Greenmount
Primary School

Pupil Premium Strategy Document
2022 – 2023

School Overview

Detail	Data
Number of Pupils in School (Sept 2022)	228
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	29th November 2022
Date on which it will be reviewed	31st July 2023
Statement authorised by	Governors - Pupils and Curriculum Committee
Pupil premium lead	David Griffith Head Teacher
Governor Leads	Brent-James Pinder Graham Scott

Funding Overview

Detail	Amount
Pupil Premium funding allocated this academic year	£9,695
Pupil Premium funding carried forward from previous year	£0
Recovery Premium funding allocated this academic year	£2,000
Recovery Premium funding carried from previous year	£1,000
Total budget for this academic year	**£12,695**

Part A: Pupil Premium Strategy Plan 2022 - 2023

Statement of Intent

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 all pupils to achieve that goal.

As our proportion of children eligible for Pupil Premium funding is very low, we will consider the challenges faced by all pupils and how the additional funding can support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the attainment gap. 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. Our goals for the academic year 2022-2023 are set out below.

Challenges

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

Challenge number	Detail of Challenge
1	Assessment shows that pupils' attainment in Phonics has been impacted by the Covid pandemic and lost learning. This is evident in Years 1 and 2.
2	Assessment shows that pupils' attainment in Writing is much lower than that in Reading and Maths. This is most significant in Year 6.

3	Observations and discussions with pupils have identified social and emotional issues for many pupils, including difficulties in separating from parents at the beginning of the school day.
4	Observations and discussions with pupils have identified that children are not as well developed emotionally as previously; this often displays itself in their interactions with peers which are not as mature as previously.
5	Assessment shows that some of our disadvantaged pupils are still recovering lost learning from the pandemic and require additional 1:1 or small group tutoring to address that lost learning.

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
Increased percentage of children achieving the pass mark in the Y1 Phonics Screening Check	Y1 Phonics outcomes show that at least 89% of children in Y1 have achieved the expected standard (increased from 66% in 2022)
Increased percentage of children achieving the pass mark in the Y2 Phonics Screening Re-check	Y2 Phonics outcomes show that at least 91% of those retaking the check have achieved the expected standard
Increased percentage of children achieving the expected standard in Writing at the end of Year 6	KS2 writing outcomes show that at least 77% of children in Y6 have achieved the expected standard (increased from 69% in 2022)
To achieve and sustain improved wellbeing for all pupils in our school	Observations will show a decrease of children finding difficulty to separate from parents at the beginning of the school day Observations will show an increase in the numbers of children ready to access their learning
Increased of children from disadvantaged backgrounds achieving the expected standard in reading, writing and maths	Improved outcomes and rates of progress for targeted children

Activity in this Academic Year

These detail how we intend to spend our pupil premium and recovery premium funding this academic year to address the challenges listed above.

Teaching (including CPD and resources)

Budgeted cost: £3,000

Activity	Evident that support this approach	Challenge number(s) addressed
Purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and provide catch-up for targeted pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	1, 5

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

Budgeted cost: £5,221

Activity	Evident that support this approach	Challenge number(s) addressed
Additional phonics sessions targeted at those who have fallen behind or at risk of falling behind age-related expectations	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	3, 4
Additional teacher-led intervention in writing to increase the percentage of children achieving the expected standard at the end of KS2	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 and in small groups	3, 4
Extending the provision of the School Led Tutoring Programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	3, 4

(part of the National Tutoring Programme)	attaining pupils or those falling behind, both one-to-one and in small groups	

Wider Strategies (related to wellbeing and readiness for learning)

Budgeted cost: £4,484

Activity	Evident that support this approach	Challenge number(s) addressed
Pastoral team support for children displaying Emotionally Based School Avoidance (EBSA)	A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing (Mentally healthy schools – Anna Freud National Centre for Children and Families)	3, 4
Pastoral team support for children displaying anxiety or difficulties in being ready to learn	A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing (Mentally healthy schools – Anna Freud National Centre for Children and Families)	3, 4
Providing Forest School sessions to develop children's resilience and independence (contribution towards full cost)	"Forest School and its impacts on young children: Case studies in Britain" details many of the positive impacts that can be experienced through forest school including positive changes in behaviour and improved communication skills.	3, 4

Total budgeted cost: 12,705

Part B: Review of outcomes from the previous academic year

Pupil Premium Strategy Outcomes

The strategy aims for disadvantaged pupils 2021 - 2022

Priority	Aim	Outcome
1	To improve attainment and progress in Mathematics by further embedding the mastery approach to teaching	% of children achieving the expected standard Y1:

	To provide additional teaching support to enable us to teach Year 1 and Year 2 separately for maths (previously taught as mixed-aged classes)	Y2: 77 Y3: Y4: Y5: Y6: 92
2	To improve attainment and progress in Writing by changing our approach to teaching, working through quality texts.	Training was accessed by staff; still in process of working through into everyday practice

Teaching priorities for academic year 2021 – 2022

Aim	Target	Outcome
Progress in Reading (1 child)	More than expected	Achieved
Progress in Writing (1 child)	Expected	Achieved
Progress in Mathematics (1 child)	Expected	Achieved
Phonics (1 child)	Pass	Not achieved

Targeted academic support for academic year 2021 – 2022

Priority	Aim	Outcome
1	Provide small group maths interventions following on from end of unit assessments to ensure children have mastered learning from that unit and are ready to progress	Achieved in junior classes
2	Provide Learning by Questions software to junior classes to increase personalised learning in lessons and for homework	Achieved

Wider strategies for academic year 2021 – 2022

Priority	Aim	Outcome
1	Embed the work of the pastoral team (PS3) to improve children's mental health and readiness for learning	Achieved Deputy Head appointed as strategic lead for pastoral team to ensure more focused interventions and more frequent and focused CPD

2	Introduce CPOMS for recording and analysing safeguarding / behaviour issues to improve children's mental health and readiness for learning	CPOMS introduced. Staff more aware of issues which impacts positively on children's learning