



**Greenfield St Mary's C.E. (A) Primary School
Pupil Premium Report 2022-23**



This report details our school's use of pupil premium (and recovery premium) for the 2022-23 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our approach, how we intend to spend the funding in this academic year, and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Greenfield St Mary's C.E. (A) Primary School
Number of pupil in school	197
Proportion (%) of pupil premium eligible pupils	9%
Academic Year/Years that our current pupil premium plan covers	2021 – 2024
Date this statement was published	Autumn 2021
Date this statement will be reviewed	Annually reviewed and revised Autumn 2024
Pupil Premium Lead	Suzanne Hall

Funding Overview

Detail	Amount 2022-23
Pupil Premium funding allocation this academic year	£29, 980
Recovery premium funding allocation this academic year	£2, 000
School Led tutoring funding allocation this academic year	£1, 250
Covid Catch up funding allocation this academic year	£790
Total Budget for this academic year	£34, 020

Statement of Intent

Greenfield St Mary's C.E. (A) Primary School's vision is 'Enjoying learning and achieving in a Christian environment and to be the very best we can be in the eyes of God.' Through our curriculum, we strive to develop the skills knowledge and learning attitudes of our pupils so that they can become the best they can be and are committed to meeting the requirements of the Primary National Curriculum.

Our SCARF principles and Golden ways help children to develop their Christian values and their social and moral code, as they build their sense of uniqueness and self-worth as an individual. We believe all children deserve the opportunity to nurture their individual talents and achieve their true potential. We aim to encourage the children to develop their understanding of their local and national heritage and their role in modern Britain today.

We give high priority to teaching the fundamentals of reading, writing, and Maths, every day, to ensure that all pupils acquire the basic skills for learning and life. These skills are used and practised across other subjects through learning challenges. We teach the National Curriculum and Early Years Foundation Stage Curriculum, using a wide range of strategies. We give children opportunities to work on their own, in pairs, and in groups. Continuity and progress in the curriculum will be built around essential knowledge, understanding, and key skills within subject areas. There are broken into year group expectations. The 'Essential Knowledge, Skills and Understanding' within our Learning

Challenge Curriculum helps to ensure that the learners' essential skills are being developed, alongside National Curriculum requirements (where appropriate)

For our disadvantaged children, we focus on understanding the barriers they may have to achieving this goal. We also recognise that some of our families sit just above the threshold for FSM and that their needs also need to be met, with support provided in the same way as we do for our identified disadvantaged children. Therefore, to ensure others can also benefit, interventions and approaches are not always limited to pupils eligible for the Pupil Premium.

The staff team work collaboratively with our families, SENCO and external agencies to provide a holistic and personalised approach. We work hard to close any gaps in learning development and opportunity through quality first teaching, targeted interventions, equal access to enrichment activities and effective parental engagement.

We have identified key barriers to success for our children and used these to inform our approach. We have identified key outcomes and activities which we feel will deliver long-term impact for our disadvantaged children.

This funding enables us to plan our interventions and support programmes year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. We use baseline assessments, analyse our data and make use of research, including EEF.

- All children leave Greenfield St Mary's with a breadth of knowledge, enriched through varied experiences and opportunities and a wide range of lifelong learning skills.
- All children develop a love of reading through exposure to high-quality texts
- All children leave Greenfield St Mary's reaching their full potential irrespective of background or ability.
- Pupils have positive mental health combined with resilience and lifelong learning skills

Challenges

Challenge number	Detail of Challenge
1	Lost learning, slower progress and gaps in knowledge as a result of the impact of COVID-19 on disadvantaged pupils. Some children find it difficult to retain/ recall prior knowledge
2	Language development, Reading and Writing – poor language skills (including speech and language difficulties) and a lack of exposure to high-quality vocabulary and texts. Phonic attainment among some disadvantaged pupils is also below that of their non-disadvantaged peers. Writing skills for some disadvantaged pupils are underdeveloped. Assessments and observations have shown that children's stamina for writing has diminished. As a result, the children's writing is behind where they would be expected to be for their chronological age. There are gaps in the children's understanding and application of spelling and grammar rules that need to be addressed. This further inhibits the children's ability to write with ease

