

Pupil premium strategy statement for Greythorn Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	14% (42 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/2024-2025/2026
Date this statement was published	28/12/24
Date on which it will be reviewed	1/11/25
Statement authorised by	Tae Carpenter Head Teacher
Pupil premium lead	Sarah Cox Deputy Head Teacher
Governor / Trustee lead	Zahra Bilides Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£57,720

Part A: Pupil premium strategy plan

Statement of intent

Greythorn Primary school is an inclusive community of happy and responsible learners; dreaming big to make a difference to our world. This is encapsulated in our school strapline 'engaging hearts, equipping minds and opening doors.' Our values are embedded in everything we do- Aspiration, Confidence, Creativity, Kindness, Perseverance, Pride, Respect, Responsibility. The heart of our Pupil Premium strategy plan at Greythorn is to ensure that all of our children are valued, have equal opportunity and equal access to the curriculum. We are all champions of our Pupil Premium children at Greythorn- we know our children well and are dedicated to their achievement and success. We recognise that some children have barriers to their learning and work hard to overcome these barriers in order that our children may develop a love for learning and maximise their potential.

The key principle of our strategy centres on high quality teaching, which includes support and challenge, striving to ensure every child meets their potential. We ensure that our curriculum is progressive and fit for purpose and that opportunities for every child are widened through an exciting and challenging curriculum. This ensures that our children will develop the knowledge, skills, beliefs and attitudes to become successful global citizens. Our curriculum principles (HELP- Health- Healthy body, healthy mind, Equity- Everybody different, Everybody counts, Learn- Believe and Achieve and Protect- Working together to protect our world) form the foundations of our curriculum. Within our curriculum, different levels of support are provided to help remove any barriers, to provide challenge in all areas and to intervene in a timely way to ensure that every opportunity is maximised. Our children may also receive targeted focussed support either in small groups or one-to-one.

We also recognise that some of our children have social and emotional needs – we prioritise emotional and behavioural support with small group and one-to one sessions as well as family support. Some children may face challenges with punctuality and attendance; we have a robust system in place to work with children and families to reduce lateness and absence. Lastly, we ensure that all children can access all of the wider opportunities we provide to enhance our curriculum thus developing their cultural capital.

Our aim is that children leave Greythorn as confident, aspirational learners well prepared to embrace their future as global citizens.

Challenges

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

Challenge number	Detail of challenge
1	The need to improve children's readiness for the school day, including improving attendance and punctuality and building self-esteem.
2	The need to improve oral language skills from starting points.
3	The need to improve reading stamina/phonics knowledge across the school.
4	The need to improve mathematical fluency skills (both multiplication tables and arithmetic) which are impacting on ARE.
5	The need to continue to provide sustained writing and handwriting opportunities.
6	The need to address mental health issues. Children are differently affected in terms of their social and emotional well-being. Resilience, self-regulation, positive emotional wellbeing and mental health need to be consistently promoted before effective learning can take place.
7	The need to improve the retention of information in all subjects in order to achieve ARE.

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 enable children in receipt of PP funding to have good punctuality and attendance and to begin the school day ready for learning.	<p>Children and families are provided with comprehensive support to improve attendance and punctuality.</p> <p>Children begin the school day having eaten breakfast.</p> <p>An increased number of children have good sleep routines in place.</p> <p>Children are equipped for the school day- PE kit, uniform, correct shoes.</p> <p>Families are equipped with strategies to improve sleep routines and to manage poor behaviour choices before school.</p> <p>Data will show that attendance of children in receipt of PP funding does not fall below that of children not in receipt of PP funding.</p> <p>Staff will follow the procedures in the Attendance policy including calling parents</p>

	on the first day of absence, parent conferences, home visits.
To improve oral language skills and vocabulary in children in receipt of PP funding.	<p>Vocabulary is modelled and promoted through the curriculum across the school.</p> <p>Vocabulary is included in knowledge organisers.</p> <p>Pupil voice shows that children are using ambitious vocabulary from across the curriculum as identified in knowledge organisers.</p> <p>Some FS children are accessing the NELI programme.</p> <p>Children not on track are accessing Phonics one to one interventions.</p> <p>An increased % of FS children achieve GLD in communication and language.</p>
To develop our children as readers by improving attainment in Phonics.	<p>An increased % of children in receipt of PP funding achieve Y1 Phonics check.</p> <p>Children not on track are accessing Phonics intervention one to ones.</p> <p>All teachers are trained in and confident in teaching Phonics within the Read Write Inc programme.</p> <p>Children have the correct reading books and are progressing through the book bands.</p> <p>100% of Phonics lessons observed are good or better.</p> <p>All children access reading for pleasure.</p>
To develop emotional and social skills that improve resilience and self-esteem and regulate behaviour.	<p>Families are given strategies to support their children with emotional and behavioural challenges at home.</p> <p>All children are accessing the learning for life curriculum.</p> <p>Children demonstrate strategies in class to regulate behaviour.</p> <p>Children demonstrate appropriate social skills within the classroom and in play situations.</p> <p>Children supported through the ELSA programme demonstrate the impact through higher levels of emotional well-being.</p> <p>Families are supported through Healthy Families and with HAF funding.</p>
To access wider opportunities and build cultural capital	Greythorn principles are threaded throughout the curriculum and children in receipt of PP funding access all of the opportunities in the Greythorn curriculum.

