



Pupil Premium Strategy Statement

Post-Covid Recovery Plan 2021- 2023

School Overview

Note - Due to changes in education caused by the COVID-19 pandemic, we have reviewed and adapted this strategy in light of additional expectations and guidance to schools, in order to achieve the main aims set out in this document. All vulnerable families/children have been able to access at least weekly phone calls, access to online, paper-based and in-school provision, food vouchers, free school meals, laptops, ELSA/social stories and support from our Family Liaison Officer and full-time Designated Safeguarding Lead (where applicable).

Metric	Data
School name	Greenmount Primary School
Pupils in school	400
Proportion of disadvantaged pupils	27%
Pupil Premium allocation this academic year (2021)	£155,985
Academic year or years covered by statement	2021 - 2023
Publish date	March 2021 (internal review in light of all pupils returning post Covid -19 lockdown)
Next review date	Autumn 2021
Statement authorised by	Sam Cox
Pupil premium lead/s	Sam Cox Sarah Smallwood-Butler Ann Slesenger Mandy Parry
Newly established Pupil Premium Working Party (Summer 2021)	Sam Cox Sarah Smallwood-Butler Ann Slesenger
Governor lead/s	Steven Vaughan (Claire Dodd Summer 2021)

Disadvantaged pupil progress scores for the last national reporting academic year (2019 data set due to Covid-19 lockdown)

Measure	Progress Score (23 Pupils)
KS2 Reading	-1.77
KS2 Writing	-2.05
KS2 Maths	-4.23

Strategy aims for disadvantaged pupils

Measure	Intended Impact by July 2021	Outcomes for All Pupils/ Pupil Premium Pupils (Autumn 2021 Review)	
		ALL	PP
<p>Early Years</p> <p>Summer 1 - phonics assessments (Phase 2)</p> <p>Summer 2 - Planned phonics assessment (Phase 3)</p> <p>Elklan narrative assessments</p>	<p>To revisit sounds to develop the secure application of a majority of the learnt sounds from both Phase 2 and 3 in reading and writing.</p> <p>To begin the Elklan intervention for those with a speech and language need, primarily listening and attention, to assess their starting point for key language skills. Focus on listening skills, understanding, memory and recall. The assessments are then repeated at the end of the intervention with the aim of indicating a positive improvement to these speech and language elements.</p>		
Year 2 Autumn 2020 Phonics Screen Check	At least broadly in line with school prior performance data (2019 81%)		
Year 1 Summer 2021 'soft' Phonics check - % of pupils reaching at least minimum sufficiency	At least broadly in line with school prior performance data (2019 81%)		
Year 2 Summer 2021- % of pupils reaching at least minimum sufficiency in - Reading Writing Maths	<p>Minimum sufficiency at least broadly in line with school prior performance data for ARE (2019)</p> <p>63%</p> <p>60%</p> <p>58%</p>		
Year 6 Summer 2021- % of pupils reaching at least minimum sufficiency in - Reading Writing Maths	<p>Minimum sufficiency at least broadly in line with school prior performance data for ARE (2019)</p> <p>61%</p> <p>80%</p> <p>63%</p>		

Barriers	Activities
<p>A During lockdown, disadvantaged pupils who did not attend school, may not have experienced the breadth of support or access to resources at home to complement their learning.</p>	<ul style="list-style-type: none"> ● Funding towards an additional Special Needs Assistant post. ● Providing bespoke (virtual and in-school) emotional learning support to vulnerable pupils throughout lockdown and upon their return (with particular focus on our Greenhaven provision, Year R and Year 1 children). ● Extending the provision and rapid development of well-being and mental health activities on both Google Classroom and in school. These will be developed to reach across the wider curriculum for children from EYFS to Year 6. ● Creating individual well-being support opportunities and social stories, which are designed and delivered to children in the resourced provision during lockdown and for any children in the main school who are identified as vulnerable. ● The strategic development and implementation of weekly home contact for disadvantaged families to ensure their well-being. ● Funding towards the purchase of additional school Chromebooks. ● Creating a school 'Virtual Library'
<p>B Disadvantaged children may therefore have increased gaps in their learning that require additional targeted support.</p>	<ul style="list-style-type: none"> ● Purchasing the HIAS SLA (Hampshire Inspection and Advisory Service Level Agreement (SLA) to advise staff upon the delivery of bespoke Covid catch-up plans in maths and English. ● Training for staff on the above. This will include professional development for both teaching and support staff. ● Participation in the Maths Leadership Project – undertaking staff training to support rapid catch-up for identified Year 6 children and cascading the strategies and resources used to support children in additional year groups. ● Pupil Conferencing activities – including the filming of sessions to identify common pupil misconceptions. These will be used to support staff professional development and inform task design for other year groups across the school. ● SLA with Speech and Language Service. ● Phonics training for staff. ● 'Soft' phonics assessments during the spring term to identify strengths and areas for development to inform planning, teaching and learning. ● Purchasing and incorporating the use of the 'Phonics Tracker' as a diagnostic tool to inform quality first teaching and learning.
<p>C Disadvantaged children may be at increased risk of social and emotional barriers which may negatively</p>	<ul style="list-style-type: none"> ● In-school Family Liaison Officer – signposting and directing support to vulnerable families. ● Recruitment of a full-time Designated Safeguarding Lead post. ● Staff deployed in order to enable Virtual ELSA support sessions. ● Maybo 'Train the Trainer' professional development for two staff members in order to cascade good practice to all staff. MAYBO is

