interventions put in place to accelerate progress The gap between pupils who are disadvantaged and pupils that are not, is reduced</p> <p>Disadvantaged pupils make the same or better progress as their peers</p> <p>Pupils make good progress from their own starting points.</p>
<p>To improve attendance for some disadvantaged pupils where there are on-going absences</p>	<p>Sustained high attendance figures will show:</p> <p>The percentage of pupils who are persistently absent has improved</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced</p>
<p>To achieve and increase pupil's wellbeing and experiences, especially our disadvantaged pupils</p> <p>Pupils will have financial support for:</p> <ul style="list-style-type: none"> • Breakfast and after school club • Equipment • Uniform • Travel • Clubs • School trips 	<p>Disadvantaged pupils will have opportunities to attend breakfast and after school clubs and therefore develop and enhance peer relationships</p> <p>All pupils will have breakfast before school All pupils will enjoy the feeling of being part of the wider community</p> <p>Pupil voice, parent/carer voice and views and teacher observations</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Training</p> <p>Whole staff attend Hertfordshire Steps-therapeutic training and refresher training</p> <p>Attachment and Trauma training</p> <p>Mental Health and wellbeing Level 1 training</p> <p>Staff released to attend bespoke training around children with anxiety and how to support them</p>	<p>We follow the Hertfordshire Steps Therapeutic Approach to support pupils with positive behaviour.</p> <p>The Hertfordshire behaviour and wellbeing strategy 'recognises that positive emotional wellbeing is an essential prerequisite to effective learning and enhances children's outcomes.</p> <p>https://thegrid.org.uk/assets/hertfordshire-emotional-wellbeing-and-behaviour-strategy-2020-2023.pdf</p>	1, 2
<p>English lead advisory teacher (TLA) to coach and support KS2 teachers</p>	<p>Previous TLA support has enabled teachers to provide high quality teaching and learning via identification of gaps in pupils writing; book sampling; pupil voice.</p>	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support on a one to one basis with disadvantaged pupils to provide in class and out of class learning</p>	<p>Evidence states that over learning and pre-teaching consolidates pupils learning over time. This helps to address gaps in pupils learning.</p>	1,2

TA support to meet and greet some pupils in the morning	Adults support pupils with emotionally based school avoidance to come in to school and settle in to class. This has proven to support pupil's to separate from parents successfully and increased attendance	1,4
Additional reading and phonics sessions targeted at disadvantaged pupils in Key stage 1 and 2 Provided by specialist skilled reading teacher	Phonics approaches have a strong evidence base with positive impact on pupils. As well as phonics pupil's benefit from word and comprehension work in a targeted approach	1,2
Purchased Chrome books for disadvantaged pupils in KS 2 to use at home and school	Pupils have an increased sense of self and belonging when enables them to engage in homework with the same resources as their peers. Pupils who are reluctant writers and/or have difficulties with handwriting process benefit from being able to read their own work and therefore produce more writing.	1,2,3
Purchase of a computer programme to improve writing for disadvantaged pupils with slow writing progress SEND	We have researched Clicker Writer and accessed their training tutorial which have evidence that pupils are more engaged using Clicker Writer. Confidence is boosted and writing becomes a fun activity when it may have been a difficult task for some of our pupils with specific SEND in writing. https://www.cricksoft.com/uk/clicker/success-stories	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13 322

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling	http://meganassociates.co.uk/ Pupil's benefit from a one to one therapeutic approach with counselling sessions	1

Yoga	Weekly opportunity to access class Yoga via a specialist teacher. Children engage with mindful and calming experiences. This in turn supports readiness for learning and self-esteem.	
Drawing and talking	https://drawingandtalking.com/courses/ Drawing and Talking Therapy Training is an experiential rather than theory based training programme designed for anyone working with children, young people or adults who may be suffering from trauma or poor mental health.	1
Music Clubs Uniform	School based evidence year on year supports children to feel part of their school community, build positive relationships with their peers and improve their social skills and confidence and engaging alongside their peers who are not disadvantaged.	1,4

Total budgeted cost: £ 23 372

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our previous Pupil premium format details impact for 2020-2021.

