

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Green Ridge Primary Academy
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	16% (57/359)
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	17 th September 2021
Date on which it will be reviewed	September 9 th 2022
Statement authorised by	Aaron Wanford
Pupil premium lead	Sean English
Governor / Trustee lead	Sophy Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,000
Recovery premium funding allocation this academic year	£24,240
Pupil premium funding carried forward from previous years	£8,367
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,607

Part A: Pupil premium strategy plan

Statement of intent

Our main goals are to ensure that pupil premium children's achievements are in line with their non-pupil premium peers. This year our main priorities focus on the following areas:

- A. Improve oral language skills and increase children's progress in reading for pupils eligible for PP
- B. Improve personal, social and emotional skills for pupils eligible for pupil premium children
- C. Improve academic attainment for pupil premium children impacted by 2020 and 2021 lockdowns
- D. Increase attendance rates for children eligible for pupil premium
- E. Increase accessibility of out of school experiences for pupils eligible for pupil premium
- F. To further engage with parents and carers of pupil premium children

Our Pupil Premium plan works to achieving these objectives in the following ways:

A

- Whole school focus on reading and the use of vocabulary within lessons. This includes professional development training for all staff within the school on the subject of reading; moderation throughout the year to ensure judgements are correct and whole school initiatives on reading such as the use of the word of the day and magpie walls within class.
- Focused Early Years Foundation Stage interventions on Early Reading to narrow the gap between pupil premium children and their peers in this area.
- Phonics precision interventions in place for children who are not at age-related expectation in this area.

B

- Implementation of the Personal Social and Health Education curriculum across the school, including regular monitoring and feedback from staff and the pupils.
- Relationship SeSE curriculum in place, made available to all children.
- Social and emotional interventions led by the schools Education, Welfare and Pastoral Support lead.

C

- Whole school approaches to teacher developed through the implementation of subject leaders across the school.
- Pupil Progress Meetings used to identify Pupil Premium children and implement further in class support, where needed.
- Additional academic interventions in place to support PP children.
- Deployment of the school's catch-up Tutor to support any children who were adversely affected by previous lockdowns.

D

- Weekly attendance monitoring

- Support in place from the Education, Welfare and Pastoral support lead for parents/carers. This helps them in addressing any barriers to attendance.

E

- Funding in place for trips, enrichment and music tuition throughout the school.

F

- School to build in further opportunities to communicate and engage with the school, alongside existing approaches to communication. This includes open mornings and meet the teacher meetings.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Personal, social and emotional development is lower for pupils eligible for PP than for other pupils. This will limit learning overall over-time.
3	Lockdowns of 2020 and 2021 meant that some children were unable to access some aspects of the curriculum, even when supported by the school, this has created some gaps in learning
4	Attendance rates for pupils eligible for PP at statutory school age are 94% (below that of the target set for all pupils of 97%)
5	Pupils eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.

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
Improve oral language skills and increase children's progress in reading for pupils eligible for PP.	Pupils eligible for pupil premium make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.
Improve personal, social and emotional skills for pupils eligible for pupil premium.	Pupils eligible for pupil premium have a reduced number of behaviour incidents relating to their personal, social and emotional skills.
Improve fine motor skills for pupils eligible for pupil premium.	Pupils eligible for pupil premium are able to form letters correctly and use this to

