

Greenfields Community School

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery 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
School name	Greenfields Community School
Academic Year covered by statement	2023-2024
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	40%
IDACI cohort score	0.311
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Terry Smith (Headteacher) Chris Atkinson & Gillian Roberts (Joint Chairs of Governors)
Pupil premium lead	Terry Smith
Governor / Trustee lead	Chris Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,225
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>	£138,225

Pupil Premium breakdown per year group

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3	6	11	11	18	15	14	18

Part A: Pupil premium strategy plan

Statement of intent

- *At Greenfields Community School, our aim is for ALL of our pupils are motivated and inspired to become life-long learners with a thirst for knowledge and a belief that they can reach their full potential. We recognise that there are some children within school who may struggle to meet this vision due to lack of opportunities.*
- *At Greenfields, our guiding principle is that the Pupil Premium funding should enable all children to take part in activities which, without the funding, would not happen within school. They are not seen as being 'luxury' activities, but are essential activities which enrich the school, it's curriculum and the lives and emotional wellbeing of the children and staff.*
- *The funding ensures that all children, regardless of family circumstances, can take place in all the activities on offer within school.*
- *At Greenfields, we draw from national research alongside an analysis of individual and group data, to identify potential barriers to learning and ensure that money is used appropriately to work towards overcoming these barriers.*
- *We aim to support all children in developing high aspirations for the future; to close the attainment gap between disadvantaged and non-disadvantaged pupils; and to ensure that all pupils reach age-related expectations or higher by the end of Year 6.*
- *Consequently, we use the Pupil Premium funding to support activities which will make a direct impact on narrowing these gaps and to provide opportunities which we would, without the funding, be able to provide.*
- *This includes Quality First teaching, the provision of additional staff and TAs, small group interventions, 1:1 tuition and support and a variety of nurture activities offering emotional support (Counsellor, Learning Mentor, EAL support, music provision, gardening opportunities, Forest Schools teaching, etc.)*

Identified Barriers to Learning for Pupil Premium students

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

Challenge number	Detail of challenge
A	<i>A large number of our children have emotional or attachment issues which can lead to emotional dysregulation and can cause significant barriers to learning</i>
B	<i>A significant proportion of Pupil Premium children are EAL (78%) with more than 35 languages spoken across the school</i>
C	<i>Communication and Language on entry into Nursery is low for all pupils (75%) but particularly low for PP pupils (80%)</i>
D	<i>COVID has significantly affected the attainment of all pupils, but particularly those eligible for the Pupil Premium, in English and Maths.</i>
E	<i>Children have limited life experiences and limited access to enrichment opportunities</i>

F	<i>The learning of many of our children, including many of those who are eligible for the Pupil Premium, is affected by low self-esteem, confidence and self-belief</i>
G	<i>Many of our families are struggling from the effects of living in a post-COVID society and with the cost of living crisis.</i>
H	<i>95% of safeguarding referrals are for children eligible for the Pupil Premium for a variety of issues</i>

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
A large number of our children have emotional or attachment issues which can lead to emotional dysregulation and can cause significant barriers to learning	Support in place to support children who may be suffering from emotional difficulties – barriers to learning removed
COVID has significantly effected the attainment of all pupils, but particularly those eligible for the Pupil Premium, in English and Maths.	The attainment of all children, including those eligible for PP, is at age-related expectations.
Children have limited life experiences and limited access to enrichment opportunities	Enrichment opportunities are in place to support all children having broader educational opportunities.
The learning of many of our children, including many of those who are eligible for the Pupil Premium, is effected by low self-esteem, confidence and self-belief	Therapeutic and emotional support is in place for children across the school.
Many of our families are struggling from the effects of living in a post-COVID society and with the cost of living crisis.	Those families effected are not discriminated against within school and all educational activities are accessed by all 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: £0

Activity	Barrier to learning	Challenge number(s) addressed
-	-	-

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

Budgeted cost: £59,701

Activity	Barrier to learning	Impact and measure being addressed	Strategies
Targeted quality first teaching	B, C, D	<p>Aspirational targets set in pupil progress meetings</p> <ul style="list-style-type: none"> In lesson teacher targeted planning and support Targeted TA support and differentiation in English and Maths using bespoke EAL resources 	
Language & Communication Interventions	B, C, D	<ul style="list-style-type: none"> Staff CPD to support in-lesson assessment for learning strategies to identify gaps in learning of PP pupils Staff CPD in delivering interventions in Phonics (Little Wandle) for PP pupils Additional time to plan and integrate oracy texts and resources into speaking and listening activities and interventions targeting PP pupils <p>Data analysis to support rapidly identifying, targeting and closing gaps in Reading, Writing and Maths</p> <ul style="list-style-type: none"> Intensive intervention and additional support clearly timetabled for PP interventions Additional small group support from additional key stage class teachers in target year groups for Maths and Writing KS2 intensive, targeted interventions <p>Targeted support for children who may struggle with Year 1 and 2 Phonics Test/KS1 SATs</p> <p>Targeted support for children who may have struggled with Year 1 and 2 Phonics Test/KS1 SATs</p> <p>Support and intervention for Years 1 & 2 children in literacy and maths</p>	<p>Teacher for support & intervention (KS1/2) (0.4) (£14,453)</p> <p>TA Support & Intervention (0.5) (£14,891)</p>
Targeted EAL support	B, C, D	<p>Direct support for English language acquisition for EAL learners</p> <p>Direct mother tongue support for EAL learners to support English acquisition</p>	<p>Partial funding for EAL teacher (0.6 FTE) (£10,119)</p>

