



Pupil Premium Strategy Statement 2021 - 24

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 Lane Primary School
Number of pupils in school	605
Proportion (%) of pupil premium eligible pupils	41.6%
Academic year/years that our current pupil premium strategy plan covers	2021 - 24
Date this statement was published	September 2021
Date on which it will be reviewed	16 th July 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Joanna Baxendale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,653
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£267,653

Part A: Pupil premium strategy plan

Statement of intent

At Green Lane Primary School, we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non-Pupil Premium pupils.

At Green Lane Primary School, we see raising the attainment of disadvantaged children as part of our commitment to helping all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence
- Having robust diagnostic assessments systems in place to ensure effective early intervention.

Challenges

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

Challenge number	Detail of challenge
1	<p>Over time the attainment and progress of pupil premium children (including high ability) at the end of Key Stage One is not always as good as or better than their non-pupil premium peers.</p> <p>A variety of reasons affect attainment and progress including: learning behaviours e.g. lack of resilience, less parental support e.g. homework not being completed at home on time and misconceptions within learning. These gaps were exacerbated by the pandemic.</p>
2	<p>Pupil premium children in Key Stage Two are not achieving expected outcomes within English at the end of Year Six in line with their non-pupil premium peers. These gaps were exacerbated by the pandemic.</p>
3	<p>Those pupil premium children with low prior attainment do not always make as much progress as other low attaining pupils because their vocabulary and language are underdeveloped, resulting in gaps in their learning across the curriculum.</p>
4	<p>A higher proportion of pupil premium children are identified as having multi barriers to learning e.g. SEND, consequently they have range of needs which require extra focused support.</p>
5	<p>Financial constraints can provide limited life experiences and opportunities with limited access to extracurricular activities for some families.</p>
6	<p>Emotional and mental health well-being needs impact on outcomes for pupils due to long-term school closures due to the COVID-19 pandemic.</p>
7	<p>Attendance for a significant number of pupils eligible for Pupil Premium is below national. This reduces their school hours and impacts on their achievement.</p>

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
<p>High levels of support from school and home for those pupils eligible for pupil premium within Key Stage One so they make accelerated progress.</p>	<p>Results at the end of KS1 are above the national average.</p>
<p>Increased rates of progress as a result of quality first teaching and targeted intervention.</p>	<p>Phonics remains above the national average with no gaps between disadvantaged pupils.</p> <p>Children are reading in school daily with an adult using books which are matched to their phonics level.</p> <p>Early Reading and Phonics TLR/ English Lead closely monitor progress-interventions are in place as soon as children fall behind. Interventions impact progress.</p> <p>All groups of children make good progress regardless of their barriers.</p> <p>End of KS data shows children attain the expected level – no gap between PP/ Non/PP. End of Y1 and Y2 Phonics Screening results are above national.</p>
<p>Closely monitor expectations across KS2 and ensure pupil premium children are achieving expected outcomes in English at the end of Year Five and Year Six through quality first learning experiences and additional support structures.</p>	<p>Results at the end of KS2 are above the national average.</p> <p>Same day intervention target gaps in learning from previous lessons.</p> <p>Effective gap tasks and next steps given.</p> <p>Intervention schedule in place to ensure all groups make maximum progress.</p> <p>Half termly pupil progress meetings for all vulnerable groups (PP/SEND/ lower 20%).</p> <p>KS2 Reading, Writing, Maths and GPS are at least in line with National.</p>

