

Greenfield Primary Academy pupil premium strategy statement

1. Summary information					
School	Greenfield Primary Academy				
Academic Year	2020 21	Total PP budget	£104,280	Date of most recent PP Review	July 2020
Total number of pupils	236 (Y1-6) 261 (EYFS-Y6)	Number of pupils eligible for PP (on 2020/201 register)	91 (Y1-6) 103 (EYFS-Y6)	Date for next review of this strategy	July 2021

2. Previous attainment 2019-20 (N.B. No data for 2020-21 due to COVID)		
	<i>Pupils eligible for PP (Greenfield Primary)</i>	<i>Pupils not eligible for PP (Greenfield Primary)</i>
% achieving in reading, writing and maths	KS2 Reading 50% KS2 Writing 60% KS2 Maths 90% KS2 R,W,M 50%	KS2 Reading 64% (73% Nat ave) KS2 Writing 64% (78% Nat ave) KS2 Maths 97% (79% Nat ave) KS2 58% (65% Nat ave)
	<i>Pupils eligible for PP (Greenfield Primary)</i>	<i>Pupils not eligible for PP (Greenfield Primary)</i>
Pupil progress in reading 2018-19 (<i>Expected progress is 3 points</i>)	-0.5	1.4
Pupil making progress in writing 2018-19 (<i>Expected progress is 3 points</i>)	0.7	0.4
Pupil making progress in maths 2018-19 (<i>Expected progress is 3 points</i>)	5	4.5

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<p>A. Pupils' language skills</p> <ul style="list-style-type: none"> 73% of PP pupils have English as an additional language and there are 20 languages and/or dialects spoken by pupils, The proportion of EAL children at Greenfield Primary is higher than the Tameside Primary School average: 73% compared to 14.9% 12% of PP children are INA, with 6% classed as Recently Arrived. Most of these children have little command of the English language and/or the language of the home. 19 % of PP children are SEND with most needs surrounding communication and language Within the community there is a high level of illiteracy in the home language as well as English All of these contributing factors mean that all PP children face multiple barriers to learning which can contribute to a vocabulary gap in both languages; lower than expected reading and writing attainment on entry to EYFS and poor metacognition ability 2020 Baseline data in Nursery shows that in: Language and Communication- 100% of pupils are working below age related expectations

- **2020 Baseline data in Reception shows that in:**

Language and Communication- 68% of pupils are working below age related expectations

B. Pupils' significantly low attainment in EYFS Prime Learning Goals

Due to COVID, Baseline data for EYFS was taken in September 2020

- **2020 Baseline Data for Nursery shows that all children are working below expected in all Prime Areas**

- **2020 Baseline Data for Reception shows that the majority of children are working below expected**

Reading-80% of pupils are working below age related expectations

Writing- 84% are working below age related expectations

Number- 96% of pupils are working below age related expectations

- Pupils' limited pre-school experience has an impact on pupils' school readiness. In 2020, 57% of the Nursery cohort had not attended a pre-school prior to September. 92% of Reception children attended a pre-school prior to September, with 60% having attended our own Nursery

C. Deprivation

- Greenfield Academy serves a disadvantaged community in Hyde, Tameside- **28%** of our pupils live in the top 10% most deprived areas and a **further 47%** live in the top 20% most deprived areas. The IDACI shows that **53%** of children are living in decile 1 & 2.
- Most pupils' limited experience of the world beyond their immediate locality impacts on pupils' understanding.
- Limited cultural and enrichment opportunities also have a limiting effect on the development of language and understanding.
- Pupils' emotional well-being can impact on pupils' behaviour for learning, self-esteem and self-belief.
- Parents' ability and confidence to speak, read and write in English. This impacts on families' access to support services outside of school (**97% of pupils live in the most deprived areas, as measured by the Education and Skills decile. Source: Tameside MBC School Census context and deprivation report, 2019**).
- Lack of access to and experiences of written texts; including opportunities to share a text with an adult, for most pupils.

D. Mobility

- There is high mobility within school with **20 pupils who are INA in the 2020-21 academic year and 19 pupils who are RNA (15% of the school population). 18% of these children have been identified for Pupil Premium.**
- The significant impact of inward mobility on attainment compared to age related expectations: particularly inwardly mobile INA pupils.
- These pupils have missed a significant proportion of their education, have attended school overseas or have not attended school before.