	support them to develop fluid handwriting.
Reduce the gap in attainment created by the national lockdown and limited exposure to the curriculum in the 2020 lockdown.	Increase the proportion of pupil premium children achieving age-related expectation in Reading, Writing and Maths.
Increase attendance rates for pupils eligible for pupil premium.	Reduce the number of persistent absentees among pupils eligible for pupil premium to 10% or below. Overall pupil premium attendance continues to improve in line with other pupils.
Increase accessibility of out-of-school experiences for pupils eligible for pupil premium.	All pupils eligible for pupil premium take part in out-of-school experiences and are included at all times, reducing financial barriers.
Increase parental engagement in their children's learning for families eligible for pupil premium.	Each pupil premium family attends at least one school-based engagement event to support their child in their learning.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Guidance on classroom environments includes a range of elements that will contribute towards improving children's vocabulary. E.g. word of the day and magpie displays.	Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.	1,2,3
Processes for new members of staff on how to develop vocabulary within their teaching and learning environment	Induction processes/probation processes ensure that any new members of staff are supported through their buddy, line manager and any relevant subject leads.	1
Career professional development for teachers with the focus on reading skills to enable high quality teaching for all	Career professional development to develop teacher's knowledge of teaching strategy, which will be used within the planning and delivery of Reading lessons. The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.	1,2,3
Implementation of personal social and health education curriculum across the school.	personal social and health education curriculum has been implemented in the previous year, this is based on the Reach2 scheme of work. Lessons are taught on a weekly basis with monitoring consisting of pupil voice, learning walks and book looks.	2
Implementation of the Relationships and Sex	Pupil premium children have a progressive personal, social and emotional curriculum from Reception-Year 6 which provides them with	2

curriculum across the school.	content such as consent, consent, and reproduction	
Career professional development on core and foundation subjects to develop staff's subject knowledge and approaches to teaching in a wide range of areas.	We recognise that the children at Green Ridge Primary Academy have a broad range of skills and interests and we therefore want to ensure they receive a curriculum which is broad and to a high quality. This will be further developed through the support of subject leaders and Career professional development which will be knowledge focussed.	1,2,3
Due to the gaps in the curriculum from recent lockdowns, subject leader monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum.	Subject leaders are provided with time out of class on half termly basis, where a range on monitoring will be completed across the year. This includes, pupil voice, book looks, learning walks and planning scrutiny,	3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early years baseline for speech and language will be taken from WellComm and interventions will take place for children with potential language difficulties.	On entry to Reception some children will require further support to bring them up to Age Related Expectation with regards to reading. Early Years intervention can prove to give on average 5 months progress based on the EEF.	1
Focus reader groups to be implemented within the Autumn Term providing children who are low attaining in reading and phonics the opportunity to read more with an adult.	Education Endowment Foundation shows that oral interventions have an impact of +5 months. Children that do not read regularly will be able to develop fluency with further support in school.	1

Speech Link program used for children identified with communication difficulties.	As per County guidance, Speech Link has been implemented across KS1 to support communication.	1
Pastoral Support and Education Welfare lead implements a range of social and emotional based interventions, including emotional literacy, drawing and talking and helping hands.	Education Endowment Foundation shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning.	2
Support staff deliver social and emotional interventions such as Lego therapy and Zones of Regulation.	Education Endowment Foundation shows that social and emotional learning has a moderate impact of 4 months gained for children who require further support in their ability to interact with others.	2
Mental Health lead has been employed to develop whole school and in class approaches to support children with self-regulation and understanding their emotions.	As per the Education Endowment Foundation school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained.	2
Targeted support of pupil premium children whose attainment was impacted by recent lockdowns, this includes in-class support and small group support across year groups.	As per the Education Endowment Foundation small group tuition has shown to have a potential of +4 months in attainment levels.	1,2,3

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

Budgeted cost: £38,607

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the Pastoral, Welfare and Education Support Lead to raise	"Supporting the attainment of disadvantaged pupils" (Nov 2015) clearly states that children have to be in school before they can access their learning. Those children eligible for PP	2,4

