

Pupil premium strategy statement – Greenside Primary School

School overview

Detail	Data
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	21%
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 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Philippa Saving
Pupil premium lead	Jade Iontton
Governor / Trustee lead	Jem Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,300
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8700
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£96,000

Pupil premium strategy plan

Statement of intent

At Greenside, we proudly inspire, challenge and nurture our pupils through an innovative learning model of food, film and fun. Our intention is to ensure that all of our pupils, especially those in receipt of the Pupil Premium Grant (PPG), make accelerated progress in their learning and achieve high outcomes across the curriculum, and for pupils to have exceeded their potential by the end of this academic year.

We have high aspirations for all pupils in our school community and believe that they should all be given the best opportunities to achieve their best. We aim to provide personalised learning opportunities and targeted support to allow every child to engage positively in their learning and flourish at all times. We consider the challenges faced by our vulnerable pupils, including those who have a social worker and young carers; and the activities that we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. At Greenside, we use the pupil premium funding to improve the quality of teaching and outcomes for disadvantaged pupils. By doing this, we also benefit non-eligible pupils as well, including families which have no recourse to public funds or multiple levels of deprivation.

Quality first teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on diminishing the difference and closing the disadvantage attainment gap, while simultaneously benefitting the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in building upon our targeted support through the National Tutoring Programme for pupils, including non-disadvantaged pupils, whose education has been worst affected over the Covid-interrupted academic years (2019-20 and 2020-21).

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories that are aligned with the Education Endowment Foundation's pupil premium guide which include:

1. **Teaching** - Spending on improving teaching which includes professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.
2. **Targeted academic support** - providing targeted academic support for one-to-one or small group intervention to classroom teaching for disadvantaged pupils.
3. **Wider strategies** – identifying and supporting significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

We will also:

- Ensure disadvantaged pupils are challenged in their learning and in the learning that they are set.
- Act early, decisively, and significantly, to intervene at the point that any need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, while raising expectations of what they can achieve.

Challenges

Challenge number	Detail of challenge
1	Attendance and punctuality of pupils is below school and national expectations.
2	Address non-academic barriers to attainment such as behaviour, mental health and wellbeing.
3	Limited wider opportunities for extra curricular experiences both during the school day and as a club offer.
4	Providing targeted academic support for pupils who are not making expected progress from their starting points.
5	Continuing to close the attainment gap between disadvantaged pupils and their peers and ensure that they meet national expectations in all subjects.

Intended outcomes

Intended outcome	Success criteria
To achieve and sustain improved attendance and punctuality for all pupils, especially disadvantaged pupils.	<ul style="list-style-type: none"> ● Pupils' attendance is improved and the total of unauthorised absences to be 0% with children achieving 96% attendance. ● Attendance data indicates that attendance and punctuality is improving. ● A "sharper focus" on tracking attendance ● Pupils who may be disadvantaged or have additional needs or barriers to attending school are identified. ● Attendance policy is up-to-date and in place. ● Attendance board and trophy reestablished. ● Disadvantaged pupils' attendance is in line with non-disadvantaged pupils nationally. These groups are tracked regularly and meetings are held with families alongside the Educational Welfare Officer to target poor attendance, persistent absence and poor punctuality. ● Engage with the school attendance officer for Hammersmith and Fulham.
The school has a culture of positive mental wellbeing and pupil's mental health is a priority. All pupils are equipped with the knowledge, skills and tools to thrive in the modern world.	<ul style="list-style-type: none"> ● Pupils will be more regulated and incidents recorded on scholar packs will lessen. ● Pupils know who they can talk to when they need support.