<p>impact upon their learning or require additional in – school provision to support their well-being, engagement and self-esteem.</p>	<p>a comprehensive training package based upon the development of positive values that promote the respect and choice of individuals. This enables staff to:</p> <ul style="list-style-type: none"> ○ Better understand a child’s physiological and emotional needs, which may act as a barrier to learning ○ Engage children in ways that reduce behaviour that challenges ○ Have wider strategies to support children with additional needs <ul style="list-style-type: none"> ● SLA with local Educational Psychology Team. ● Speech & Language support through virtual & 1-2-1 meetings - these to be monitored and adapted to suit growing needs during lockdown and thereafter. ● NOSH (National Online Safety Hub) subscription: support for families online and CPD training for staff throughout the remote learning period. ● DFE and school Chromebooks allocated to all families who require devices to support with remote learning. ● IT technician deployed to engage families with bespoke technical advice: providing handouts and telephone communication for families who require additional support during remote learning period. ● Google Classroom task design monitored by SLT with CPD provided to support with specific technical advice to staff to further enhance online learning and accessibility. ● Continued subscription and administration of CPOMS safeguarding software.
<p>D Attendance can be particularly low for this group of children.</p>	<ul style="list-style-type: none"> ● SLA (Service Level Agreement) with the Attendance and Welfare Service ● Family Liaison Officer support ● Teachers and KS Leaders to hold regular meetings and CPD; looking for patterns and reasons; overall analysis and highlighting ‘gaps’; developing communication with families between teachers; access to FLO and outside agencies ● For TAs to be allocated PP children in every class ● To further develop whole-school use of personal pupil profiles which identify and monitor: progress, enrichment and emotional well-being. ● All disadvantaged pupils take part in pupil conferencing to help identify and address barriers to learning. ● Extra-curricular activities and clubs are provided, encouraged and financially supported where applicable.
<p>E Disadvantaged children may be more</p>	<ul style="list-style-type: none"> ● Development of in-school model to set out the principles for a bespoke Greenmount transition programme (SLT/Governors).

<p>vulnerable during phased transition and may therefore require additional activities, resources or curriculum adaptations in order to ensure that they are back on track and can sufficiently access the next year group curriculum.</p>	<ul style="list-style-type: none"> • Meetings to support in-school transition and also Y6 transition to secondary school: Pastoral Team (DSL, SENCo, ELSA Team, class teachers, DHT) First meeting scheduled: March 2021 following the return of all pupils. • Developing robust monitoring: SENCo/SLT/teaching teams: monitoring children who have fallen the furthest behind & those who have excelled; developing appropriate scaffolding to support a successful step into the next phase of learning. • CPD to support task design across the curriculum with a focus on Eng. & maths/spoken language - to ensure that all tasks children complete, make a difference. Enhanced and precise learning journeys following a 2-week learning journey.
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Teaching priorities for current academic year

Aim	Target/Activities	Target date
Phonics Outcomes in KS1	Autumn Phonics Screening Check for Year 2 children to be at least in line with local and national outcomes	Dec 2020
Attainment in KS2 Maths	Rapid-catch up plans and pupil conferencing enables targeted pupils in Year 6 to be back on track to achieve age-related expectations.	Milestone 2 data drop Feb 2021
Year R children have access to the highest quality support and facilities to demonstrate good progress towards GLD from their individual starting points.	<p>Investment in the Development of the Early Years environment demonstrates pupil progress with prime areas of physical development (through the new trim trail), communication and language and personal, social and emotional development (new 'cosy corner' outside and play kitchens).</p> <p>Learning environments are frequently adapted and enhanced to meet the needs of the children to encourage rehearsal of learnt skills and introduce challenges.</p> <p>To support the speech and language needs of the cohort we have trained two members of the EYFS team in Elklan and group sessions happen three times a week. We also aim to work 1 to 1 with children with speech and language plans three times a week, alongside additional sessions from the speech therapist.</p>	July 2021
Virtual Learning platforms are further developed and act as an on-going resource to support parents and children at home.	Pre-recorded videos equip parents to better support their children at home. This results in improved parent engagement and completion of homework. Tapestry and Google Classroom are maintained and further developed as a bank of teaching resources that can be accessed at all times, both in-school and remotely by children and parents.	July 2021

