



**GREENSIDE FILM FACTORY
Pupil Premium Impact Report
2019 - 2020**

A. Brief context: Starting point of cohorts, changes during the year, special circumstances

2019 - 2020	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
Girls	2 (14%)	6 (32%)	3 (23%)	3 (9%)	2 (20%)	7 (44%)	2 (25%)	25 (22%)
Boys	0	3 (23%)	4 (26%)	3 (33%)	6 (42%)	12 (75%)	9 (56%)	37 (33%)
Total	2 (6%)	9 (32%)	7 (25%)	6 (19%)	8 (33%)	19 (60%)	11 (46%)	62 (31%)

(As of DC4)

Again this year we are very proud of the progress made by the vast majority of our PP students at Greenside - see data report for details.

This year due to the COVID-19 crisis, we only completed 25 out of the potential 39 weeks. This year Greenside also employed a new SENCo. Through this appointment our aim has been to further improve the provision for all students but with a key focus on PP students.

Greenside is a small, one form entry organization and so it is easy for us to know our students well and to track progress to ensure we continue to break the barriers to learning for all students.

We plan, review and adapt our provision and intervention each half term based on Data Capture and other social elements of student's progress or barriers.

All PP students are identified and known by the Class Teacher, SENCo and Leadership Group Line Manager and a personalized programme is put in place as appropriate. The starting points of our PP students are varied, both academically and emotionally and socially. A number of our PP students are High Attainers and on our HA list and so need greater challenge. Others are below ARE in Reading, Writing and/ or Maths and require specific learning programmes.

The cohorts across the school are very different and do not follow a consistent pattern in general, particularly with PP students. We range from 19 PP students in current Y5 to 2 PP students in current Reception class. Although generically speaking, we have more PP boys than girls, the difference is only 11% accounting for 12 students in total. Lower down the school the girls carry the great PP weighting whereas the opposite is true further up. There are also differences in the percentage of PP boys and girls due to the overall gender weighting in classes being different.

B. Key Action & Developments 2019-2020: (please refer to action plan or IIP)

1. Funding staffing to improve the teaching at all levels to support directly with students making progress and getting immediate tutorial feedback within our carousel model of STAR Day learning.
2. On STAR Days, 1-2-1 reinforcement support will take place during the 9.00am – 9.30am sessions. 1-2-1 and small group half an hour reinforcement will also take place in the 1.00pm – 1.30pm sessions to target reinforcement of concepts from the day, general core skills and to build confidence.
3. We have set up a STAR support programme for students not reaching ARE and PP students – these are, of course, not always the same cohort. The SENCo will use the diagnostic tools and external programmes set up to plan individual 'catch up' programmes based on the individual

needs of students – this ranges from dyslexia support to additional reading practice for students not able to do this at home, through to teaching a KS2 phonics programme to several students who cannot access the curriculum.

4. We will exploit the engagement we get from our students through digital platforms to enhance the PP provision both in school and particularly at home. TT Rockstars and Mathletics target maths skills while Spellodrome targets spelling and grammar skills. The levels of these programmes can be set specifically to support students to diminish the difference or to challenge HA PP students.
5. The Head of School will work with both Y6 and Y2 students in various English and Maths sessions to drive GDS performance twice a week in smaller groups. The Executive Head will also work with students specifically in writing and reading to target GDS.
6. The Deputy Head and SENCo will work closely with families to continue to improve attendance and offer support through clubs and services to positively impact lateness. They will also support learning at home as well as the family's social and emotional needs.

C. Evidence of Impact (including data) of actions & developments:

Y6 boys progress.

1. Through funding staff to improve teaching, we have been able to provide a comprehensive team teaching package of support for all teachers across the whole year. This has consisted of the Head of School and Deputy Head working closely with class teachers to improve their practice based on a package of 4 - 5 weeks of team teaching to ensure that practice is embedded. The impact of this initiative has been seen through the increased quality of teaching assessed through formal observations and through external checks by Progress Partners. Additionally, the quality and success of this provision was seen in the sharing of best practice in staff meetings so the practice is further disseminated through additional channels. One key element of this team teaching provision was directly linked to our school improvement plan initiative of improving feedback. This was also made a key stage meeting tracking strand so that the best practice could be driven through a number of channels. The impact of this can be seen not only in the improved practice referenced in observations, but also in evidence triangulation where marking and student editing is stronger and now becoming a natural part of their writing process. Internal moderations have also shown how the students' ability to act on feedback, both written or verbal, has improved the quality of their writing.

