

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Green Park Community Primary School
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	41.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Hawkins
Pupil premium lead	Richard Hawkins
Governor / Trustee lead	Nigel Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,615
Recovery premium funding allocation this academic year	£22,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£247,525

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

At Green Park CPS, we want all of our children to achieve the very best they can. For some of our children, being disadvantaged can be a significant barrier to being able to do this. Our aims are to provide support and assistance in reducing the impact of these barriers to open the way for our children to become amazing people of the future.

Our current plan focuses on 3 areas:

- Ensuring children are able to come to school every day, ready to learn and in a positive place, emotionally to make the most of their time in school.
- Ensuring that where children have fallen behind, they are given extra help to catch up to where they need to be, so that they can move on to achieve their full potential, and
- Ensuring that our disadvantaged children are able to experience the wider curriculum, including activities and experiences outside the normal classroom learning. These things are vital to allow our children to see what the world can be and to help them find their place in it, but most importantly to allow them to have fun whilst doing this.

We support our children using our staff most of the time. These are people they know and trust and who know them. They are able to adapt and fit around our children and build the relationships that allow the children to learn in the best ways.

Challenges

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

Challenge number	Detail of challenge
1	Attendance- attendance amongst our disadvantaged children is lower than that of other groups. Disadvantaged children may often be late and not come to school ready to learn. All of this is commonly beyond the control of the children and that is key to remember when dealing with this issue.
2	Speech and Oracy- over 60% of the EYFS intake in 2021 have significant speech delays. This is typical of most cohorts but has been exacerbated by the lockdown.
3	Parental engagement- often parents of disadvantaged children have had difficult experiences at school themselves. Building strong relationships with them, based in honesty and trust is vital.

4	Experiential deprivation- often our disadvantaged children have seen very little of the world, with their lives spent largely in the street where they live. Engaging them in opportunities to see the wider world, experience things like going to the theatre, the forest, the beach, the zoo, opens up a new universe to them.
5	Emotional resilience- commonly disadvantaged children will find change harder to cope with than other children. They will struggle with challenge and may be inclined to give up or quit entirely when things become too hard. BY developing these skills through extra support, we can help our children to see their way through a challenge and apply themselves with confidence.

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
Improve attendance for PP pupils so that it is in line with non-PP pupils nationally	PP attendance will be 95%+
Reduce speech delay for EYFS PP children to no more than 6-12 months on average by the end of EYFS.	% of children with speech delay in EYFS will reduce from 63% to 30% by the end of EYFS
Reduce speech delay for PP pupils in KS1 to less than 6 months by the end of Key Stage 1	By the end of KS1, any children with speech delay will have received support in school and will have closed the gap. If not, referral back to S&L service will be made.
Improve parental engagement so that the families of PP children are spoken to by a teacher every term, attend parent consultations and book looks and take part in come and play/come and learn sessions every term.	Every parent will have been contacted to make an appointment at Parent Consultations and will have attended at least one event.
Provide an experience for our PP pupils at least once every term. For some, identified PP pupils, provide weekly or daily experiences outside the curriculum.	Every year group will have arranged a trip each term. Targeted children will have taken part in additional forest school sessions and experiences arranged by the Pastoral Team.
Provide a network of support, through the pastoral support team, which enables PP pupils to cope with challenge and become more resilient.	Every child struggling with attending school or engaging with lessons will have been supported and progress will have been made to improve their situation.
Improve outcomes for PP children at the end of EYFS, Yr 1, Yr 2, Yr4 and Yr 6 in National assessments so that their attainment and progress is in line with non-PP children nationally.	PP children will make progress and achieve broadly in line with non-PP children nationally.
Close the gaps caused by lockdowns so that all PP children and all other children are able	Gaps will be addressed so that PP children will make progress and achieve broadly in line with non-PP children nationally.

to make the progress expected and attain their potential.	
---	--

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: £9,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school phonics training in Little Wandle Letters and Sounds	By ensuring high-quality phonics teaching the government wants to improve literacy levels to: 1. give all children a solid base upon which to build as they progress through school 2. help children to develop the habit of reading widely and often , for both pleasure and information	381
Whole school training in Team Teach positive handling and conflict resolution	By ensuring all staff are well trained in managing difficult emotional situations and supporting vulnerable pupils, the school will be able to help these pupils access their learning more easily and reduce the time spent away from the classroom, through behaviour.	381

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

Budgeted cost: £187,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day intervention teacher in Y6 and Y2	High quality, small-group teaching focused on assessment based, sharply planned areas of learning have been shown to be highly effective in enabling pupils to fill learning gaps.	120
Additional TA support (1:1 and small group) in EYFS and Year 1	High quality, small-group teaching focused on assessment based, sharply planned areas of learning have been shown to be highly effective in enabling pupils to fill learning gaps.	120