	<ul style="list-style-type: none"> • There is a consistent approach to mental health and well-being across the school. • Staff support pupils to understand their emotions and respect the feelings of those around them. • Key pupils attend the breakfast and after School Clubs which supports their mental health and well-being. • MyHappyMind is introduced and implemented across the school.
<p>Greenside promotes a wide, rich wealth of experience for the pupils. There are opportunities for the pupils to challenge themselves academically and to develop their own talents and interests.</p>	<ul style="list-style-type: none"> • Families are supported with the cost of trips and residential (up to 50%) • Pupils go on a range of trips and visit each term. • Whole school experiences are on offer for all pupils to access. • Pupils are encouraged and selected to take part in learning which develops their own interest and talents. • Introduce instrumental music lessons, during the school day, for all pupils.
<p>Improved oral language and vocabulary skills evident among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Observations and informal assessments indicate significantly improved oral language and vocabulary skills among disadvantaged pupils. This is most evident when triangulated with other sources of evidence, e.g. engagement in lessons, book/work scrutiny, pupil voice and effective formative assessment • Rosenshine's Principles of Instruction adopted across the school. • Introduction of school council., green leaders, house captains and head boy/girl at school to ensure pupils have a voice about their learning.
<p>Disadvantaged pupils make accelerated progress from their starting points and attain at least in line with their peers.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils know more, remember more and are able to do more from their starting point. • High standards of work evident in books across all subjects. • Internal and external assessment data indicates that pupils attain in line with, or above their peers nationally. • Quality interventions are in place and regularly monitored for key pupils. • Targeted support for individual pupils.

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: £27,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding quality first teaching across the school in every year group by supporting staff in delivering high quality whole-class teaching across the curriculum including LSA's and support staff.</i></p>	<p>Research suggests that the biggest impact on attainment is the quality of the teaching in class. With stronger and more skilled teachers. This will develop confidence in students and engaging lesson where the children are challenged to be active learners.</p> <p>Narrowing the Attainment Gap / Inside Government – Blog / Website Sobel. D. (2018) Narrowing the Attainment Gap: A handbook for schools. London: Bloomsbury Education</p>	<p>4,5,2</p>
<p><i>Embedding effective oracy activities across the school curriculum, and developing a staff who are able to explore, review and innovate regarding their teaching/pupils' learning which will support pupils in articulating key ideas, consolidating their understanding, and extending their vocabulary.</i></p>	<p>The development of oracy across the curriculum will ensure that all pupils have the confidence to articulate their thoughts and ideas. The development of language around explaining and reasoning will also support all pupils in retention, confidence and taking ownership in their own learning. This will also support with articulating emotions and feelings</p> <p>Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF EEF Planned Research "Explore" Phase</p>	<p>5,4,2</p>
<p><i>Embedding efficient and effective formative assessment strategies that meets the needs of all groups of pupils. To support staff and pupils to identify strengths and areas for improvement in daily learning and then act decisively up.</i></p>	<p>Clear assessment strategies will help identify gaps and provide targeted support for the individual needs. Evidence shows that strong assessment further supports and grows children's attainment and confidence. We also aim to empower them to challenge themselves and select their own next steps. This is proven to have a higher impact and develop self confidence and engagement.</p>	<p>2,4,5</p>

	Feedback / Education Evidence / Teaching Learning Toolkit / Education Endowment Foundation / EEF	
<i>Implementing a wider range of experiences for the children including termly trips</i>	External experiences will further support children in all areas of life including confidence, and self esteem. This will also develop a love for learning and re engaged children with school more. Extra-Curricular Activities / An Unequal Playing Field – Report / UK Government / Social Mobility Commission	1,2,3
<i>Developing LSA's to understand and identify Gaps quicker to further support the teaching</i>	The development of LSA's will ensure high quality responses to situations both in and out of the class which in turn will develop confidence and self-esteem. One-to-One Tuition / EEF (educationendowmentfoundation.org.uk) And in small groups: Small Group Tuition / Toolkit Strand / Education Endowment Foundation / EEF research foundation for whole school PLE research project Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF EEF Planned Research "Explore" Phase	2,4,5

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

Budgeted cost: £ 35,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure that PPG pupils and families with complex needs are supported through a multi professional safeguarding and attendance support team so that Persistent Absence reduces, attendance improves and progress is tangible</i>	Research and DfE guidance reflects that a multi professional approach to pupil and family engagement where complex needs arise needs to be focused on a clear and concise plan to tackle longer term disadvantaged issues. These include: Housing; Financial stability; Mental Health; Physical Health; Parent/Carer experience of school/education; low	1,2,3,4,5