A further initiative that has impacted student learning has been the work of our Inclusion Leader who has mentored a group of KS2 PP students who find learning and the classroom environment challenging. Her work with these students has had a significant impact on their ability to be able to understand the impact their actions have on the learning of others, as well as their own. Through consistently working on reflection discussions, target setting and tracking their successes, their ability to be able to show the appropriate learning behaviours has markedly increased. From this, they have then also been able to reflect on how this has positively impacted their learning. A reflective learner is a good learner.

2. The Head of School targeted a group of 8 PP students who were working below ARE for maths. They were initially identified at the end of Y5 following formal assessments and interventions began in the Summer Term with the intention of raising their attainment to ARE+ for the end of year examinations in Y6. This intervention continued throughout Y6 3 times a week focusing on pre teaching skills or revisiting concepts. The class teacher confirmed the impact the pre teaching sessions had on the students' ability to engage with new concepts and also the confidence with which they engaged in the discussions, asking and answering more questions than before. The sessions were also used to target concepts from individual students' gaps analysis. This combination of targeted work meant that by DC4 (still a whole half term until the SATs) all students were achieving ARE+ in the maths test or were within 10 marks. The most significant impact was a student who scored 15 in DC1 and scored 66 in DC4 - a 340% increase.

Further intervention sessions were targeted in KS1 where PP boys who were reluctant writers were supported during the weekly Big Write in a small group with a HLTA. This was initially targeted at Y1

students to help the transition from Reception and to enable them to access the writing more independently and target key skills. These took place weekly for an hour. Following half termly assessments and moderations, the impact could be seen in the students' consistent use of the key skills targeted both in the Big Write sessions but also in other independent writing sessions in class. The success of this intervention across the first half term led to a second group targeting PP girls who also showed the same impact to the point that the groups were able to be focused on Y2 PP students from Spring onwards. From both of these groups of 10 students, 8 were writing at ARE in DC4. The remaining 2 were very close but EAL challenges still provided a barrier. Of the Y2 group of 5 PP students, all were writing at ARE in DC4 with 1 writing at GDS level.

3. This year we targeted a new SENCo who had significant classroom experience to drive intervention for students, including PP students. The SENCo has had 3 students in particular who are in KS1 and have complex needs, as well as being PP, and were not accessing the curriculum. 2 of these students were unable to write anything at all and were still barely mark making. Both are now able to write their names independently and are moving onto writing full sentences with minimal support. She has also worked closely with the class teachers to make sure that the resources available to support learning target their specific learning characteristics and go beyond mere differentiation. Together this has positively impacted the students' ability to be able to access the learning in class more and thus impact progress. Another strand to this programme has been providing time for students to read out loud with an adult. This has enabled the students to increase their fluency and ability to apply their phonics learning to become better readers. In turn, this has contributed to an increase in their reading assessments. 2 of these students have doubled and tripled their scores respectively in reading tests.
4. The benefit of having a selection of technology available for students to access has been that we have been able to target a love for learning by engaging them in games on their iPads that target key skills, for example, times tables and spellings. We have also been able to utilise Mathletics to pitch the work at an appropriate level and fill the gaps without it being obvious to everyone that those students were completing different work. The use of technology has had a significant impact on PP students, particularly during the COVID-19 closures. The parents of 10 PP students who also have complex needs, had feedback that they were finding it impossible to engage the students in the learning and support them due to their needs. We utilised Google Drive and Google Slides so that we could create personalised documents that reflected our provision in school, targeted their interests and would engage them. This was also set up so that the student and member of staff could work on the task at the same time meaning they could provide motivation and guidance through their knowledge of the individual. Our engagement register shows how this group went from not engaging with any of the online learning in the initial weeks to engaging every week on a number of tasks. The extended period of the lockdown has meant that this provision has significantly reduced the gap that would have grown without them being in school by ensuring they are consistently engaging in learning with professional adult support.