<p>Targeted intervention ensures improvement in language development and vocabulary so that all pupils can access the curriculum.</p>	<p>Pupils are articulate and speak confidently about school life.</p> <p>The curriculum offers a broad range of experiences.</p> <p>Oracy project to continue in school.</p> <p>Key vocabulary is mapped across school.</p>
<p>Those on SEND register and vulnerable register make strong progress from starting points.</p>	<p>Pupils reach the targets set for them.</p> <p>Pupils have access to specialist services and interventions to support their learning.</p> <p>Regular dialogue between SEND team, AHT's / class teachers and parents so that there is a strong professional dialogue amongst all groups.</p>
<p>Experiences for pupil premium children are enhanced through a rich and varied curriculum subsidised by the pupil premium grant to ensure equality of access.</p> <p>All pupils in school have high aspirations for themselves and reach their full potential irrespective of any barriers.</p>	<p>Pupils experience a well-rounded curriculum.</p> <p>A wide range of extra-curricular activities will be offered.</p> <p>PP children prioritised for club offers.</p> <p>Weekly Active Enrichment ensures all children experience a wide and varied curriculum which values and promotes movement as a major key to their success in school.</p> <p>Discounts to apply for enrichment opportunities which includes trips and visits, music lessons, residential etc.</p> <p>Children have further opportunities to learn a new skill or learn to play musical instrument.</p> <p>PP children to engage with student voice groups and have opportunities to take part in debating and school council.</p> <p>Pupils are confident and talk with passion about their school life.</p>

<p>Improvement the level of parental engagement across school ensures there is a joined-up approach to each child's learning journey at Green Lane.</p>	<p>Parent workshops take place across the year: New to Reception, helping your Children to Read in Reception, helping your Child Learn to Read in Year 1.</p> <p>Increased use of WEDUC to send home support for parents to help them support their children at home.</p>
<p>All Pupil Premium pupils to achieve an attendance above 96% at the end of the academic year.</p>	<p>Attendance is above the national average and PA reduces significantly.</p> <p>Attendance Support will promptly call families with absent children with no reason.</p> <p>PA and absence concern list created and updated weekly and reviewed by RA/Bradford Attendance Team. Support actions put in place and home visits completed for these children.</p> <p>Poor attendance and late children will be challenged when appropriate, initially in the form of a letter, then followed with a meeting and an attendance target set if it continues.</p> <p>Attendance will be monitored closely with the Bradford Attendance Team. Attendance processes will be tight- letters provided by the LA.</p>

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: **£103,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effectively embed the school's phonics programme, RWI.</p> <p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills.</p> <p>Teach pupils to use strategies for developing and monitoring their reading comprehension.</p> <p>Implementation of VIPERS from Y2-Y6 as a systemic approach to the teaching of reading.</p> <p>Release teachers so they are able to access the CPD on offer from the English Hub including the development of leaders.</p> <p>TLP for Phonics Intervention employed and trained to deliver effective interventions for targeted children.</p> <p>Implement a programme to support the consistency in the teaching of handwriting and spelling across school.</p>	<p>The EEF Toolkit Report – 'Improving Literacy in KS1' indicates that evidence for including a combination of both decoding and comprehension-led approaches in teaching reading is extensive.</p> <p>There is little evidence regarding precisely how these approaches should be integrated, or exactly which skills should be taught and when. However, as a school our redesign of our progressive curriculum will focus on the development of early reading opportunities across KS1 and LKS2.</p> <p>Research shows that by the age of seven, the gap for vocabulary between pupil premium pupils and their peers can be as many as 3,000 words. By improving pupils' knowledge and understanding of words, comprehension of more complex texts becomes possible and writing becomes richer.</p> <p>EEF Toolkits:</p> <ul style="list-style-type: none"> ▪ One to One tuition EEF ▪ Small group tuition Toolkit strand EEF 	<p>1 2 3</p>

<p>CPD opportunities for staff on language development across the curriculum.</p> <p>Teachers and Maths lead released so they are able to access the CPD offer which Green Lane accesses from the Maths Hub.</p>	<p>The EEF Toolkit 'Improving English in Key Stage 2' identifies that leaving school with a good GCSE in English is a prerequisite for progressing into quality jobs, apprenticeships, and further education. The skills we learn at school also help us with everyday life. Yet too many of our young people do not make the grade and, as a result, risk social and economic exclusion.</p> <p>As a school we recognise the need for our high ability pupils eligible for PP to achieve depth and fluency across a range of subjects. We want to ensure that PP pupils can achieve high attainment and we want to train staff in effective practices to provide challenge and encouragement for these identified pupils.</p>	<p>1 2 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£121,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentor and coach pupils on a 1:1 equipping them with skills and strategies enabling them to access learning and experience success. These short burst interventions are delivered through the day.</p> <p>Cover Supervisor employed to deliver targeted interventions across 5 and 6.</p> <p>Teacher employed for two days to deliver targeted intervention to Years 3 and 4.</p>	<p>The EEF Toolkit 'Improving Literacy in Key Stage 2' indicates the positive impact that targeted academic support can have on children who are not making strong progress across the spectrum of achievement.</p> <p>Targeted interventions matched to specific children with particular needs and linking structured one-to-one intervention to classroom teaching is an effective component of Pupil Premium strategies.</p>	<p>1 2 4</p>

