Greenmount
Primary School

Pupil Premium Strategy Document
2023 – 2024

Our strategy statement was authorised by governors on 27th November 2023.

School Overview

Detail	Data
Number of Pupils in School (Sept 2023)	239
Proportion (%) of pupil premium eligible pupils	3.75%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	28/11/2023
Date on which it will be reviewed	31st July 2024
Statement authorised by	Governors - Pupils and Curriculum committee (meeting 27/11/2023)
Pupil premium lead	David Griffith Head Teacher
Governor Leads	Brent-James Pinder

Funding Overview

Detail	Amount
Pupil Premium funding allocated this academic year	£15,625
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	£0
Total budget for this academic year	**£17,625**

Part A: Pupil Premium Strategy Plan

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. The activity we have outlined in this statement is also intended to 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 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 2023-2024 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	In 2023, our Y1 phonics results increased from 66% in 2022 to 91%. In Y2 from 80% to 97%. Our challenge is to sustain the improvements in Y1 sand Y2 phonics results through embedding the use of the Little Wandle Phonics Scheme and associated reading books.
2	4 out of the 9 (44%) disadvantaged pupils are below age-related expectations in Reading. This is considerably higher than our percentage amongst all pupils.

3	We continue to see the positive impact of the introduction of the mastery approach to the teaching of mathematics. This is impacting positively on the percentage of children who are achieving the expected standard in maths and also those working at greater depth. With additional staff CPD direct from the NCETM and also our Maths subject leader who is an accredited mastery specialist for the NCETM, we want to see further increases in all year groups.
4	Our professional observations show that since the pandemic, children's resilience in terms of peer-peer relationships and attitudes towards their learning are not as strong as they were.

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 sustain the improvements in phonics results at Y1 and Y2.	Y1 Phonics check 90%+ Y2 Phonics check 90%+
To reduce the number of children below age related expectations in reading.	90%+ of children at or above age related expectations in all year groups
To increase the % of children achieving both the expected standard and working at greater depth in maths in all year groups.	80% of children at expected 30% of children working at greater depth
To implement the myHappymind programme across school.	All children have accessed the five modules of myHappymind programme

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: £7,186

Activity	Evident that support this approach	Challenge number(s) addressed
£750 Continue to purchase Little Wandle phonics scheme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics | Teaching and Learning Toolkit | EEF	1
£235 Continue to provide regular CPD and reflection time for staff involved in delivering Little Wandle phonics scheme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics | Teaching and Learning Toolkit | EEF	1
£250 Supplement reading books to support the Little Wandle phonics scheme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics | Teaching and Learning Toolkit | EEF	1
£4770 Release staff to attend CPD with the NCETM to develop understanding and expertise in developing the mastery approach to teaching maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	3
£838 Release Maths Subject Leader to support staff 1:1 to implement the mastery approach in their own classes	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	3
£343 Introduce the myHappymind programme	**myHappymind** is science-backed, NHS commissioned programme for schools, grounded in the latest science and research about what it takes to create positive wellbeing.	4

Cost for staff training	It's taught to every single child and there's a curriculum for every year group from Early Years to Year 6. It builds on the work children cover on mental health within the PSHE curriculum. **myHappymind** covers 5 modules over each year. Each one introduces a new set of content and habits to help children build resilience, self-esteem and confidence.	

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

Budgeted cost: £7,649

Activity	Evident that support this approach	Challenge number(s) addressed
£4,590 Provide 1:1 and small group tutoring in reading	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: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	2
£3,059 Provide small group and 1:1 interventions for children who are not keeping up with the whole class phonics progression	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1

Wider Strategies (pastoral support)

Budgeted cost: £2,730

Activity	Evident that support this approach	Challenge number(s) addressed
£2,730 Continue to provide 1:1 and small group pastoral intervention to support identified SEMH needs (PS3 team up to 4 hours per week)	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)	4

Total budgeted cost: £17,565

Part B: Review of outcomes from the previous academic year

Pupil Premium Strategy Outcomes

Strategy aims for disadvantaged pupils 2022- 2023

Priority	Aim	Outcome
1	Increased percentage of children achieving the pass mark in the Y1 Phonics Screening Check	2022 : 66% 2023 : 90.3%
2	Increased percentage of children achieving the pass mark in the Y2 Phonics Screening Re-check	2022: 80.5% 2023: 97%
3	Increased percentage of children achieving the expected standard in Writing at the end of Year 6	2022: 69% 2023: 77%
4	To achieve and sustain improved wellbeing for all pupils in our school	Improved understanding amongst staff re separation anxiety and techniques to support children. Improved or maintained attendance (as this relates to a small number of identifiable children, we have not published the data, but it is available when necessary)

5	Increased of children from disadvantaged backgrounds achieving the expected standard in reading, writing and maths	Maths Y4 small group: 75% moved from WTS to EXS Reading Y3 small group: seeing improvements within WTS Reading Y5 small group: 50% moved from WTS to EXS Reading Y6 1:1 moved from working well below to 97 scaled score

Teaching priorities for academic year 2022- 2023

Activity	**Outcomes**
Purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and provide catch-up for targeted pupils	Little Wandle Letters and Sounds purchased. Collins Big Cat decodable readers purchased. CPD for teachers and TAs to deliver quality first teaching and interventions. Improved outcomes: ***Reception*** 2022: 83% 2023: 92.6% ***Year 1*** 2022 : 66% 2023 : 90.3% ***Year 2*** 2022: 80.5% 2023: 97%

Targeted academic support for academic year 2022- 2023

Activity	**Outcomes**

Additional phonics sessions targeted at those who have fallen behind or at risk of falling behind age-related expectations	Improved outcomes: ***Reception*** 2022: 83% 2023: 92.6% ***Year 1*** 2022 : 66% 2023 : 90.3% ***Year 2*** 2022: 80.5% 2023: 97%
Additional teacher-led intervention in writing to increase the percentage of children achieving the expected standard at the end of KS2	2022: 69% 2023: 77%
Extending the provision of the School Led Tutoring Programme (part of the National Tutoring Programme)	Maths Y4 small group: 75% moved from WTS to EXS Reading Y3 small group: seeing improvements within WTS Reading Y5 small group: 50% moved from WTS to EXS Reading Y6 1:1 moved from working well below to 97 scaled score

Wider strategies for academic year 2022- 2023

Activity	**Outcomes**
Pastoral team support for children displaying Emotionally Based School Avoidance (EBSA)	Improved or maintained attendance (as this relates to a small number of identifiable children, we have not published the data, but it is available when necessary)
Pastoral team support for children displaying anxiety or difficulties in being ready to learn	For most children showing anxiety, the level of support ensured that there wasn't a significant impact on their attendance

Providing Forest School sessions to develop children's resilience and independence (contribution towards full cost)	