	<p>100% of children in receipt of PP funding access wider opportunities within the curriculum - trips, residential, visits.</p> <p>Children take part in extra-curricular wider opportunities eg sports, music, holiday activities.</p> <p>Children are represented in sports teams, musical activities, on School Council, in clubs as well as opportunities to take on roles and responsibilities.</p>
To improve retention of knowledge	<p>Knowledge organisers are used across the Curriculum for all Enquiries.</p> <p>Pupil voices will demonstrate that pupils are knowing more and remembering more.</p> <p>Data from quizzes and Plickers shows that pupil's knowledge is improving.</p> <p>Data will show that all children make progress on their multiplication times tables test scores and children in receipt of PP funding achieve in line with their peers.</p>
To ensure children in receipt of PP funding attend school on time and regularly in order to maximise learning opportunities.	<p>Data will show that attendance of children in receipt of PP funding does not fall below that of children not in receipt of PP funding.</p> <p>Staff will follow the procedures in the Attendance policy including calling parents on the first day of absence, parent conferences, home visits.</p>
To enable children in receipt of PP funding to make at least expected progress and ensure that they maximise their potential.	<p>Pupils will be identified for targeted support both with the classroom and within additional interventions.</p> <p>Data will show that children in receipt of PP funding are making at least expected progress and their data will be comparable with that of children not in receipt of PP funding following high-quality teaching and additional interventions.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 26,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff (Staff meetings and INSET) and monitoring ensures quality first teaching in all lessons using effective lesson design (adapted FHP model) and curriculum planning aimed at reactivating knowledge and ensuring progression in learning.</p>	<p>EEF Ensuring a quality teacher is in front of the class. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ Lesson Design influenced by Rosenshine's Principles of Instruction and Sweller's Cognitive Load Theory. EEF The potential impact of metacognition and self-regulation approaches is high +7 months</p>	<p>1,2,3,4,5,7</p>
<p>CPD for staff and support staff ensures that they are fully trained and monitored in the RWI programme of teaching Phonics.</p>	<p>A structured Phonics programme validated by the DFE ensures that the teaching of Phonics and reading is structured, progressive and gives the best outcomes for children. EEF Phonics +4 months Working with the English Hub improves Phonics progress.</p>	<p>1,2,3</p>
<p>Specialist TAs support those children who are struggling emotionally and behaviourally, both one-to-one and in class support in order that all children can access the curriculum. The new behaviour system to continue to be embedded across the school.</p>	<p>ELSA programme is in place Healthy Families programme is accessed by targeted families EEF Social and Emotional Learning +4 months EEF Metacognition and self-regulation +7 months</p>	<p>1,6</p>
<p>CPD focussing on Trust CPL and Professional networks is accessed by all staff in order to continually develop the Greythorn curriculum offer. There will be a focus on strategies to ensure that the children learn more and remember more. Effective assessment in place across curriculum.</p>	<p>Collaborative learning approaches +5 https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf</p>	<p>1,2,3,4,7</p>

Staff work with FHP lead practitioners to support high quality teaching across the curriculum.	EEF Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	
Mastery learning in Maths- a focus on retaining important information and learning key number facts plus closing gaps with interventions. Children then apply these facts to their reasoning.	NCETM DFE guidance Mastery Learning +5 months EEF Daily Maths facts session improves recall and retention of Maths facts including times tables.	4,7

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

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions both in class by TAs and before/after lessons to teach specific knowledge/skills necessary to maximise learning.	EEF small group tuition +4 months 1:1 Phonics/Reading is an effective strategy for providing support to targeted pupils that are identified as having low prior attainment or are struggling with particular areas.	1,2,3,4,5,7
Additional interventions for identified children Targeted children reading interventions RWI interventions Reading comprehension Multiplication tables interventions Arithmetic interventions	EEF 1:1 tuition +5 months Reading Comprehension +6 months	1,2,3,4,7
Interventions groups delivered by teacher and TAs both in school and after school	EEF small group tuition +4months	2,4,5,7

