

Pupil premium strategy statement (2020/2021)

School overview

Metric	Data
School name	Green Ridge Primary Academy
Pupils in school	352
Proportion of disadvantaged pupils	17% (52/304)
Pupil premium allocation this academic year	£68,640
Academic year or years covered by statement	2019/20
Publish date	07 October 2020
Review date	01 September 2021
Statement authorised by	Aaron Wanford
Pupil premium lead	Sean English
Governor lead	Sophy Davies

Disadvantaged pupil progress scores for last academic year (end of KS2 progress data)

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	n/a	n/a
Progress in Writing	n/a	n/a
Progress in Mathematics	n/a	n/a
Phonics	Determined after baseline	

Other	Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged (within 1.5%)	July 2021
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Teaching priorities for current academic year (2020/2021)

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
<p>Priority 1</p> <p>To diminish the gap in attainment between disadvantaged pupils and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> • Baseline assessments to establish year groups key areas for development. • CPD to be given to support staff to develop their understanding of marking and feedback, inclusive classrooms, and quality first teaching. • Development of subject leaders to provide support for all members of staff. • New teaching staff to receive subject specific support within initial month of starting. • Teacher CPD sessions on approaches to Writing • PPM focus on disadvantaged pupils, including them within focus groups that will be given additional support within class. • Termly monitoring of attainment levels within Writing, compared to PPG children's non-PPG peers. • Development of the feedback children are given including CPD for teachers to better understand how children can progress within their learning through the use of feedback.
<p>Priority 2</p> <p>Address gaps in learning through in class support and the bridging curriculum</p>	<ul style="list-style-type: none"> • Subject leaders provided with time to develop and implement their bridging curriculum within the school. • Support given to teachers by subject leaders to plan and address any gaps within learning • CPD to be given on the bridging curriculum and how teachers can support students in addressing gaps within learning, including pupil premium children. • Focussed CPD to be given to support staff to improve support given to focus groups within class. • Subject leader and SLT monitoring to review in class support and how it addresses gaps within learning.

Barriers to learning these priorities address	<p>Oral language skills and development are lower for pupils eligible for PP than for other pupils. This is also impacted on by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years.</p> <p>Attainment data from Reading, Writing and Maths shows a gap in attainment between PPG children and their non-PPG peers. Attainment is lowest within Writing.</p>
Projected spending	£25,000

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Improve personal, social, and emotional skills for pupils eligible for PP through focussed interventions.</p>	<ul style="list-style-type: none"> • Development of the PSHE curriculum to include weekly lessons that will support children in developing their personal, social, and emotional skills. • CPD given to staff on the identification of children who have been adversely affected by lockdown and the support the school can give them. • Workshops to be provided for parents/carers on the importance of mental health. • To provide specific social and emotional interventions for PPG children who require additional support with this area. This would be led by the school's pastoral care worker.
<p>Priority 2</p> <p>Improve phonics outcomes for children eligible for PP through staff training and phonics precision sessions for children.</p>	<ul style="list-style-type: none"> • CPD given focussed on Phonics to support all staff in establishing a consistent approach to lessons. • Induction process for new staff includes support from the Reading lead in the teaching of Phonics. • Assessment of the outcomes within phonics from Reception, which highlights children who would benefit from additional support. • Phonics precision intervention given to PPG children who require additional support. • CPD given to support staff on the use of interventions to support children's learning within phonics. • Review of phonics-based interventions allows accurate support to be given based on the child's needs.
Barriers to learning these priorities address	<p>Personal, social and emotional development is lower for pupils eligible for PP than for other pupils, particularly in areas such as making relationships.</p> <p>Phonics training for all members of staff and phonics interventions for children who require additional support.</p>
Projected spending	£25,000

