

Pupil premium strategy statement

This statement details Greenway Primary School's use of pupil premium (and recovery premium for the 2023-2024 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	229
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Katharine Ellwood
Pupil premium lead	Katharine Ellwood/Dani Roe
Governor / Trustee lead	Michele Webb/Fiona Duck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,000 per year
Recovery premium funding allocation this academic year	None
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	NA

Part A: Pupil premium strategy plan

Statement of intent

At Greenway, '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 already attain highly.

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're 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, with increasing resilience.
- 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 many of our pupils with SEND and in receipt of PPG funding are experiencing social, emotional, and mental health difficulties and/or with trauma/distress.</p> <p>We have an increase in pupils who have experienced early life trauma and inadequate attachment.</p> <p>Many 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 pupil's 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, SDQ and scales) using Assess, Plan, Do, Review cycles (APDR).</p>
2	<p>Our SEND information shows that approximately 50% of pupils in receipt of PPG 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.</p>
4	<p>Our attendance for some disadvantaged pupils is a significant barrier to their learning, SEMH and peer relationships as they are frequently late or missing lessons. A significant few are 'persistently absent' and/or 'severely 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
<p>To achieve and sustain improved wellbeing for all our pupils.</p>	<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 trauma/distress are identified early and receive appropriate support.</p> <p>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 behaviour incidents 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.</p> <p>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 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 	<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>

<ul style="list-style-type: none"> School trips/residential 	
--	--

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Training</p> <p>INSET 1.9.23 New staff trained and refresher for existing staff.</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>Whole school Refresher Attachment and Trauma training September 2023.</p> <p>Shared specific resources for further staff CPD.</p>	<p>https://www.hertfordshire.gov.uk/microsites/Virtual-School/Hertfordshire-Virtual-School.aspx</p> <p>https://beaconhouse.org.uk/resources/</p>	
<p>Additional staff training to support new staff at Greenway (teachers and support staff) to</p>	<p>Through INSET and staff meetings staff will have opportunities to develop their understanding of adaptive teaching.</p>	1,2

understand the needs of our disadvantage children.		
English, Maths and curriculum lead advisory teachers (TLA) to coach and support new staff.	Previous TLA support has enabled teachers to provide high quality teaching and learning via identification of gaps in pupils writing; book sampling; pupil voice.	2
		2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support on a one to one basis with disadvantaged pupils to provide in class and out of class learning.	Evidence states that over learning and pre-teaching consolidates pupils learning over time. This helps to address gaps in pupils learning.	1,2
TA support to meet and greet some pupils in the morning. One to one teaching in differentiated spaces for some pupils.	Adults support pupil's 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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling	Pupil's benefit from a one to one therapeutic approach with counselling sessions	1
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
Protective Behaviours	https://familiesfeelingsafe.co.uk/professionals/protective-behaviours-level-1-foundation-training-course/ Children that are equipped with strategies to keep themselves safe and to manage uncomfortable situations, develop resilience.	1,2
Tooled Up Education	https://tooledupeducation.com/ Teachers and families all have access to this website, which was launched in September 2023.	1,2,3,4
Music Clubs Residential Uniform Wrap around care at school	School based evidence year on year supports that children 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

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 2022 to 2023 academic year.

- Attendance and punctuality is overall good for most pupils.
- Where persistent low attendance has continued, significant support has been implemented by school as well as additional advice from and external agencies.
- Some pupils' achieved expected and above at KS2 SATS
- Pupils' have made appropriate steps of progress in reading, writing, reading comprehension, phonics and Maths
- Children who accessed counselling and/ Drawing and talking therapy have increase confidence to share and express their feelings. Improvement in class behaviour and confidence towards learning has been evident