E. Coronavirus

- COVID restrictions have had a huge impact on our children, due to two National Lockdowns and higher than average Bubble closures throughout the year.
- All children have had to experience prolonged periods of time where they have had to access their learning at home
- In September 2020, the majority of pupils had not attended school for approximately six months and early baseline assessment information indicated that most had retained their prior learning but had not continued to make expected progress. All pupils were at least one term behind where they should have been for their age. This gap has been widened by the second Lockdown in January, as although the curriculum was delivered remotely, there are still clear gaps in learning. An average of 78% of pupils engaged in Remote Learning, however children have lacked adult interactions and the direct teaching and modelling of skills across the Curriculum. Children have had limited relevant social and cultural experiences that the Academy would normally provide.

- Access to devices and broadband within the home was variable and posed a huge challenge for many pupils, with many sharing between multiple siblings. Additional constraints such as finding space to work, unsettled family routines, lack of modelled literacy in the home and children caring for their siblings all created pressures
- COVID has affected pupil well-being due to factors such as less social interaction, dealing with loss, increased anxiety and uncertainty, changes to routines and reduced concentration and engagement.
- **Acute indicators of deprivation remain and have been heightened by the impact of the virus.** Families continue to feel the ‘strain’ of Covid 19, especially in relation to job insecurity, financial pressure, lack of outdoor activity, inability to rely on extended family for support, lack of usual support groups and networks particularly in relation to mental health.

Desired outcomes and how they will be measured	Success criteria
Develop and improve the language skills of PP learners through the curriculum intent and implementation	<ul style="list-style-type: none"> • Rigorous curriculum development will ensure that it is coherently planned and sequenced to give children the knowledge, skills and understanding to support future language • Curriculum planning will also ensure there is a focus on the correct use of language structures, technical vocabulary and time to reason and construct responses to the learning activity. • Teachers and Teaching Assistants are beginning to be trained on EAL pedagogy and strategies to support learners through the EAL Champions training programme. This will develop QFT to ensure that they have an impact on the development of PP pupil’s communication and language skills • Interventions such as Talking Partners for INA children, CLASS Social communication group for ASD children and the Black Sheep programme are in place to develop speech and language further. NASSEA steps are used to assess INA children. • 20-week NELI programme delivered in Reception to support identified children with their early language and literacy skills • Identified children receive individual SALT targets and intervention time to address these
Raise PP pupils’ attainment in Reading	<ul style="list-style-type: none"> • All staff to receive a comprehensive CPD package on Reading • <u>Phonics</u> <ul style="list-style-type: none"> -Clear rationale and policy behind the teaching of Phonics -Clear knowledge and understanding of definitions and skills -Use of Letters and Sounds- developing the 4-part lesson approach -Development of Phonics progression and assessment -Training and implementation of ‘Phonics Bug’ to enhance reading at home • <u>Individual Reading</u> <ul style="list-style-type: none"> -Clear rationale and policy behind the teaching of Individual Reading -Support with effective questioning -Clear record keeping which supports assessments -Links made to Reading Domains -Use ‘A Simple View of Reading’ to group children and identify needs -Implement ‘Oxford Owl’ to support individual reading at home

	<ul style="list-style-type: none"> - Training and implementation of 'MyOn' to enhance reading at home and develop assessments - Training and implementation of the 'EAL Reading Programme' to support INA learners • <u>Reading skills and Strategies</u> - Develop Reading domains and their purpose - Develop good practice in how to teach specific reading skills e.g. inference - Develop teacher toolkit of teaching strategies - Develop questioning techniques • <u>Shared Reading</u> - Clear rationale and policy behind the teaching of Shared Reading - Develop 10 step process to sessions- Hook, Activate, Title Talk, Book Talk, Purpose, Ask questions, Visualise, Build vocabulary, Identify and Reflection - Expertise and practice shared through model lessons - Develop approaches to follow- up activities which support assessments • <u>Comprehension</u> - Clear rationale and policy behind the teaching of Comprehension - Develop step process to sessions- 'The Gist', Vocabulary, Comprehension - Texts to build in difficulty through out the year- Literal, Deductive, Inference - Expertise and practice shared through model lessons - Develop approaches to follow- up activities which support assessments • Meet agreed targets in Reading, in order to ensure that the proportion of PP pupils achieving age-related expectations (w+ or above in their year group) increases • Monitor teaching and learning of Reading, as evidenced by: <ul style="list-style-type: none"> - Individual reading records, assessment files and Comprehension journals - Reading observations, reading moderation and pupil interviews - Rigorous tracking in phonics and STAR reading tests - Pupil progress towards individual targets
<p>Raise PP pupils' attainment in Maths</p>	<ul style="list-style-type: none"> • All staff to follow the White Rose Maths resources and Schemes of Learning • Develop a maths mastery approach- children to be taught to fully grasp topics with a deep understanding of foundational concepts • Use small steps to progression plan and structure lessons appropriately • Improve learning retention which develops mathematical understanding, fluency, reasoning and problem solving • Differentiate lessons to meet children's needs and next steps • Embed recap lessons to account for lost learning during lockdown periods • Develop use of 'End of block' assessments and 'End of term' assessments to support gap analysis and next steps • Meet agreed targets in Maths, in order to ensure that the proportion of PP pupils achieving age-related expectations (w+ or above in their year group) increases • Monitor teaching and learning of Maths as evidenced by:

