

GREENSIDE FILM FACTORY

Pupil Premium Strategy

2020-2021



In 2020-2021 x74 students at Greenside will have access to £103.656 for our Pupil Premium Funding.

2020 - 2021	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
Girls	3	5	6	3	6	2	9	34
Boys	2	3	5	6	3	8	13	40
Total	5	8	11	9	9	10	22	74

Context:

We were proud of the progress * made by the vast majority of our PP students at Greenside in 2019-2020 - See data analysis report for 2020.

- * Our results are all Teacher Assessments made in March 2020 due to the COVID-Lockdown.
- We are confident that these are accurate but no national tests were sat by Y2 or Y6 students.

We have been federated with Griffin Primary since 1st September '17 and this will continue to increase our access to good practice and support our own improvement journey. Throughout the 2020-21 academic year, we aim to develop a shared Student Stories Programme with a joined up offer that will include enhancing our provision for PP students.

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

All PP students are identified and known by the Class Teacher, SENCo and Leadership Group 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 to ensure we diminish the difference and help them reach their potential.

Greenside is a small, one form entry place of Experiential Learning with much Team & collaborative Teaching and so we know our students well and to track progress to ensure we continue to break the barriers to learning for all students.

Key Data:

- There is no gap between PP and non-PP results in Phonics.
- 16% of our PP students are also SEND.
- 40% are PP and BAME.
- PP students perform in line with Non-PP students in Reading Writing and Maths at ARE.
- 56% are PP and EAL making this is a key factor this year.
- There is an average of -22% difference in PP and non-PP at GDS in Reading, Writing and Maths making this a key factor this year.

Summary of Barriers:

- 56% of our PP students are also EAL. The highest of which is 91% in Y2, the lowest 29% in Y1 with an average of 57% across Y1-Y6.
- Our PP students are generally performing in line with other students at ARE level but not at GDS level. There is only a -3% difference in Reading and a -1% difference in Maths with PP students outperforming other students by 2% in Writing at ARE. The difference at GDS level is -22% in Reading and Writing and -23% Maths.
- The number of PP students is uneven across the year groups, particularly in KS2, and although the balance of girls and boys overall is similar, there is an imbalance within classes, particularly KS2.

- In Y6 we have 15 PP girls and 18 PP boys. 60% of girls are PP (9/15) and 72% of boys are PP (13/18). 5 of the PP students are HA while two have EHCs, with a further EHC pending. 8 of the PP students joined Greenside late. This combination means the group has a wide range of different needs to address.
- In Y2 we have 17 PP girls and 11 boys. 35% of girls are PP (6/17) and 45% of boys are PP (5/11). 9 of the 11 PP students are EAL. 1 is also SEND. 1 is HA. 1 EHC is in process. 5 students have joined Greenside late. This combination provides a completely different set of challenges.
- Attendance and lateness – 3/11 PA students are PP (27%) - this remains a real barrier for a small number of our students, especially for students who also have learning needs and are currently below ARE. Our Deputy Head and SENCo will continue to address this linked to their personal priority plans this year. Breakfast classes and clubs have proven effective.
- Wider learning experiences to enhance World Ready skills and enhance language - In order to address this we have set up support within our Greenside Growing Generation programme – trips and visits, access to additional speech and language provision and arts courses and performances.
- Multi – need students - The majority of our PP students who do not diminish differences, at the same rate as their peers, within the academic year have another significant barrier too.
 - a) Family well-being and support services – we set out to offer services that will support the whole family with learning.
 - b) Access to enhanced Home Learning support.

Our approach to breaking the barriers:

1. We are retaining the majority of our teaching staff at Greenside in September 2020 but have made staffing appointments to enhance the quality first teaching offer. We have made the strategic decision to spend the major part of our Pupil Premium Funding on 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.
We have appointed an additional Key Stage 2 Teacher and a TA to support across all classes. We have increased our SENCo time to 3 full days in 2020-2021. In EYFS we have invested in an extra 3 days of support to show how an investment in Nursery & Reception can close gaps early and gain maximum impetus. We saw this strategy have the biggest impact last year and believe this will make the biggest impact again this year with lots of team teaching and joint work with staff planning, delivering and assessing together. This will be extended even further this year with our SENCo working closely to enhance our support staff and their ability to positively impact progress.
Outcome: High quality teaching increases the learning experiences for all students raising attainment; greater capacity for intervention / pre-teaching sessions; enhanced support and expertise from new SENCo positively impacts the quality of EAL/SEND learning provision even further.
2. This strategic staffing has also allowed us to implement our 'Student Stories' initiative. This is designed to target key students in small groups, 67% of whom are PP. These sessions are led by our strongest support staff and by class teachers to forensically identify each individual's most significant barriers to learning and provide targeted, ongoing support that adapts as their needs do. These sessions are also intended to provide pre-teaching experiences that allow students to access learning in class more effectively and thus positively impact their confidence and learning in whole class scenarios too.
Outcome: Student Stories leaders have detailed knowledge of individual learning barriers and break those barriers quickly, increasing confidence, offering challenge and linking closely with class themes to transfer positive impact to class engagement and progress.
3. On STAR Days, the Head of School and our new class teacher will work 3 times a week on small / pre-teaching sessions for Y6 students targeting those who are borderline ARE. 89% of these students are PP.
Outcome: All students to achieve ARE in end of year examinations, show increased confidence in class and are able to articulate their own areas for development.
4. Our KS1 HLTA will work specifically with Y2 groups who are borderline ARE in Writing and Maths for the Autumn term and the work with students targeted for GDS in the second part of the year.
Outcome: All students to achieve ARE in end of year examinations with an increase in GDS students from last year's results.