3	Learning behaviours – an area of development for some pupils, perseverance, resilience, organisational skills and readiness to learn
4	Pupil Well-being – anxiety, mental health becoming a barrier to learning for some pupils, self-belief, resilience, low self-esteem

Intended Outcomes

Intended Outcome	Success Criteria
<ul style="list-style-type: none"> All children leave Greenfield St Mary's with a breadth of knowledge, enriched through varied experiences and opportunities and a wide range of lifelong learning skills. All children make good progress across the curriculum from their individual starting points. 	<ul style="list-style-type: none"> Teaching will be consistently high quality in all areas of the curriculum. The curriculum will be broad and balanced and all disadvantaged children will have access to all Pupils will be well supported and tracked closely to ensure they make good progress. Teachers will layer the curriculum to ensure the teaching of retrieval and retention to build children's understanding over time. Targeted high-quality interventions will be used for children at risk of not making expected progress. Leaders will ensure staff are well supported through coaching and high-quality CPD. The gap is narrowed between the attainment of PP and non-PP children.
<ul style="list-style-type: none"> All children develop a love of reading through exposure to high-quality texts. 	<ul style="list-style-type: none"> A reading culture is present in school that ensures all pupils read regularly and develop a love of books is embedded across the school Increase of PP pupils are working at age-related expectations or above in phonics, reading and writing Phonics is taught to a high standard through Read Write Inc Children with poor speech and language are identified quickly and supported in developing their skills. Staff receive training to deliver effective interventions. Children will be exposed to a wide variety of high-quality texts.
<ul style="list-style-type: none"> All children leave Greenfield St Mary's reaching their full potential irrespective of background or ability 	<ul style="list-style-type: none"> Renewed approach to behaviour expectations – children know and understand our SCARF principles. Teachers and support staff will teach and model appropriate learning behaviours and the SCARF principles

	<ul style="list-style-type: none"> • School will provide a graduated approach to supporting children and families with their mental health • TAs will be deployed effectively to support individuals and groups, whilst also ensuring pupils do not become over-reliant on adult support. • Learning behaviour is at least good throughout the school.
<ul style="list-style-type: none"> • Pupils have a positive mental health combined with great resilience and life long learning skills 	<ul style="list-style-type: none"> • Pupils have access to a mental health support worker where appropriate. • Pupils have access to an in-house counsellor where appropriate. • Pupils develop lifelong learning skills • Pupils show perseverance and resilience when learning.

Activity in this academic year

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

Teaching

Budgeted Cost

Activity	Evidence that support this approach	Challenge number addressed
1. Developing consistently high-quality pedagogy, teaching and learning through high-quality CPD. Focussing on: Coaching, training and quality support CPD for staff	1. Enabling colleagues to develop their own actions and strategies will ensure that staff are able to tackle issues and problems more systematically and effectively developing a solution-focused approach. 2. DLP Spring/Summer 2022 3. EEF Teaching and Learning toolkit: a. Metacognition and self-regulation b. Feedback c. Cognitive approaches in the classroom – retrieval practise, spaced learning, knowledge and deliberate practise	1,2,3,4
2. Phonics training for all staff new to KS1 and	EEF teaching and learning toolkit: Phonics, ensure that	2

access to RWI online resources	teaching of reading and phonics is consistently high quality	
3. Writing training for teachers	EEF teaching and learning toolkit: Collaborative learning	2
4. Metacognition training retrieval and retention	DLP Spring/Summer 2022 EEF teaching and learning toolkit: Metacognition and self-regulation Feedback Cognitive approaches in the classroom – retrieval practise, spaced learning, knowledge and deliberate practise	1, 2
5. Early Careers Teacher training	2021-23 ECT programme 2 new teachers have full access to the ECF programme and have experienced staff as mentors	1, 2, 3
6. Training and development for Subject Leader	DLP Summer 2023 SL training	1, 2, 3
7. Training and development for pastoral and EHMW leads	DLP Spring Summer 2022	1, 2, 3
8. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance – ensuring teachers embed key elements of guidance in school and to access White Rose resources and CPD	Enabling colleague to develop their own actions and strategies within as systematic teaching and learning framework based on sound pedagogy- able to impact on teaching and learning of mathematics more systematically and effectively	1, 2, 3, 4

