

# Green Meadow Primary School Pupil Premium Strategy Statement 2022/2023

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Janine Arrowsmith Head Teacher
Pupil premium lead	Kate Cross Deputy Head Teacher
Governor / Trustee lead	Louise O'Brien

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 217, 445
Recovery premium funding allocation this academic year	£ 23, 445
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 240, 890

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is for all pupils to achieve high attainment and to make at least good progress in all areas of the curriculum, regardless of their background or barriers to learning, thus closing the gap between disadvantaged pupils and all other pupils.

We consider the challenges faced by all vulnerable pupils and support their needs irrespective of whether they are disadvantaged or not.

At the heart of our approach is the embedding of quality first teaching in all subjects. Evidence suggests that high quality first teaching has the greatest impact on closing the achievement gap. This will therefore benefit all of the children, with the focus on disadvantaged pupils attaining as well as all other pupils and that this attainment is sustained and improved upon year-on-year.

Our Pupil Premium Strategy is a key part of our wider approach to education for all disadvantaged pupils.

Our approach is based on robust and accurate assessment of individual need. Our approaches to closing the gap compliment each other and are integral to our whole school development plan. To be successful we will:

- Ensure learning is well-matched to the needs of individual child
- Employ early intervention to ensure needs are identified and met
- Raise expectations through a culture of high expectation where all staff take responsibility for outcomes for disadvantaged pupils and high standards of achievement

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to reception, particularly with literacy and communication skills. Many children enter reception below age-related expectations.
2	MAT disadvantaged review, assessments, observations and discussions with children show weak oral and communication skills and language.

3	MAT disadvantaged review, assessments, observations and discussions with children show weak metacognitive skills and self-regulation.
4	MAT disadvantaged review shows that pupils have low cultural capital.
5	School attendance and punctuality.

## 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
Improved oracy skills and vocabulary of disadvantaged pupils.	Improved oracy skills and vocabulary of disadvantaged pupils. There is a significant improvement in oracy for disadvantaged pupils along with a significant improvement in the range of vocabulary used for all forms of communication. Children are able to communicate their learning in depth. This is evident across the curriculum when triangulated with other sources of evidence, including engagement, book scrutiny and ongoing formative assessment
Improved reading attainment of disadvantaged pupils.	Improved reading attainment of disadvantaged pupils. Attainment for disadvantaged pupils in reading at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils. By 2024/2025, the gap between disadvantaged pupils and all other pupils has closed.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Improved maths attainment for disadvantaged pupils at the end of KS2. Attainment for disadvantaged pupils in maths at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils. By 2024/2025, the gap between disadvantaged pupils and all other pupils has closed.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Attainment for disadvantaged pupils in writing at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils. By 2024/2025, the gap between disadvantaged pupils and all other pupils has closed.
To exceed nationally expected progress in RWInc Phonics from their starting points	By 2024/2025, disadvantaged pupils achieve national average expected standard in Phonic Screening Check.
To achieve and sustain improved wellbeing for all pupils in our school, particularly	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parental surveys and observations</li> </ul>

our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• a significant improvement in learning behaviours, in particular, resilience</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being at least 97% with no attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced. Attendance for disadvantaged pupils will increase from 93% to at least 97%.</li> <li>• A significant reduction of the number of disadvantaged pupils who are persistently absent. The percentage will decrease from 14% to below the national average.</li> </ul>

## 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: £185, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed high quality teaching in all year groups for all subjects by providing bespoke CPD for all teaching staff based on pedagogical research. As part of this, we will focus on enhancing the use of feedback and developing meta cognition and self-regulation.</p> <p>CPG focus on Walk Thrus- Rosenshine, retrieval, metacognition (EEF research).</p>	<p>There is strong evidence that quality first teaching is pivotal in improving children's outcomes through narrowing the disadvantage gap. Research shows that promoting effective professional development improves classroom practice and pupils outcomes.. High quality first teaching has the greatest impact on closing the gap between disadvantaged pupils and all other pupils. There is strong evidence to indicate that high quality feedback has a significant impact on progress and attainment of all pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4

<p>Use of iRIS to support teacher's self and coach evaluation.</p> <p>Use of release time to support paired teaching.</p> <p>Coaching for all teachers.</p> <p>Planning clinics.</p> <p>Employment of learning mentor.</p>		
<p>Improve children's metacognition and self-regulation skills using the EEF metacognition and self-regulation toolkit.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practice and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenge themselves in the future.</p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4</p>
<p>Additional teachers in Year 6 each morning to teach reading, writing and maths.</p>	<p>Due to the impact of COVID-19 affecting education between 2019-2021, children have missed a significant part of their formative education. Despite the academic years 2021-2022, being used to narrow gaps there is still further work to be done.</p> <p><a href="https://educationendowmentfoundation.org.uk/reducing-class-size">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3</p>
<p>Use teaching assistants to enhance provision by supporting learning in class and providing small group interventions rooted in evidence-based research- BRP, reading comprehension strategies.</p>	<p>Focussed and timely interventions in class impact on pupil outcomes and small group support and catch-up, using evidence-based interventions, support all pupils to achieve more.</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4</p>
<p>Embed specialist Art and DT specialist delivering lessons to all year groups, after school clubs</p>	<p>There is strong evidence that there are improved outcomes for all pupils involved in arts-based activities.</p>	<p>1, 2, 3, 4</p>