During the closure, 25% of the students who were on site were PP students with complex needs. This allowed us to ensure that their learning continued daily throughout the closure and again, reduced the gap that would have developed.

5. Since September, the Head of School has been working with Y2 students targeted for GDS in maths and Reading. This has allowed for a focus on Test Ready skills as well as a focus on the more challenging concepts in these areas. This has been a strategically implemented additional group this year to allow for more focused provision for this key group. This has contributed to Y2 students achieving 38% GDS in Reading and 27% in maths at DC4. Both above the National Average. See data analysis below for further projected impact.
6. A key strategy for targeting attendance issues at Greenside, as well as working with the families, is to provide engaging experiences and clubs that will inspire the students to want to come to school. A group of our Y5 PP students were targeted for a 'Run and Become' club. The intention of this club was to not only support good attendance, but also to allow the group, all energetic boys, to expand some energy in the morning enabling them to focus and be more composed for the morning learning. Attendance for the session was 97%. Students reflected that the chance to do some exercise in the morning and have the chance to talk about anything that was on their mind before the day started had made them feel much calmer. The most significant impact was a student who was PA last year but had not featured on the PA

at any point this year. We have also invested in our gardening provision at school. This has had a significant impact on a number of PP students who often find the start of the day difficult. 2 students in particular have really benefited from the gardening experience we have engaged them with as it has meant that they are happier about coming to school and they now start the day with a more relaxed mindset. It has also opened their minds to more health eating habits and understanding the 'farm to table' ethos. The success of this strategy has led to the deputy head using the garden as a fundamental anchor for a whole school wellbeing and mindfulness project next year.

Data as of DC4 - Spring Term 2, '20

Data Summary

- Average difference of -5% for reading ARE.
- Average difference of +4% for writing ARE.
- Average difference of +1% for maths ARE.
- This shows that our strategy has enabled PP students to perform in line with non PP students and in the case of writing and maths, they perform better than their non-PP colleagues at ARE.
- The -5% difference in Reading is mainly due to Y2 having a small number of PP students (5) with 2 of them not achieving ARE. 1 student has joined us recently, is LAC and has been receiving intensive intervention to close the gap. The other student has had significant attendance issues that have been addressed this year and the gap has started to close.
- Y6 results reflect the same 2 students who are both PP but also have EHCPs. One has cerebral palsy and is paralysed down one side of his body. The other student received intensive intervention and was only 10 points off the maths ARE.

Projected Data Results to DC6

- If we calculate the average point improvement between each half term in maths for Y6 PP students and extrapolate that across to the point at which the end of year examinations would have taken place, we can project that 2 more PP students could have achieved GDS in maths. This is an increase of 17% leaving a difference of only 8% between PP and non PP students with an overall average difference at GDS across the whole school reducing to 19%.
- Using the same logic for Y2 maths, again 2 additional students could have achieved GDS in maths. This is an increase of 33% leading to PP students out performing non PP students by 20% with an overall average difference across the whole school reducing to 16%.
- Taking the same approach with Y6 Reading results in 1 additional GDS and 1 additional ARE student. This means that PP students perform in line with non PP students at ARE whilst the GDS difference drops to 50%. In Y2, an additional student would achieve GDS meaning PP students would outperform non PP students by 10%.

Reading	Y1	Y2	Y3	Y4	Y5	Y6	Average difference
PP ARE+	80%	60%	100%	100%	86%	75%	
Non PP ARE +	81%	100%	90%	88%	91%	83%	
Difference	-1%	-40%	10%	12%	-5%	-8%	-5%
PP GDS	0%	40%	11%	44%	14%	8%	
Non PP GDS	33%	38%	43%	29%	27%	67%	
Difference	-33%	2%	-32%	15%	-14%	-58%	-20%

Writing	Y1	Y2	Y3	Y4	Y5	Y6	Average difference
PP ARE+	80%	100%	100%	100%	82%	75%	
Non PP ARE +	76%	100%	86%	88%	82%	83%	
Difference	4%	0%	14%	12%	0%	-8%	4%
PP GDS	0%	40%	11%	22%	18%	8%	
Non PP GDS	33%	38%	38%	29%	36%	50%	
Difference	-33%	2%	-27%	-7%	-18%	-42%	-21%