standards of attendance for pupil premium pupils e.g. working with families to remove barriers for attendance.	ended the last academic year with an overall attendance percentage of 94% compared to the whole school percentage of 97%, this is a drop from previous years where PP and the whole school attendance figures were in-line with one another. Pupil premium attendance will be a focus priority for the academic year of 2021-2022.	
Fund cost of out of school trips/experiences	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially pupil premium parents/carers with this.	5
Fund cost of clubs and music tuition	Some families are unable to contribute towards in-school enrichment activities such as music lessons. The school will offer a contribution towards any of these activities for pupils eligible for pupil premium.	5
Fund element of uniform for each child.	Families eligible for pupil premium do not always notify the school of their status and receive help so an incentive is used to encourage parents to apply and provide an additional but necessary piece of school uniform.	5
Develop strong relationships with parents across the school through a range of communication methods.	Communication was highlighted as a strength in the 2021 parent survey, as such, the school will continue to frequently send out information with an emphasis on electronic mail. As social distancing restrictions have now been lifted, the school will recommence open mornings and face to face contact such as 'meet the teacher' meetings.	5

Total budgeted cost: £ 108,607

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching Priorities

Measure	Activity	Outcomes
<p>Priority 1 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. • Termly monitoring of attainment levels within Writing, compared to PPG children's non-PPG peers. • PPM focus on disadvantaged pupils, including them within focus groups that will be given additional support within class. • CPD to be given to support staff to develop their understanding of marking and feedback, inclusive classrooms, and quality first teaching. • New teaching staff to receive subject specific support within initial month of starting. Teacher CPD sessions on approaches to Writing • 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>Attainment levels from baselines show that overall PPG children across the school increased their attainment levels by +17% in Reading, +14% in Writing and +21% in Maths. This shows that the work completed within the school has worked towards diminishing the gap between disadvantaged children and their non-disadvantaged peers.</p> <p>CPD was delivered to all staff on areas such as feedback, quality first teaching and the inclusive classroom. Work continued throughout the year on areas such as feedback and the frequency of feedback has now been extended into all subjects with evidence being recorded in the children's books. This will continue to be an area of development as the new academic year will include new teachers and approaches must remain consistent across the school.</p> <p>The development of subject leaders was a focus throughout the year; however, the January lockdown meant subject leaders had to change their approaches and the scheduled monitoring. Subject leader development will</p>

	<ul style="list-style-type: none"> • Development of subject leaders to provide support for all members of staff. 	continue to be a focus in the next academic year.
Priority 2 Address gaps in learning through in class support and the bridging curriculum	<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. 	<p>Evidence shown from the increase in attainment levels from the September baseline shows that Subject Leaders in Reading, Writing and Maths have narrowed the gap in attainment since the start of the year.</p> <p>The school implemented a bridging curriculum to address any gaps in foundation subjects and this has been reviewed as part of subject leaders end of year review of their curriculum development plan. Subject leaders to continue to monitor any gaps in learning as part of their ongoing monitoring within the new academic year.</p>

Targeted Academic Support

Measure	Activity	Outcomes
Priority 1 Improve personal, social, and emotional skills for pupils eligible for PP through focussed interventions.	<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>PSHE curriculum has been implemented across the school and is now embedded within all classes.</p> <p>CPD has been given to staff to address any support PPG children may need who have been adversely affected by the 2020/21 lockdown. Workshop for parents were unable to take place; however the school provided additional mental health support through the mental health lead and a termly mental health newsletter.</p>

<p>Priority 2 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 	<p>Phonics screening results of 2021 showed 93% of children passing the phonics screening test. Phonics provision and interventions to continue into the next academic year due to their success.</p>
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Wider Strategies

Measure	Activity	Outcomes
<p>Priority 1 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>The difference between attendance was within 1.5% up until 2021 Summer term, where the difference grew to 3%. This has led the school to prioritise attendance of PPG children within the next academic year, with focus children being identified based on data from the previous year. Overall attendance of PPG children ended the year on 94%</p>
<p>Priority 2 Increase accessibility of out-of-school and extra-curriculum experi-</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 	<p>Financial support for PPG families continued with uniform support and clubs support within the Summer term. 11B411 and off site visits were unable to take place</p>

ences for pupils eligible for PP.	<ul style="list-style-type: none"> • 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 	were unable to take place due to
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	n/a