<p><i>in terms of positive attitudes to learning and ultimately progress across the curriculum</i></p>	<p>aspirations and Inclusivity in terms of school and wider community.</p> <p>EYFS/Y1 Attendance focus work WPA EWO Partnership EEF Guide to Pupil Premium review and linked to this plan Research project around metacognition and the thinking to learn/inner voice for both staff, parents/carers and children</p>	
<p><i>Improvement of the curriculum across all subjects</i></p>	<p>Working with Roshinshine’s principles and the national curriculum we are ensuring that skills build upon each other. Evidence shows that regular revisit is and the building of skills will ensure retention and therefore greater attainment. The investment of professional development will then improve the quality of education for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2,4,5</p>
<p><i>Supporting booster groups established across the school to further accelerate the closing of gaps.</i></p>	<p>Targeted booster groups are proven to support children with retention and confidence in their subjects. Boosters will support both post and pre teaching.</p> <p>https://blog.innerdrive.co.uk/guide-to-roshinshine-principles-of-instruction</p>	<p>4,5</p>

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

Budgeted cost: £ 36,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p><i>Development of whole-school behaviour strategies.</i></p>	<p>Using the Alan McLean approach to a 'Motivated Classroom' teachers will develop an environment with both support and enable all pupils making them feel welcome and supported.</p> <p>As a school we have reviewed our Behaviour strategies to ensure consequences are confident and clear which in turn will improve general behaviour.</p> <p>Metacognition and Self-Regulation / Education Evidence / Teaching Learning Toolkit / Education Endowment Foundation /EEF</p>	<p>2,4,5,</p>
<p><i>Development of the attendance approach whole school</i></p>	<p>Clear communication between home and school will ensure that both parents and adults understand the importance of regular attendance at school and the impact of this. Evidence suggests that children who attend school less than 90% of the year will have a significant impact on their progression.</p> <p>Improving School Attendance EEF Planned Research "Explore" Phase and https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</p>	<p>1</p>
<p><i>Introduce music lessons</i></p>	<p>Introducing Pelican instrumental music lessons within the school day. Learning about music and having the opportunity to play musical instruments and make music together is a vital part of a rich and rounded education. It has also been proven that music plays a key role in brain development. This is because it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills. https://educationhub.blog.gov.uk/2022/06/25/everything-you-need-to-know-about-music-in-schools/</p>	<p>2,3,5</p>
<p><i>To ensure all pupils have access to school trips/visits and extra-curricular activities to enrich their learning and development, while</i></p>	<p>Research shows that the benefits of curriculum enrichment for pupils increases confidence, helps social interaction, develops more soft skills and also brings a sense of wellbeing and belonging.</p>	<p>1,2,3, 5</p>

<p>widening their personal experiences.</p>	<p>Extra-Curricular Activities / An Unequal Playing Field – Report / UK Government / Social Mobility Commission</p>	
<p><i>Implementing Zones of Regulation and MyHappyMind</i></p>	<p>MyHappyMind believes that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world. We combine the latest research, science and technology to help children develop lifelong habits and learn to thrive. https://myhappymind.org/ is backed by the NHS. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,4</p>

Total budgeted cost: £ 100,080

£27,390 + £35,960 + £36,730

Greenside school will fund the additional £4,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from the previous academic year indicates that the majority of pupils in receipt of pupil premium achieve in line or above age-related expectations and nationally. Compared to local and national averages, pupils at Greenside progress from KS1 to KS2 was well above average for reading, above average for writing and average for mathematics.

Attendance of pupils in receipt of pupil premium for 2022/2023 was 92.3% which is significantly below the school target of 96% and below national expectations and below pupils who are not disadvantaged.

Most pupils' behaviour and wellbeing within the school is good. However, there are some pupils who struggle to regulate or make good choices. Across the school it has been identified that children need support with their empathy.

This review indicates that the last plan has come to an end and a new three-year strategy will be in place from 2023- 2026. The intentions of the previous strategy were largely met in terms of pupils' outcomes at the end of each key stage. However, further focus moving forwards needs to be on the wider strategies that the school puts in place to support pupils progress in their behaviours and attitudes, including school attendance and their personal development.

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)

*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***

The impact of that spending on service pupil premium eligible pupils