Small group same day intervention support in Y1,2,4 and 5	High quality, small-group teaching focused on assessment based, sharply planned areas of learning have been shown to be highly effective in enabling pupils to fill learning gaps.	
S&L training through NELI scheme	NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.	60
Pixl interventions for pupils in Y1-Y6	High quality, small-group teaching focused on assessment based, sharply planned areas of learning have been shown to be highly effective in enabling pupils to fill learning gaps.	120
Lexia interventions for Y1-Y4	Research has shown that by addressing phonic misconceptions and gaps early enables children to make progress in decoding and reading. This means that children are able to catch up and develop reading skills that open up other areas of the curriculum.	100
Doodle maths interventions for Y5 and Y6	Research has shown that by addressing mathematical misconceptions and gaps enables children to make progress in maths. This means that children are able to catch up and develop skills that open up other areas of the curriculum.	120

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

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a pastoral support team- 2 STAs and 2 Forest School TAs	The school has recognised that there is a significant group of pupils who are unable to access the curriculum due to their own mental-health and well-being. By creating the pastoral support team, we are able to create an environment	25

	<p>for the pupils, where they feel safe and happy to come into school. The experiences they have enable them to begin to engage with learning in a structured way, through play and exploration. Over time, the highly skilled team are able to progress these pupils into more structured learning, whilst being supported at all times.</p> <p>The added benefit felt across the whole school by ensuring that all pupils are equipped to begin each day, present and ready to learn is also a vital element of this provision.</p>	
Attendance meetings and support for vulnerable families	Attendance to school and extra-curricular activities is a limiting factor for a significant number of our children. By improving attendance, we undoubtedly improve the life-chances of our pupils.	50
Class dojo award days events	Pupil mental health and well-being is a significant barrier to positive educational engagement. By rewarding positive behaviour for learning, we are ensuring that children are seeing the benefit of engagement and setting the high standards that we want all of our children to achieve. The dojo award system is created in such a way, that all children are able to receive awards, based upon progress from their own starting points. This means that all children can be successful.	381
Subsidise trips, events, uniform and access to out of school activities during school holidays	Widening the sphere of experiences for our pupils is vital in opening up the world of education to them. Allowing children to see the possibilities that are out there, beyond their own sphere of existence is key. We aim to provide a visit/trip which directly links with the learning the children will be doing every term. We also aim to provide inspirational trips and experiences throughout the year. Many of these experiences may be common-place to average families, but out of reach to our disadvantaged pupils, meaning that the experiential gap, becomes a learning gap that just continues to widen.	381
Support vulnerable families with transport to school.	Attendance to school and extra-curricular activities is a limiting factor for a significant number of our children. By improving attendance, we undoubtedly improve the life-chances of our pupils. On some occasions, the school will need to intervene at a much greater	50

	level than would normally be expected and equip families to actually get their children into school. This may be by providing financial support to use buses or taxis. It may, at other times, require staff to visit homes and bring the children in to school.	
--	--	--

Total budgeted cost: £247,525

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During the 2020-2021 academic year, the school's use of pupil premium focussed on 3 specific areas:

- 1) Providing support to ensure pupils are able to catch up lost learning due to the Covid lockdowns.*
- 2) Providing additional support for children who have had to spend lockdown at home.*
- 3) Supporting the well-being and mental health of pupils who are returning to school following a long period of lockdown or isolation.*

The outcomes are as follows:

- 1) Despite the disruption affecting all pupils, progress from September starting points met and exceeded school targets for all groups. The school's targets were set above 'expected progress' for all groups to reflect time lost in the previous year and the resultantly lower starting points for groups. PP children made progress in line with or above that expected for good progress to take place in all areas, meaning that the % of pupils working at the expected level across reading, writing and maths improved in all year groups and for all groups. The % of pupils reaching the expected standard in reading, writing and maths is broadly in line with that nationally for all pupils. The % for PP children is also broadly in line with non-PP children nationally.*
- 2) The well-being and mental health of all pupils was significantly affected by lockdown. The support given by the school, through general provision and specifically through the pastoral support team allowed all pupils to return to school successfully and to resume learning in a positive way.*
- 3) For PP children a small group of 12 children received specific support, and as a result are now successful in school full time.*

Externally provided programmes

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

Programme	Provider
Pixl	Pixl
Lexia	Lexia
Doodle Maths	Doodle Maths
SpeechLink and Language Link	SpeechLink
NELI	Nuffield

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Specific well-being support for our service child through the pastoral support team.
What was the impact of that spending on service pupil premium eligible pupils?	The child's well-being and engagement was improved.

Further information (optional)

The school also supports our PP pupils by ensuring the following:

- Uniform and PE equipment is available at a significantly reduced cost.
- Access to support from wider agencies.
- Engagement and support of parents through family support groups.
- Wrap around care costs are significantly reduced, and in specific cases completely covered by the school.
- Extensive provision of after-school activities, funded entirely by the school.