5. The Head of School will work with both Y6 and Y2 students in various English and Maths sessions to drive ARE / GDS performance twice a week in smaller groups. The Executive Head will also work with students specifically in writing and reading to target GDS.
Outcome: All students to achieve ARE in end of year examinations, show increased confidence in class and are able to articulate their own areas for development. Number of GDS students in maths and English shows an increase from last year.
6. Our School Improvement Plan and all of our senior leadership team has the provision of GDS at all levels as a key priority for improvement across all subjects.
Outcome: Profile of GDS provision is a key part of initiative at all levels across all areas, number of GDS students shows an increase from last year.
7. Our SENCo will provide extensive EAL CPD and resourcing for all class teachers to support the quality first teaching provision for EAL students in all classes. We will link this drive with the TEF reading initiative to provide dual language texts as part of our enhanced reading provision this year alongside ICT provision that will allow students to develop their English and share their languages with others through games and apps. This initiative will also include exploring the additional ways we can support our EAL families beyond the school gates to ensure that learning continues at home.
Outcome: All EAL provision is enhanced and students' language, communication and attainment are increased.
8. We will develop 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 and Bug Club targets spelling, grammar and reading skills. This year we will utilise the ability to personalise the difficulty on these platforms to challenge our students targeting GDS. We are also producing Maths Films to share with out
Outcome: Increased level of challenge for students targeted for GDS through home learning.
9. The Deputy Head and SENCo will work closely with families to continue to improve attendance and offer support through clubs, breakfast club and services to positively impact lateness.
Outcome: PP PA reduced by 66%, improved school readiness and enjoyment.
10. Greenside Nature Programme will support family's social and emotional needs. 64% of students in this programme are PP.
Outcome: Enhanced support provision for families and students with social, emotional and health needs, students' engagement in class increases.

How we will measure progress:

The half termly Data Capture periods and analysis that informs the planning and intervention for the next half term includes a forensic analysis of our groups and the gaps analysis for each individual, group and cohort. Writing Moderation takes place each half term to support with identifying PP progress and further needs. We also review attainment and progress in World Ready skills and foundation subjects which help us to ensure our PP students are performing in a broader context and have the highest possible attendance, positive behaviour and behaviours / attitudes to promote good learning. Where any gaps are identified the SENCo, Key Stage Leader (a member of LG) and the Class Teacher review next steps and feed directly into planning and intervention strategies. The cycle continues throughout the year.

Key initiatives above are part of the School Improvement Plan and staff performance management processes thus are tracked through this process as key indicators of staff performance by senior leaders and regional directors.

How we will review the success of our strategy:

We review the strategy for PP with the Local Governing Body in the Summer term each year to ensure we adapt the next plan in the light of lessons learnt, progress actually made by PP students and the changing profile of the next year's cohort. We will also update the proposed strategy following the National Teacher Assessments and Test results for Reception, Y2 and Y6 in early July and after our DC6 analysis at the end of July. We will also have lessons learnt shown through our review of the Film Factory this year and through our GGL Federation partnership work and SSE.

Robin Yeats (Head of School)
Karen Bastick-Styles (Executive Head)
September '20.

**GREENSIDE FILM FACTORY
Pupil Premium Grant Expenditure
2020-2021**

1.	Teacher to work across KS2 - Team Teaching	£25.000
2.	Deputy Head - part time	£10.000
3.	HLTA x1 half time	£15.000
4.	Additional TA – full time	£15.000
5.	Additional EYE x3 days per week	£15.000
	* Staffing costs are rounded up	£80.000
6.	Attendance <ul style="list-style-type: none"> • Meeting time and support • Morning sessions • Rewards 	£3000
7.	Specialisms	£2000
8.	Nature Programme	£5000
9.	ICT	£5000
10.	Home Learning Support	£3000
11.	Uniform support	£1000
12.	EAL CPD & Resources	£4000
		£103.000