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

Budgeted Cost:



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Activity	Evidence that support this approach	Challenge number addressed
Small group interventions for targeted children across the school	EEF Teaching and Learning Toolkit: Individualised approach Precision Teaching One-one-tuition Small group tuition	1, 2, 3, 4
Teaching assistant support and training to deliver effective interventions	DLP TA training programme	2, 3
Small group tuition to improve children's language and early literacy skills	EEF Teaching and Learning toolkit: Small group Writing focus Individualised instruction Write Stuff	1, 2
Structured TA daily phonics interventions in Reception and KS1	EEF Teaching and Learning toolkit: Small group RWI tuition TA intervention Phonics RWI homework	1, 2
One to one additional reading support and interventions with Parent volunteers	EEF Teaching and Learning Toolkit: Reading comprehension strategies One-to-one tuition Phonics	1, 2, 3
Teaching Assistants supporting learner interventions in writing and maths	EEF Teaching and Learning Toolkit: Small group tuition TA intervention	1, 2, 3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number addressed
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<p>Support mental health and wellbeing of identified children</p> <p>EHMW training for staff and lead teachers</p> <p>DLP school counsellor appointed to provide additional support for individual pupils and families in 2022-23</p>	<p>EEF Teaching and Learning Toolkit: Behaviour intervention</p> <p>Social and emotional learning</p> <p>Mentoring</p> <p>Physical activity</p> <p>NFER report – recovery during a pandemic</p>	<p>3, 4</p>
<p>Provide financial support/subsidies for disadvantaged children to access extracurricular clubs, enrichment activities and visits including music tuition, clubs, residentials and trips. To ensure that disadvantaged pupils have the same experience as non-disadvantaged pupils</p>	<p>EEF Teaching and Learning Toolkit: Behaviour intervention</p> <p>Social and emotional learning</p> <p>Mentoring</p> <p>Physical activity</p> <p>NFER report – recovery during a pandemic</p>	<p>1, 3, 4</p>
<p>Daily meet and greet session for targeted children that need emotional support at the start of the day</p>	<p>EEF Teaching and Learning Toolkit: Behaviour intervention</p> <p>Social and emotional learning</p>	<p>1, 3, 4</p>
<p>Nurture groups – lego therapy, drama, circle of friends, craft etc to help develop social and communication, speech and language, gross and fine motor skills</p>	<p>EEF Teaching and Learning Toolkit: Behaviour intervention</p> <p>Social and emotional learning</p>	<p>1, 3, 4</p>
<p>Music tuition and music related activities – subsidy for music tuition for PP children to take up tuition, weekly brass lesson provided free to all pupils, music opportunities further extended through our DLP trust (after-school provision)</p>	<p>EEF Teaching and Learning Toolkit: Behaviour intervention</p> <p>Social and emotional learning</p>	<p>1, 3, 4</p>
<p>Enrichment – funding of school trips, aspirational events and clubs e.g. crucial crew, careers fair, music festival, etc including subsidised transport costs</p>	<p>EEF Teaching and Learning Toolkit: Behaviour intervention</p> <p>Social and emotional learning</p>	<p>1, 3, 4</p>

Subsidy funding for PP children for Y6 Robinwood residential		
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been met.	4

Review of Outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 – 2022 academic year.

Our internal assessments, monitoring and standardised assessment data during 2021 – 2022 show the performance of disadvantaged pupils as follows:

Impact of Teaching and Academic Support

Learner Interventions – Reading, Writing, Phonics and Maths – small group support
Teacher Assessment Data July 2022

EYFS – 82.8% of cohort achieved GLD

Y1 Phonics Check – 81.5% attained expected standard (1 out of 1 disadvantaged pupil did not meet the standard)

Key Stage 1 Reading – 50% expected + (2 children)
Key Stage 1 Writing – 0% expected + (2 children)
Key Stage 1 Maths – 63.3% expected+ (2 children)
Science – 50% - 2 children

Key Stage 2 Reading - 33.3% expected+ (3 children)
Key Stage 2 Writing – 0% expected+ (3 children)
Science – 66.7%

Wellbeing: Mentoring/PSHE

We aimed to ensure that children are safe, happy and able to learn and can cope emotionally, especially during the disruption caused by COVID-19. Pupils targeted for this intervention learn to employ strategies that help them to handle their emotions and are therefore more ready to learn. Targeted children received support through key members of staff in the form of 1:1 mentoring and pastoral support. This included reasons such as family issues/crises, bereavement, low self-esteem, attendance and behaviour. Some targeted pupils also received support from an external counsellor.