Maths	Y1	Y2	Y3	Y4	Y5	Y6	Average difference
PP ARE+	70%	100%	89%	89%	86%	75%	
Non PP ARE +	90%	100%	86%	65%	82%	83%	
Difference	-20%	0%	3%	24%	5%	-8%	1%
PP GDS	0%	20%	22%	11%	27%	8%	
Non PP GDS	29%	29%	43%	18%	64%	33%	
Difference	-29%	-9%	-21%	-7%	-36%	-25%	-21%

See data analysis report for further details.

D. What review and checking strategies have been used to measure progress and impact of strategy?

1. PP focus included in the main school SIP and staff IIPs.
2. HoS and DH lead on the Team Teaching sessions to ensure the quality of provision.
3. HoS and DH Team Plan with all year groups to ensure quality of planning.
4. Half termly data captures that inform planning and intervention for the next half term.
5. Half termly data analysis with a specific section focused on PP performance.
6. Half termly data meetings where class teachers discuss PP performance and next steps.
7. Half termly writing moderation (a mix of internal and external) where PP students will always be a part of the focus.
8. Half termly assessment of World Ready skills to ensure our students are developing in a broader context.
9. PP review completed of partner school which also allowed for comparison of approaches and strategies.
10. Termly Progress Partner review including examining PP strategies, data, outcomes and next steps.
11. Interventions and support sessions are monitored by HoS and DH as part of the learning walk programme of checking.
12. Digital tracking systems have been used to monitor engagement through online platforms and flag if engagement drops below a certain point. This is then followed up by class teachers and eventually LG.

E. Please identify the 3 things you are most proud of this year:

1. The gap between PP and non PP at ARE is minimal now.
2. The provision put in place very quickly to support PP students at home during the closure ensured that all were engaging in online learning every week, with adult support where needed.
3. Variety of strategies being used to positively impact PP students.

F. Key contributions made to Greenside Experiential Learning Model and overall successes - please also reference links to new Ofsted framework III

1. The drive to target PP student attainment has supported the Greenside model of no students finishing on 1,1,1 and having high expectations for all. This is reflected in the data.
2. Our philosophy of providing experiential learning and a broad curriculum through the arts and film means students enjoy coming to school. We provide different experiences so all students can engage and we are able to satisfy all types of learning style.
3. Flipping the provision: This year we have targeted more strategies that are beyond direct academic support e.g gardening, clubs, better use of technology etc. This ties in perfectly with our philosophy of 'everything is learning and learning is everything'.

G. Lessons Learnt & action/ developments (next steps) for 2020-2021:

1. Still a gap at GDS for PP: Focus on PP GDS students particularly in maths. This will be even more important this year as our new Y6 class has 22 PP students. Early intervention support was successful this year for those not achieving ARE in Y6. How is home learning being utilised to drive PP students who could achieve ARE with our advancements in technology? Maths leader weekly groups to target PP GDS.
2. Only gap at ARE is in Reading: Enhancing the reading provision at all levels. TEF are targeting this at EY/KS1. Class reading and reading for pleasure initiatives already in place for next year. Exploiting use of Bug Club more for weekly home reading across KS2. Y3 are the key class who will have an NQT this year so targeted support for Reading is needed for her as part of the NQT programme.
3. Providing other experiences beyond just direct academic support is important: Plans in place for various wellbeing and mindfulness initiatives through deputy head that will lead to greater academic engagement. 'Student Stories' designed to target students and their specific learning characteristics to better understand what it is they need to unlock their potential and to more closely track the impact of provision and intervention. Discussions in place about how funding can be used to purchase resources as opposed to staffing.

H. CPD recommendations for 2020-2021:

1. Driving for GDS: Work with staff to better understand GDS, how to achieve it, targeting students earlier for it, utilising home learning and technology better etc.
2. Mindfulness and wellbeing training for staff so that we are targeting support from all angles for students.
3. Y3 NQT focus on reading CPD and team teaching support.

I. Any other comments:

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