	<ul style="list-style-type: none"> -Books, assessment files and clear progression of skills -Lesson observations, Maths moderation and pupil interviews -Pupil progress towards individual targets
<p>Improve the Intended Curriculum for PP learners</p>	<ul style="list-style-type: none"> • Develop new LTP & MTP using NC Objectives & Programmes of Study, EYFS Curriculum & Development Matters Framework. • Ensure Key Stage LTPs are knowledge- led and include all subjects to be taught, reflecting the build-up of skills and ensuring equitable delivery and coverage. • Enhance curriculum cohesion through individual subject LTPs ensuring progression across each year group, age phase and throughout school • Ensure MTPs show differentiated, progressive teaching of subjects, which develop subject specific knowledge, skills, vocabulary and language structures. Ensure sequences of lessons are well thought out. • Ensure the delivery of the curriculum is through quality first teaching by teachers with a secure subject knowledge, who draw on a range of teaching strategies and resources • Provide training for all staff in ‘Making Best use of Teaching Assistants and ‘What Teachers Need to Know’ • Provide a variety of learning experiences such as; trips & visitors, investigations, home learning projects, learning outdoors and curriculum days and weeks • Links made to National initiatives e.g. World Book Day, NSPCC Number day etc • Consider Cultural Capital by developing an approach to enhance the accumulation of knowledge, skills and behaviours. Life skills and experiences to be provided through extra-curricular sports activities, The Harmony Pledge, mindfulness through the PSHE curriculum, Read Achieve Succeed events, Roles & Responsibilities for the children and Young Voices. This will also provide children with conversational knowledge for outside school in later life • Introduction of Curriculum Days/Weeks to enhance learning • Complete termly Curriculum reviews to inform next steps as evidenced by: <ul style="list-style-type: none"> -Staff meeting outcomes- strengths and areas for development in Cycle A -Planning reviews- embed strengths and adaptations -LTP gap analysis and adaptations of learning objectives
<p>Develop pastoral support for PP learners</p>	<ul style="list-style-type: none"> • Prioritise PSHE throughout the Curriculum, with increased well-being and mindfulness sessions to support children • Plan ‘Recovery Curriculum’ weeks and sessions built on the 5 Levers- Relationships, Community, Transparent Curriculum, Metacognition and Space • Utilise resources from ELSA support to supplement the PSHE curriculum • Complete early identification assessments using the Boxall Profile for identified PP children with SEHM needs • Utilise the Educational Psychologist to provide in-depth assessments on identified PP children with SEHM needs • Use assessments to set individual, achievable targets for identified PP children to be met through 1:1 or group interventions such as self- esteem games or use of KIWI box projects for a nurture group • Track progress and support staff in reviewing children and targeting behavioural needs • Utilise the Family Support Worker and Attendance Officer for community support and school readiness • Continue to support EHA submissions, working with SENDco and FSW to support with families’ needs