Staff Training/Wellbeing

Coaching – senior staff have accessed L1 and L2 training. Coaching practises are used across the Trust and school.

Pastoral Lead Training – Senior staff member part of the Trust pastoral network and works with families with attendance or well-being issues and to improve the quality of life for children and families.

Mental Health First Aid – 75% of staff have received training, They are better equipped to support our pupils. Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted due to COVID-19. The impact was particularly acute for many disadvantaged pupils. We continue to use pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. We continue to build on that approach with the activities detailed in this plan and will adjust appropriately to meet the needs of individual children and targeted cohorts in 2022-23

Wider Curriculum/Enrichment

Disadvantaged pupils continue to have access to a range of extracurricular opportunities and enrichment experiences. School provides financial support/subsidies for extracurricular clubs and enrichment activities including music tuition, trips and visits. Subsidised transport costs for trips ensure all children can attend. Feedback indicates that this has had a positive impact in class and children have shown increased self-esteem, confidence, and positive attitudes

Externally Provided Programmes

Please indicate the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department of Education identify which ones are popular in England.

Programme	Provider
WELLCOMM	Led by school staff
Maths Mastery Programme (NCETM)	Led by school staff
Read Write Inc (Ruth Miskin)	External mentor Led by Key Stage 1 School Staff
BLAST	Led by school staff
Precision teaching	Led by school staff

City in the Community	Led by City Football Staff
Rock Steady	Led by Rock Steady Staff

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last year?	Pastoral support where necessary
What was the impact of that spending on service pupil premium eligible pupils?	Feedback indicates that this has had a positive impact in school socially and children have shown increased self-esteem, confidence and positive attitudes.

Further Information

School Council – 2 children from each year group (Y2-6) represent their cohort on our school council. Members are elected and meet regularly to debate and make suggestions on a range of identified issues and projects. Disadvantaged children have the opportunity to work collaboratively and understand how decision-making can be made collectively.

After-School Clubs – Led by staff and external agencies. These provide a wealth of extracurricular opportunities for disadvantaged children to stay healthy, play competitive sports, acquire new skills and also mix with children in other year groups.

Charity work – Our children all get the opportunity to get involved in charity fundraising events each term. These enable children to work collaboratively with adults in school and from the community.

Widening opportunities – One of our key priorities is ensuring children are provided with a wealth of opportunities. These include music tuition, sports, visiting the local library, providing access to visits to enhance the curriculum and visits to the theatre. We run enterprise activities through the Business Challenge and offer a wide range of extracurricular clubs and activities. All children in our school have access to high-quality life experiences which equip pupils with the cultural capital they need. This is further supported through the DLP sports programme and City in the Community – children are encouraged to try new sports and learn new skills, building resilience, confidence and social skills. Disadvantaged pupils are encouraged and supported to participate.

St Mary's SCARF – We have a strong sense of school community which is underpinned by our SCARF principles. Children know that the key principles are keeping themselves SAFE, CARING for others, ACHIEVING their very best, being RESPECTFUL to all and being FRIENDLY. Staff talk about them with children, and they are discussed regularly in assemblies. Children are rewarded for demonstrating these values in school.

Planning, Implementation and Evaluation

When reviewing our existing strategy, we have maintained a 3 years plan. This is to ensure a longer term approach to supporting the progress of disadvantaged pupils and to



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recognise the fact that many interventions don't reach maximum impact within 12 months

Most areas of the three-year plan (started in September 2021) remain for 22 – 23. However, some adjustments have been made to factor in previous progress and new priorities.

We primarily use the EEF's implementation guidance to help us develop our strategy.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance/reports/implementation>

We will continue to use research evidence to evaluate our ongoing progress and identify any next steps to secure the best outcomes for our children