<p>Vocabulary to be mapped across the whole curriculum to ensure progression. A quality Reading Spine to be put in place to ensure the use of quality texts which expose the children to Tier 2 and 3 vocabulary.</p> <p>Use of 'Neli' in Reception as a whole class intervention.</p>	<p>Early Language Development (2017) published by Public Health and the EEF identified the importance of supporting pupil language development.</p> <p>Improving Literacy in Key Stage 1 EEF</p>	<p>3</p>
<p>Ensure all disadvantaged pupils with SEND receive high quality teaching and interventions.</p> <p>Responsive on- going formative assessment takes place to ensure disadvantaged SEND pupils make strong progress.</p>	<p>One of the three key areas the EEF indicate schools should ensure are considered when supporting disadvantaged SEND pupils is that interventions should be high quality and rigorously assessed with clear links between the child's specific needs.</p>	<p>4</p>
<p>Provision mapping is used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.</p> <p>Staff training of 1:1 support to ensure they are highly skilled to meet the needs of their children.</p>	<p>Pupils need to be fit and ready to learn within the school and the wider community. Research indicates that addressing children's social, emotional and learning needs is a key step to improving academic outcomes for pupils. This is particularly the case for SEND pupils.</p>	<p>4</p>

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

Budgeted cost: £43,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide dedicated therapy time (Lego therapy, time to talk, counsellor etc) to help build pupils emotional development.</p> <p>Use Step2 to provide support for identified children.</p> <p>Work with Mental Health Practitioner – to support the knowledge on recognising the signs of poor pupil mental health and strategies that we can use to support.</p> <p>Regular opportunities for counsellor and staff to feedback to relevant staff and parents through the school's pastoral systems.</p> <p>Engage with LA cognition and learning and behaviour support.</p> <p>Seek advice for external agencies in complex SEND cases.</p>	<p>Play is incredibly important for a child's development – helping to shape key social, creative, language, emotional, cognitive and physical processes.</p> <p>As a result, play therapy can help children in a variety of ways and provides opportunities for children to express their feelings and promote resilience and confidence which can be transferred into their learning experiences.</p> <p>Pupils need to be fit and ready to learn within the school and the wider community.</p> <p>Research indicates that addressing children's social, emotional and learning needs is a key step to improving academic outcomes for pupils.</p>	<p>4 6</p>

<p>Subsidise breakfast club provision to ensure PP pupils are in school and ready to learn.</p> <p>Subsidise educational visits and residential providing PP children access to enrichment activities</p> <p>Provide uniform vouchers to pupils eligible for pupil premium.</p>	<p>Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach (Cardiff University, 2015).</p> <p>Pupils need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils.</p>	<p>5 7</p>
<p>In-school attendance and parental involvement worker who supports pupils and families and follows up on issues and concerns.</p> <p>Work with Mental Health Practitioner Team to support families and pupils.</p> <p>Engage with the support provided by 'Investors in Families' to ensure that we are maximising the support offer to our families.</p>	<p>Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood.</p> <p>We believe family learning also provides a range of benefits for parents and children including improvements in reading, writing and maths as well as greater parental confidence in helping their child at home.</p> <p>The school recognises that the current research base is widening nationally as the evidence of long-term effects post. lockdown and parental support will require adaptation and fluidity.</p>	<p>6 7</p>