1. Planned expenditure- 2020/21- how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop and improve the language skills of PP learners through the curriculum intent and implementation	<p>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role:</p> <ul style="list-style-type: none"> -additional staffing in the mornings in the EYFS to develop pupils' CLL skills through NELI -training for staff on EAL pedagogy and practice -use of NASSEA framework - start specialist training (ESCAL EAL Champions and EAL Specialist programmes) 	<p>Pupils, including INAs require a significant amount of language support, including pre and post learning.</p> <p><i>"We know that limited access to language is one of the most significant barriers to learning for disadvantaged children"</i> Marc Rowland (2015) An Updated Practical Guide to The Pupil Premium.</p>	<p>Full programme of monitoring of teaching and learning throughout 2020-21, including:</p> <ul style="list-style-type: none"> Lesson observations and follow up support by SLT (3x per year) Learning walks and subject leader drop in sessions Book and pupil work monitoring (x6 by SLT, plus MLT monitoring) 3x Pupil progress meetings with Principal (per class) SLT data/ADP review meetings intervention SLT data analysis- share with Trustees 	SLT	According to Academy Development Plans
	<p>Delivery of impactful intervention:</p> <ul style="list-style-type: none"> -Interventions such as Talking Partners for INA children, CLASS Social communication group for ASD children and the Black Sheep programme are in place to develop speech and language further -Speech Language therapist to support 1x day a week 	<p>EEF-The Attainment Gap (January 2018) <i>While the attainment gap has reduced a little over the past decade, it remains significant. The current slow progress in narrowing the gap means it will persist for decades</i>'. Greenfield Academy pupils' attainment on entry to EYFS is below national averages, so progress needs to be accelerated if pupils are to reach, and exceed, age-related expectations by the end of KS2.</p>	<p>Half-termly review of interventions, with new targets set and interventions planned-based on gap analysis of summative and/or formative assessments.</p> <p>Termly Pupil Progress Meetings-led by Principal will monitor progress of individual PPG chn, to ensure pupils on track for personal targets and so support re-deployed accordingly.</p>	SLT SENCo, all T and TAs	Termly Data meetings

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise PP pupils' attainment in Reading	<p>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role: -Comprehensive CPD package on Phonics, Individual Reading, Reading Skills and Strategies, Shared Reading and Comprehension</p>	<p>EEF- Improving Literacy in KS2 recommendations (April, 2017) <i>Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.</i></p>	<p>Termly Pupil Progress Meetings- led by Principal will monitor progress of individual PPG chn, to ensure pupils on track for personal targets and so support re-deployed accordingly. Half-termly review of interventions, with new targets set and interventions planned- based on gap analysis of summative and/or formative assessments.</p> <p>Full programme of monitoring of teaching and learning throughout 2020-21, including: Lesson observations and follow up support by SLT (3x per year) Learning walks and subject leader drop in sessions Book and pupil work monitoring (x6 by SLT, plus MLT monitoring) 3x Pupil progress meetings with Principal (per class) SLT data/ADP review meetings intervention SLT data analysis – share with Trustees</p> <p>Principal to lead Pupil Progress Meetings and Performance Management meetings each term</p>	<p>SLT Reading Leads SENDCo, all teachers and TAs</p>	<p>Termly Data meetings</p> <p>SENDCo to evaluate effectiveness of interventions half termly</p>
	<p>Delivery of impactful interventions: -Additional 1:1 reading for PP pupils -Additional KS1 phonics interventions -Training and implementation of the 'EAL Reading Programme' to support INA learners</p>	<p>EEF- Improving Literacy in KS2 recommendations (April, 2017) <i>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</i> 1:1 sessions and intervention aims to reinforce pupils' knowledge of phonics and key word recognition to enable greater fluency that allows pupils to access age appropriate texts.</p>	<p>Termly Pupil Progress Meetings- led by Principal will monitor progress of individual PPG chn, to ensure pupils on track for personal targets and so support re-deployed accordingly. Half-termly review of interventions, with new targets set and interventions planned- based on gap analysis of summative and/or formative assessments.</p> <p>Full programme of monitoring of teaching and learning throughout 2020-21, including: Lesson observations and follow up support by SLT (3x per year) Learning walks and subject leader drop in sessions Book and pupil work monitoring (x6 by SLT, plus MLT monitoring) 3x Pupil progress meetings with Principal (per class) SLT data/ADP review meetings intervention SLT data analysis – share with Trustees</p> <p>Principal to lead Pupil Progress Meetings and Performance Management meetings each term</p>	<p>SLT Reading Leads SENDCo, all teachers and TAs</p>	<p>Termly Data meetings</p> <p>SENDCo to evaluate effectiveness of interventions half termly</p>