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

Budgeted cost: £102,729

Activity	Barrier to learning	Impact and measure being addressed	Strategies
Forest School Interventions & Teaching	A, E, F, G	Targeted opportunities to access Forest School and curriculum across the school	Partial funding for Forest Schools teacher (0.4 FTE) (£8,190)
Support for emotional wellbeing of children and staff		Emotional therapeutic support provided by school counsellor including individual and family therapy Removing potential barriers to learning	School counsellor (0.6 FTE) - Emotional support through therapy – (£28,420) Partial funding for Learning Mentor (0.5 FTE) (£14,891)
Music provision to support emotional development		Music provision across school – Phase singing sessions, individual class music sessions, whole school singing, Clarinet lessons (Years 4-6), Nottingham Music Hub involvement	Partial funding for Music Teacher (0.4 FTE) (£23,679)- Whole school £3,000 - Y4 & 5 clarinets & 8 individual tuition Y5/6
Support for the development of gardening and cooking sessions across the school		Support for school gardener (0.2FTE) to develop approaches to gardening Support for planned delivery of cooking sessions to be developed as part of the school curriculum across the school	Gardener (0.2) (£4,095) - Y3 Cooking support - £2,500
Subsidising enrichment opportunities and raising aspirations		Support for trips and visits, pantomime, etc. Contributions towards Y2/6 residential visits Breakfast Club - staffing Breakfast Club resources Supporting transition from school-home/working families Foundation Lunch Club Resources for children in Breakfast Club Support for staff to run Lunchtime Club targeted at social dinnertime sessions for F1/2 children	£4,500 - Whole school £2,750 - Whole school 42 children YR-6 - £2,500 42 children YR-6 - £8,204

Total budgeted cost: £142,449

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

IMPACT OF THE PUPIL PREMIUM FUNDING

The Pupil Premium allocation for Greenfields enables :

- A minimum of sixteen children to receive emotional support from a therapist per year and at least 20 children to take part in drop-in sessions (at least half of these are entitled to the PP.)
- 16 children receive emotional and social skills support to remove possible barriers to their learning
- 20 recently arrived or children with limited English spoken at home to have focused support with English language acquisition
- 42 children to have Support & Intervention support with literacy and numeracy skills
- 38 children to receive additional support from TAs, either for literacy, phonics and numeracy or for emotional and social support.
- 240 children to go through the Forest Schools programme each year.
- 240 children to take part in music and singing sessions on a weekly basis, including musical trips, choirs and other musical performances
- 30 children to learn the clarinet and another 15 children to continue with 1:1 tuition in Years 5 and 6
- 30 children to receive gardening sessions, developing their skills and participating in outside learning
- 240 children to enjoy and learn from at least one educational visit per year.
- 40 children to take part in Breakfast Club, supporting the transition from home to school and eat a healthy breakfast every day
- 240 children to have a hot breakfast every morning
- 240 children to develop their cooking skills in cooking sessions each term.
- 20 Nursery children to take part in lunchtime sessions in the EYFS

As a result of this Pupil Premium funding, the attainment of children entitled to Pupil Premium funding is good and their progress from Nursery to Year 6 is often outstanding, at least comparable to those children who are not entitled to Pupil Premium funding and, at times, better.

For the last year of available data for Year 6 SATs (2019), the following data shows the performance of children entitled to PP is often above that of PP children nationally and often above that of non-PP children. These figures also come from a position of entering school in Nursery at an “exceptionally low level” (OFSTED 2020.)

	READING (2019)				MATHS (2019)			
	SHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL	SCHOOL	NATIONAL
	Reading (Scaled Score)	Reading (Scaled Score)	Reading (Progress Score)	Reading (Progress Score)	Maths (Scaled Score)	Maths (Scaled Score)	Maths (Progress Score)	Maths (Progress Score)
ALL PUPILS	107.7	104.4	+4.75	+0.0	104.5	105.0	+0.2	+0.0
Pupil Premium	108.3	102.2	+3.76	+0.3	103.5	102.5	+1.49	-0.7
Non-Pupil Premium	107.1	105.5	+6.11	-0.6	104.9	106.1	-0.7	+0.4

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