

Pupil premium strategy statement – Green Ridge Primary Academy (2023/2024)

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

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

School overview

Detail	Data
Number of pupils in school	558
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	1 st November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Aaron Wanford
Pupil premium lead	Libby Thomassen
Governor / Trustee lead	Chris Stait

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,395
Recovery premium funding allocation this academic year	£
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
Total budget for this academic year <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>	£100,395

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your underserved pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our ultimate objective for underserved pupils is that the pupils' achievements and outcomes are championed, so that each pupil achieves well, and that those achievements are at least in-line with, if not exceeding, those non-underserved 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 underserved pupils.

Challenge number	Detail of challenge
1	Language and literacy skills/development are typically lower for pupils eligible for underserved learners than non-underserved learners. This is also impacted by their lack of reading/listening to high-quality children's literature. This slows reading progress in subsequent years, and ultimately language for writing.
2	Personal, social, and emotional development is typically lower for underserved learners than non-underserved learners. As a result, underserved learners are not often 'ready' to learn, and struggle to manage their emotions and regulate their behaviour.
3	Attendance rates for underserved pupils at statutory school age are typically lower than non-underserved learners. This impacts on educational attainment and achievement, as pupils are not making the most of their educational entitlement.
4	Underserved pupils typically have more limited out-of-school experiences, which limit their vocabulary, opportunities, enrichment and understanding of the world.
5	Parental engagement for those underserved families is typically lower than those non-underserved learners. This means that parents/carers

	do not always recognise the importance of working with school staff to support their children.
--	--

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 language skills and vocabulary among underserved pupils.	Assessments and observations indicate significantly improved language among underserved pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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.
To achieve and sustain improved attendance for all pupils, particularly our underserved pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between underserved pupils and their non-underserved peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 8% and the figure among underserved pupils being no more than 10% lower than their peers.
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.
Improved engagement amongst parents of underserved children in both academic and SEMH areas.	Parents of underserved children are active in attending school events, meetings, workshops and work collaboratively to support the social, emotional and mental health of their children.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>CPD for all teachers to explore areas of the new teaching and learning framework. Rosenshine's Principles of Instruction to be used as a framework for high quality lessons leading to progress in all children.</p>	<p>Rosenshine's Principles is a well-published piece of research that explores the theory of learning. These principles can be applied to all lessons to ensure focus on progress and success of individuals throughout each lesson/unit.</p> <p>Rosenshine's Principles</p>	1
<p>Development of Knowledge Rich curriculum to ensure that key knowledge is mapped, progressive and assessed through the year.</p> <p>Use of knowledge organiser to display key knowledge to children and parents.</p>	<p>There is good evidence through the theory of learning and theory of memory that show that building knowledge into long-term schema is how children will be able to access, apply and retain their learning.</p> <p>The Importance of a Knowledge Rich Curriculum</p>	1, 5
<p>Purchase of a DfE validated Systematic Synthetic Phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of</p>	1

programme to secure stronger phonics teaching for all pupils.	word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
---	--	--

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Structured interventions to be led by teaching assistants to support closing gaps, meeting individualized targets and making accelerated progress.	Structured interventions have a strong evidence base indicating a positive impact on pupils, particularly from underserved backgrounds. Targeted deployment of teaching assistants for structured interventions will support meeting individuals targets. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	1, 2
Thrive interventions to be carried out for children who are identified through thrive online to require targeted SEMH support	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 4, 5
Early years baseline for speech and language will be taken from WellComm and interventions will	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1

take place for children with potential language difficulties.	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
---	---	--

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

Budgeted cost: £20, 395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Whole staff training on behaviour management and therapeutic thinking approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Booking in a range of parental workshops on a number of topics across the year to collaborate, model and inform parents on a number of ways they can support their child at home.</p>	<p>There is strong evidence that effective parental engagement leads to strong progress in children. Flexible support of parental engagement is found to be important to match the needs and requirements of individuals.</p>	5