<p>and parental engagement workshops. Fund specialist teaching of Music in Year 4.</p> <p>Embed the 'Green Meadow Offer' of wider curricular opportunities.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Embedding Oracy across the school curriculum to support pupils to express ideas and opinions, consolidate understanding and extend vocabulary. We will fund ongoing CPD for the Oracy Champions in school along with leadership time to support the practise of all staff. We will fund release time for the English working party to support all teaching staff to embed key elements of guidance in school and to access high quality resources and CPD to impact on standards in English.</p> <p>Oral language interventions- Elklan</p>	<p>There is a strong evidence base that high-quality classroom discussion is inexpensive to implement with high impacts on attainment in English:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.elklan.com/">Elklan Training Ltd</a></p>	1, 2, 3, 4
<p>Provide ongoing training and CPG for all staff with the delivery of Phonics teaching to secure stronger phonics teaching for all pupils. Provide ongoing training and leadership release time to develop the teaching of comprehension. We will purchase additional resources from a DfE approved scheme for teaching Phonics.</p>	<p>There is a strong evidence base that the delivery of phonics has a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF</p>	<p>Non-statutory guidance from the DfE draws on evidence-based approaches and is produced in conjunction with the</p>	1, 2, 3, 4

<p>guidance. Staff training will be provided for all teachers in reception, Year 1 and Year 2 to take part in the Mastering Number programme. We will fund release time for teachers in Reception and KS1 to receive ongoing CPD in the Mastering Number programme. We will fund release time for the Maths Lead to support all teaching staff to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>National Centre for Excellence in the Teaching of Mathematics:  <a href="https://publishing.service.gov.uk/guidance/key-stages-1-and-2">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a>  <a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a></p> <p>The Mastering Number Programme is DFE funded and has been designed to improve pupil outcomes in EYFS, KS1 and beyond. The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/guidance/key-stages-1-and-2">KS2 KS3 Maths Guidance 2017.pdf</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	
<p>Improve the quality of emotional support available for children. TIASS approaches will be embedded into routine practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/guidance/social-and-emotional-learning">EEF Social and Emotional Learning.pdf</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>3, 4, 5</p>

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

Budgeted cost: £31, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1-1 daily reading sessions targeted at the bottom 20% of readers in all year groups. BRP for identified children led by non-class based TAs</p>	<p>Regular reading on a 1-1 has a strong impact on reading and leads to rapid and sustained progress for all readers. "Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success." - DFE The reading framework  <a href="https://educationendowmentfoundation.org.uk/guidance/small-group-tuition">Small group tuition   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>1, 2, 3, 4</p>

	<a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Additional 1:1 phonics tuition targeted at pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Embed the availability and accessibility of online resources for pupils to engage with as homework and set up filter so to monitor the engagement of disadvantaged pupils. Bespoke parent workshops to ensure all available opportunities are sought to engage families with home learning.	Homework participation increases when online platforms are used. The vast majority of our pupils have access to devices and we have through the Trust ensured all pupils have access to a device.	3, 4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	3, 4



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

Budgeted cost: £24, 390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding TIASS and behaviour training with whole staff. 2 additional TIASS trained members of staff to support with emotion coaching increase resilience.</p> <p>Introduction of OPAL to develop further opportunities for social interaction.</p>	<p>This targeted intervention impacts positive on pupil wellbeing and resilience:</p> <p><a href="https://www.birminghameducationsupportservices.co.uk/">https://www.birminghameducationsupportservices.co.uk/</a></p> <p><a href="#">Home - Outdoor Play And Learning</a></p>	<p>3, 4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Consider the 4 factors which inhibit school attendance for disadvantaged pupils- physical health, mental health,</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>4, 5</p>

systemic/attitudinal, school behaviour related. Embed the MAT policy for improving school attendance.		
Contingency fund for acute issues.	We have identified a need to set aside funding to respond quickly to emerging needs	All

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
To raise the quality of teaching in all year groups	The quality of teaching across school is now consistently good. This is demonstrated by the teachers ability to present lessons clearly, check understanding and adapt teaching to meet the needs of the children. The use of whole class feedback supports this.
To use oracy to improve language and vocabulary in all subjects	Ofsted monitoring visit identified Oracy as a strength of the school.
To raise attainment in Key Stage 2 in all subjects for all pupils eligible for Pupil Premium Grant so that it is in line with national figures	<p>By the end of Key Stage 2, the gap between all pupils and PP pupils has been closed. 76% of children achieved EXS or above in reading and the average score is 104, 75% in writing with an average scaled score in SPAG is 104 and 66% in maths with an average scaled score of 102. The combined figure of 60% is above national with the gap between all pupils and PP closed.</p> <p>Pupils with SEND make good progress from starting points. By the end of KS2, pupils with SEND are in line with all other pupils in reading and maths.</p>
Improve attendance for the most disadvantaged pupils	<p>2021/2022 Disadvantaged attendance 93.9% (last year 93%)</p> <p>All other pupils 94.2%</p> <p>Gap 0.3%</p>
Increase opportunities for pupils to raise their cultural capital, raising aspiration and providing life experiences	Programme of trips and experiences began to be re-introduced. Further work will take place on this during the academic

	year 2022/23, including the re-introduction of residential trips.
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Maths tutoring	Third Space Learning

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*