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

Budgeted cost: £ 17,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead to work with those for whom school attendance and/or punctuality is a challenge	EEF-Addressing the most significant non-academic barriers to success-attendance, behaviour and social and emotional support. EEF-Social and emotional learning approaches have a positive impact +4 months.	1,6
Pastoral lead to provide targeted support for children and families	EEF- Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. +4 months	1,6
ELSA support, nurture groups, calm club, lego therapy, sports interventions provided by pastoral Lead and Sports coach.	EEF-Addressing the most significant non-academic barriers to success-attendance, behaviour and social and emotional support. Social and emotional learning approaches have a positive impact +4 months.	1,6
Mental Health First Aider	Development of this role has the potential to impact on the mental health and well-being of everyone in the school. EEF-Addressing the most significant non-academic barriers to success-attendance, behaviour and social and emotional support.	1,6
Financial contribution to and participation in school visits, residentials, sports, music and arts events Financial contribution to clubs, music lessons, sports activities	EEF Participation +3 months Adventure activities can support pupils to develop skills such as resilience, self-confidence and motivation. Children can access activities they might not otherwise be able to access leading to development of self-esteem and pride.	8

Total budgeted cost: £ 57,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

There were eight children in receipt of PP funding in the Year 6 cohort in 23-24. As this cohort is so small any data is not statistically significant. For this cohort, progress measures are not available due to Covid-19. However, 38% of Y6 children in receipt of Pupil Premium achieved GDS in reading and SPAG and 12.5% in maths. In KS1, 6/7 children in receipt of PP funding achieved ARE in reading. This demonstrates good impact of the additional interventions these children received, in addition to quality-first teaching.

The curriculum at Greythorn is highly ambitious. In some instances, the Greythorn curriculum exceeds the expectations of the National Curriculum. Internal tracking shows that the majority of children in receipt of PP funding in all year groups make strong progress in the learning and remembering the planned knowledge from this ambitious curriculum.

All children receive high-quality phonics instruction on a daily basis, delivered through the DfE-validated RWInc. programme. Children who are in the early stages of learning to read and not on-track to pass the PSC (in all key stages) received additional 1:1 daily reading and intervention/catch-up. As a result, in 23-24, 7/8 children in receipt of PP funding passed the PSC in Year 1.

All children in KS2 (and Y2 from Spring onwards) accessed regular multiplication tables practice and daily number fluency. In addition, the 'Multiplication Tables Club' boosted those at risk of not achieving their targets. This fluency practice has ensured that children have retained key tables knowledge, freeing up working memory which was used for other activity, such as accessing reasoning problems. The Y4 MTC results show that 71% of children in Year 4 achieved 25/25 marks. This is 37% above the national average of 34%. The average score for Greythorn children was 23/25 (national average 20.6). 75% of children in receipt of PP funding achieved 25/25 and the average score for children in receipt of PP was 23/25.

In Y6, 'Arithmetic Club' was provided to practise fluency of standard methods. The average increase in arithmetic score for children in receipt of PP was +8 marks and the average increase in maths standardised score for children in receipt of PP funding was +6.6. After SPAG interventions, the average increase in SPAG standardised scores for children in receipt of PP funding was +12.

All subject leads have accessed Partnership led CPD in their subjects in order to ensure continued development of the curriculum as well as an ongoing programme of reactivation of knowledge to ensure that all children know more and remember more. All subject leads have conducted a focused review, including pupil interviews and book looks, monitoring all children including PP in their access to and progress in the curriculum. Children in receipt of PP funding have a secure understanding of what they have been taught.

77% of Pupil Premium children accessed mental health, emotional, behavioural, attendance or family support last academic year. There has been improvement in learning behaviour and in some attendance.

In 2023-2024 the overall school attendance was 96.49% with PP attendance being 94.66%. The robust attendance support continues this academic year, particularly addressing term-time holidays. Addressing attendance is a priority because of the lost learning hours.

Pupil Premium children have accessed wider opportunities including trips, visits and residential and were represented in School Council and school sports teams. All Pupil Premium children have accessed at least one club or music lesson. Pupil Premium children have attended their class curriculum trips including the Space Centre, Sheffield Tropical Gardens, author visits, Young Voices and the residentials Ilam Hall, Whitemoor Lakes and York. 100% of PP children attended the Y5 and Y3/4 residentials and all the Y6 children who wanted to, attended their residential. All Pupil Premium children were offered HAF funded holiday clubs and trips provided by TB Sports.

In PP pupil interviews, children state that they are given many opportunities to access sports, music and other clubs as well as explaining about the curriculum trips and residentials that they have accessed. They can explain clearly the lesson design and how to access help with their learning using the Greythorn learning prompts such as using the working wall, using the models, word banks and resources/manipulatives. They also show knowledge of a variety of authors, historical figures, geographical features and composers/musical genres. In Y6, PP children take up ambassador positions such as Librarian and KS1 ambassador as well as representing the school in sports teams.