<p>This includes academic support, SEMH support and meetings to agree individualized targets.</p>	<p>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Fund cost of out of school trips/experiences, club and music tuition.</p>	<p>Some families are unable to contribute towards out of school experiences such as visiting speakers, enrichment activities or educational trips. The school will support financially pupil premium parents/carers with this.</p>	<p>4</p>
<p>Fund element of uniform for each child.</p>	<p>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.</p>	<p>4</p>

Total budgeted cost: £100,395

Part B: Review of the previous academic year

Outcomes for underserved pupils

	Priority area	Outcomes and evidence of impact
A	Improve oral language skills and increase children's progress in reading for pupils eligible for PP	Our internal assessment, alongside national data suggests that the performance of those disadvantaged pupils has improved in relation to their oral language skills, in particular their reading. This was highlighted in the Phonics screening assessment 2023. 100% of the PP children in Y2 achieved the expected standard and 70% of the PP children in Y1 achieved expected – all 3 of the children that did not achieve expected have SEND and receive additional support in class. 40% of the 5 PP children in Y6 achieved the expected standard/greater depth at the end of the academic year, one of the children who didn't achieve PP has an EHCP. 67% of the 12 PP children in Y2 achieved the expected standard at the end of the academic year. PP focus reader groups to remain a priority in next academic year as well as phonics catch up for children who did not achieve the EXP at the end of Year 1.
B	Improve personal, social and emotional skills for pupils eligible for pupil premium.	PSHE curriculum is well established in the school and has been embedded within all classes. SRE consultations completed with parents and sessions completed within the Summer Term 2023. Pastoral and Welfare Support Lead runs regular groups/interventions with identified pupils, some of whom are PP. This member of staff also provides support to vulnerable families and is a DSL to signpost families to further support from external agencies. Mental health lead is working with Mental Health Support Team to establish what support is in the local area for children struggling with mental health – to be used more next year. Mental health newsletter has been shared with families on a termly basis to offer support and suggestions.
C	Improve fine motor skills for pupils eligible for pupil premium.	Handwriting interventions were arranged and delivered in each year group, a number of PP children were in attendance in each group. Evidence of improvement was seen in intervention workbooks and in class exercise books. Some children need further work on this next year. Fine motor skills resources were bought and have been used as additional intervention for key children to develop strength in muscles.
D	Increase attendance rates for children eligible for pupil premium	Attendance rates for academic year 2022-23: Autumn 1: 93.7% Autumn 2: 93% Spring 1: 93.2% Spring 2: 92.9% Summer 1: 91.8%

		<p>Summer 2: 91.4%</p> <p>Attendance for PP children was lower than non-PP throughout the year, we had a couple of children who were EBSA and we have gone down the EBSA pathway with to support them with building attendance back up. The school continues to have a clear plan of action with Persistently Absent children who are PPG to rapidly improve absences, and they are regularly identified and meetings are scheduled with parents/carers to work on improving attendance. The attendance lead and pastoral lead work closely with individual families and attendance improvements have been noted. Overall, these figures show our relatively consistent attendance rates for PP children.</p>
E	Increase accessibility of out of school experiences for pupils eligible for pupil premium	<p>Financial support for PPG families continued with uniform support and clubs support across the academic year. 11B411 and off site visits were subsidised where appropriate using the PPG funding. Detailed clubs analysis showed that (56%) 37 out of 66 on Pupil Premium register attended at least one club across the Summer Term. Overall, PPG children have been able to attend and have attended every single trip/visit and no child has been disadvantaged because of their PPG status. All PPG children receive £60 funding each academic year, that we give for additional resources such as music lessons or uniform.</p>
F	Increase parental engagement in their children's learning for families eligible for pupil premium.	<p>A range of events put on across the academic year at different times to engage as many parents as possible. These include – book look events, stay and play/stay and learn sessions, vulnerable parent workshops (EYFS). Personal invites and encouragement has been sent to key PP families to try and increase attendance. Several of our PPG families have had support from Early Help and have attended parenting courses over the year. These opportunities will be strengthened and furthered next academic year.</p>

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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 underserved pupils, that is not dependent on pupil premium or recovery premium funding.