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged (within 1.5%).</p>	<ul style="list-style-type: none"> • Weekly attendance tracking, highlighting PPG children who have the lowest attendance. • Individualised programme of attendance for PPG children with the lowest attendance • Half termly coffee mornings for parents • Direct contact to be made with parents/carers of PPG children whose attendance drops. This will provide parents with support and further develop relationships between staff and parents/carers • Attendance to be celebrated on a half termly basis as part of celebration assembly
<p>Priority 2</p> <p>Increase accessibility of out-of-school and extra-curriculum experiences for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Financial support to be given to PPG families to give them access items such as uniforms • Financial support to be given to PPG children to give them access to after school clubs • 11B411 programme will give PPG children opportunities to access resources and experiences that they may not have had before • Financial support to be given to PPG children to allow them to go on school trips
<p>Barriers to learning these priorities address</p>	<p>Parental involvement with school is lower than for non-PP children; most PP families do not value the importance of regular school attendance and see the link between outcomes and being at school regularly.</p> <p>Families also have limited funds for school trips due to lack of income and work.</p>
<p>Projected spending</p>	<p>£18,640</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Following lockdown, many children have missed parts of the curriculum • New members of staff will not be familiar with the systems we have in place within the school to support PPG children • The gap in learning means that some children will not be able to access parts of the curriculum without additional support 	<ul style="list-style-type: none"> • Subject leaders have reviewed their own curriculum and created a support document to build in missed learning into the current curriculum • The induction process within the school provides teachers with direct support from subject leaders • Support to be given through planning and staff within the lessons. CPD to be given to support staff on how support can be given within lessons
Targeted support	<ul style="list-style-type: none"> • Additional time is needed to provide children with social and emotional support • Some children who may benefit from social and emotional issues have not disclosed them yet • Focus children may have changed due to events in lockdown 	<ul style="list-style-type: none"> • Pastoral care worker to focus on social and emotional interventions. Interventions to be reviewed with the SENCO on their efficiency on a half termly basis • Staff have been given additional CPD on recognising potential issues
Wider strategies	<ul style="list-style-type: none"> • Some parents/carers may struggle to purchase the resources a child needs for schools • Some PPG children's experiences may be limited 	<ul style="list-style-type: none"> • Funding to be provided for PPG parent/carers

Review: last year's aims and outcomes (2020/2021)

Aim	Outcome
<p>Improve oral language skills and increase children's progress in reading for pupils eligible for PP. Ensure all relevant staff have received training in how to use vocabulary to support learning throughout the curriculum.</p>	<p>Attainment levels for PPG students is restricted to Spring One data due to the lockdown. The available data shows that many PPG children maintained their attainment levels. The data also highlights focus year groups that the school will focus on in the new academic year.</p> <p>All staff had received relevant training and further training was put in place as part of the induction process for new members of staff.</p>
<p>Improve depth of understanding through the maths mastery approach to teaching through training and support linked to the NCETM BBO Maths Hub.</p>	<p>CPD and support for the mastery approach to learning continued throughout the year. Due to lockdown there was limited monitoring and development within the summer term; however, this has been factored into the Math's leads current Curriculum Development Plan and the DHT's work within NCETM will continue within the 2020-21 academic year.</p>
<p>Improve personal, social and emotional skills for pupils eligible for PP through focussed interventions.</p>	<p>Personal, social and emotional interventions took place in the previous academic year. These supported children within their lessons and interactions and break and lunch time. We recognise that there may be a greater need for this within the academic year of 2020-21 due to lockdown and the time children have spent outside of school.</p>
<p>Improve phonics outcomes for children eligible for PP through staff training and phonics precision sessions for children.</p>	<p>All children who received phonics prevision interventions made progress, evidenced through increased scores in the phonics screening tests.</p> <p>During lockdown, the Reading lead created Phonics videos that were used by some children to continue their phonics learning at home.</p> <p>Baseline assessments will need to be taken at the start of the 2020-21 academic year to highlight those children who still need further phonics support.</p>
<p>Continue to diminish the difference in attendance of disadvantaged pupils to non-disadvantaged (within 1.5%).</p>	<p>By the end of the Spring One term attendance for PPG children was 94.8% compared to the whole school average of 96.9%. This is a difference of 2.1% although the difference had improved from Autumn One where the difference was 2.4%. No further data could be taken for the Summer term so this target will continue.</p>
<p>Increase accessibility of out-of-school and extra-curriculum experiences for pupils eligible for PP.</p>	<p>Parents/carers have been using the additional funding to access school trips and also resources needed for school. This target will need to continue so parents/carers can be supported throughout their child's time within school.</p>