<p>Classroom provision for disadvantaged children is effective and staff are fully aware of prior knowledge and requirements to support a successful transition.</p>	<p>Task design is planned with clear purpose and outcome - all activities designed to make a difference.</p> <p>Teaching teams monitor the impact of effective planning of 2-week journeys (in Eng.) with regular opportunities to develop spoken language.</p> <p>HIAS support with Eng. focusing on spoken language and 2-week writing journeys.</p> <p>HIAS training and support with maths, focusing on a blended approach using CPA to enhance learning and deepen knowledge and opportunities for children to acquire and explain strategies which can then be applied in new contexts.</p>	
<p>All children have sufficient knowledge to be able to access the next year curriculum taking into careful consideration the mental health and well-being of all learners.</p>	<p>Regular pupil progress meetings to support analysis of attainment, measuring gaps and impact of learning.</p> <p>Venn Diagrams to be used to inform planning and support transition moving forwards.</p> <p>Teaching teams: spending time to embed learning opportunities for all children using the expertise of the Pastoral Team and the PSHE/RSE curriculum to support mental health and well-being - raising the profile of Quality First Nurture and Quality First Teaching.</p>	

Targeted academic support for current academic year

Measure	Activity
<p>Phonics training and targeted support for pupils enables closing of gaps in knowledge and attainment resulting from Covid-19 restricted in-school attendance.</p>	<p>Training session with English HIAS Lead to deliver Phonics CPD to all staff</p> <p>On-going CPD with HIAS Advisor and School English Subject Lead.</p> <p>Cascading knowledge via training sessions for KS2 teachers.</p>
<p>English learning journeys are built around rich texts which engage pupils and enable them to learn and remember more.</p>	<p>Medium-term planning activities with HIAS English Advisor, school subject lead and teachers in identified Year Groups. Autumn and Spring Term Year Groups 1, 2 and 5.</p>
<p>Effective maths interventions in Year 6, enable rapid catch-up for identified pupils and this knowledge is able to be cascaded effectively to inform strategic planning of interventions in other Year Groups.</p>	<p>Autumn Term training delivered by HIAS maths lead in partnership with school subject lead and Year 6 teachers.</p> <p>Identification of 12 Year 6 pupils for targeted intervention.</p>

	<p>Filming and conferencing sessions held with children to identify common misconceptions.</p> <p>Year 6 teachers and maths subject lead deliver training to all teachers to share gaps in pupil knowledge to inform teaching strategies lower down the school.</p> <p>Professional preparation time and cover for staff by HLTAs.</p>
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Wider strategies for current academic year

<u>Measure</u>	<u>Activity</u>
Attendance of PP children	Attendance for vulnerable children improves to be at least in line with local and national comparisons (including restricted attendance periods when accessing in-school provision, as opposed to solely remote learning).
Virtual Learning Developments	Pre-recorded videos equip parents to better support their children at home. This results in improved parental engagement and completion of homework. Tapestry and Google Classroom are maintained and further developed as a bank of teaching resources that can be accessed at all times, both in-school and remotely by children and parents.
An increased level of communication and connectivity with families to support the developing relationships of the school community as we move into a new academic year together.	<p>Weekly updates to families using the Parentapp enables all families to be fully informed about ongoing school events.</p> <p>Parent consultations: telephone/virtual enables parents to have an opportunity to share questions and support with next steps.</p> <p>Google Classroom and Tapestry are used to support remote/homework/weekly learning.</p> <p>Newsletters - developed with children and teachers across the school to support building relationships across the school community.</p> <p>Working with the PTFA: supporting resources for the library, supporting opportunities to promote a love of reading across the school - sharing this with families.</p> <p>Developing art and landscape projects in school - for school, supported by the PTFA, involving parents, governors, children/their voice and their ideas.</p>

	<p>Virtual assemblies in school to connect and communicate children across the school community, supporting positive mind-set and happy children.</p> <p>Pupil voice - meeting governors, sharing news, gathering information - using virtual assemblies as a platform to share and raise awareness of ongoing points of interest for the children and staff.</p> <p>School Council - raising the profile within the school and local community - pupil voice and taking ownership.</p> <p>Community projects to engage families and the local community, linking children with families across the island: Mardis Gras, local artists, Haven Falconry Bird of Prey Centre.</p>
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> -Allocated time for staff professional development. - Availability of courses due to Covid-19. 	<ul style="list-style-type: none"> - Twilight Sessions - On-line courses - Dedicated activity/outcome based staff meetings - Use of Inset Days - In-house cascaded training - HIAS resources incorporated where applicable
Targeted support	<ul style="list-style-type: none"> - Establishing the clearest, accurate and quickest appraisal of children's needs following the return from lockdown. 	<ul style="list-style-type: none"> - Deployment of additional staff - Protected time for 'soft' assessments to be undertaken - Establishing a team approach, using FLO, pastoral team, HLTAs and teaching assistants more flexibly. - Developing teaching teams of three across classes to enable smaller groups where teachers can teach flexibly between them to enable a graduated approach.
Wider Strategies	<ul style="list-style-type: none"> - Establishing and maintaining contact with the wider school community and parents in light of Covid-19 guidance. 	<ul style="list-style-type: none"> - Continued use of virtual meetings to reach as many people as possible - Continued use of Tapestry and Google Classroom - Further development of the PTFA - Distributing caseloads to maintain the highest possible contact with parents