Raise PP pupils' attainment in Maths	Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role: -Implementation of White Rose Maths -Develop maths mastery approach -Use of small steps to plan for progression -Develop use of assessments linked to White Rose	KS2 PP pupils' outcomes at 'expected' or above were below 2019 national averages in Maths: EEF- The Attainment Gap (January 2018) <i>Leaving education without any qualifications at all carries a large economic cost to the individual (as well as to society in terms of lost output).</i> We aim for a greater proportion of Greenfield Primary PP pupils to be working at age-related expectations at the end of KS2 so that they are well prepared for the next stage of their education.	Full programme of monitoring of teaching and learning throughout 2020-21, including: Lesson observations and follow up support by SLT (3x per year) Learning walks and subject leader drop in sessions Book and pupil work monitoring (x6 by SLT, plus MLT monitoring) 3x Pupil progress meetings with Principal (per class) SLT data/ADP review meetings intervention SLT data analysis – share with Trustees	SLT	According to Academy Development Plans
	Delivery of impactful interventions: -Pre and Post teaching interventions			3x Pupil progress meetings with Principal (per class) Moderation of assessments for accuracy	SLT Maths/Assessment Lead
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the Intended Curriculum for PP learners	Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role: -Develop new LTPs and MTPs that are knowledge led and progressive -Enhance curriculum cohesion through individual subject LTP	28% of our pupils live in the top 10% most deprived areas and a further 47% live in the top 20% most deprived areas. The IDACI shows that 53% of children are living in decile 1 & 2.	Complete termly Curriculum reviews to inform next steps as evidenced by: -Staff meeting outcomes- strengths and areas for development in Cycle A -Planning reviews- embed strengths and adaptations	Curriculum Lead, SLT All teachers	Professional Development calendar- Curriculum Review According to Academy Development Plans

	<ul style="list-style-type: none"> -Develop differentiation and progressive teaching of subjects -All staff trained in MBTA and What teacher's Need to Know <p>The curriculum will include:</p> <ul style="list-style-type: none"> -A range of experiences and curriculum enrichment opportunities are mapped through the LTP for each year group. -Links made to National initiatives e.g. World Book Day, NSPCC Number Day etc -Clear cultural capital -Introduction of Curriculum Days/Weeks to enhance learning. <p>Extra- curricular Provision:</p> <ul style="list-style-type: none"> -Individual family support offered where needed e.g. clubs, uniforms, translating -School trip and enrichment activity subsidy where needed- equivalent to 1x curriculum related trip for each class and Residentials for Y5 and 6. 	<p>“Successful schools build teams where their vision is understood and pursued by the entire school community...Leaders set the agenda and vision and follow that vision relentlessly.” Marc Rowland (2015) An Updated Practical Guide to The Pupil Premium.</p>	<ul style="list-style-type: none"> -LTP gap analysis and adaptations of learning objectives <p>Full programme of trips and visits agreed as part of long term planning.</p>		<p>See Calendar of events</p>
<p>Develop pastoral support for PP learners</p>	<p>The curriculum will include:</p> <ul style="list-style-type: none"> -Embedded PSHE throughout the Curriculum, with increased well-being and mindfulness sessions to support children -‘Recovery Curriculum’ weeks and sessions built on the 5 Levers- Relationships, Community, Transparent Curriculum, Metacognition and Space -Utilise resources from ELSA support to supplement the PSHE curriculum 	<p>28% of our pupils live in the top 10% most deprived areas and a further 47% live in the top 20% most deprived areas. The IDACI shows that 53% of children are living in decile 1 & 2.</p>	<p>Complete termly Curriculum reviews to inform next steps as evidenced by:</p> <ul style="list-style-type: none"> -Staff meeting outcomes- strengths and areas for development in Cycle A -Planning reviews- embed strengths and adaptations -LTP gap analysis and adaptations of learning objectives 	<p>SLT, SENDco, PSHE lead</p>	<p>Professional Development calendar- Curriculum Review</p>

	<p>Delivery of impactful interventions:</p> <ul style="list-style-type: none"> -Complete assessments using the Boxall Profile for identified PP children with SEHM needs -Utilise the Educational Psychologist to provide in-depth assessments on identified PP children with SEHM needs -Use assessments to set individual, achievable targets for identified PP children to be met through 1:1 or group interventions such as self- esteem games or use of KIWI box projects for a nurture group 		<ul style="list-style-type: none"> -Track progress and support staff in reviewing children and targeting behavioural needs -Utilise the Family Support Worker and Attendance Officer for community support and school readiness -Continue to support EHA submissions, working with SENDco and FSW to support with families' needs 	SLT, SENDco	<p>Termly SEND meetings</p> <p>SENDCo to evaluate effectiveness of interventions half termly</p>
Overall planned expenditure					£104,280