



## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Green Lea First School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	K Wilson, Headteacher
Pupil premium lead	K Wilson, Headteacher
Governor / Trustee lead	J Crump

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4155
Recovery premium funding allocation this academic year	£435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4155

# Part A: Pupil premium strategy plan

## Statement of intent

*Our aim is to ensure that pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.*

*Our objectives are to:*

- Remove barriers to learning created by poverty, family circumstance and background*
- Ensure that all pupils are able to read fluently and with good understanding to enable them to access a broad curriculum*
- Narrow attainment gaps between PP children and non-PP children both at school and nationally, or ensure that gaps do not emerge between these groups of children*
- Develop confidence in their ability to communicate effectively in a wide range of contexts*
- Enable pupils to prioritise their social and emotional wellbeing and to develop resilience*
- Access a wide range of opportunity to develop their knowledge and understanding of the world*

*Achieving our objectives:*

*In order to achieve our objectives we will:*

- Provide teachers and teaching assistants with high quality CPD to ensure all children access effective high quality teaching*
- Provide targeted intervention and support to quickly address identified gaps in learning through either small group or 1-1 work.*
- Intervene swiftly as soon as a need has been identified.*
- Target funding to ensure that all pupils have access to trips, cultural visits and enrichment activities such as learning to play musical instruments, sports clubs and yoga*
- Provide nurture support through the HOPE project to support pupils with their social and emotional development.*

*Key Principles:*

*Using the toolkits and research from the Education Endowment Fund (EEF) we will ensure that quality first effective teaching, learning and assessment meets the needs of all pupils. Class teachers will identify specific interventions and support for individual pupils and this will be reviewed every 10 weeks. We will appropriately develop adults in school to be able to support children with social, emotional and mental health needs.*

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## Challenges

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

Challenge number	Detail of challenge
1	<i>A lack of early language skills, impacting on the teaching of early phonics, including blending and segmenting</i>
2	<i>A limited vocabulary due to exposure to the wider world</i>
3	<i>Limited cultural experiences</i>
4	<i>Lack of confidence, self belief and resilience</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
<i>Ensure that no gaps have emerged between PP children and non-PP children if there is currently no gap</i>	Data shows that all PP children achieve at age-related or above in all areas. All children will receive suitable challenge in their work.
<i>All PP children receive support with S&amp;L support in the early years, support with phonics as they move through the school and pass the phonic screening check in year 1</i>	Identified PP children receive S&L support from a qualified member of staff. They confidently learn to read fluently and pass their phonic check in year 1. Children receive reading and oral language interventions which have been proven to help children's understanding and progress through EEF research. The children continue to be supported as they move through the key stages.
<i>Pupils become self aware, are able to self regulate their emotions and receive nurture support to improve their mental health and wellbeing</i>	Children have access to the HOPE project, and a qualified member of staff to help develop children's confidence. Children are resilient in all aspects of school life have a safe space to express themselves.
<i>In all subjects PP children achieve as non-PP children. Their cultural capital is further developed and sustained</i>	Pupil voice demonstrates children have a greater awareness of the world beyond school and home. Data shows that children achieve in all subjects in line with their peers
<i>PP children access enhancement activities such as yoga and playing a musical instrument</i>	Children enhance their school experiences through extra curricular activities such as music, sport and yoga. They experience a

	wealth of activities they would not usually have access to and they are confident and enthusiastic to try new things
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## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD training for the Hope Project, SMHL and Talk4Writing, Read, Write Inc</i>	Provision of quality first teaching (EEF)	1 2 and 4

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

Budgeted cost: £ 655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions for S&amp;L, vocabulary, phonics and reading</i>	1-1 and small group interventions using EEF researched schemes (Better Reading) or Read Write Inc phonic interventions (age dependent).	1, 2

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

Budgeted cost: £ 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff to train in the Hope Project to improve resilience, confidence and self-belief. Expertise to enable staff to recognise signs of poor mental health</i>	EEF teaching and learning toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of the year.	3 and 4
<i>Enhancement activities such as violin, yoga, sports clubs and theatre visits</i>		3 and 4

**Total budgeted cost: £ 4155**

## 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 2021 and 2022 academic year.

*As we have limited numbers of pupil premium children (3) it is not felt to be appropriate to publish their data on the website.*

*In 2021/22 100% of pupil premium children benefited from yoga/mindfulness or multiskills classes to improve wellbeing, both within curriculum time and also as an out of school club (pupil voice interviews) 66% were provided with music lessons and a musical instrument. 100% of key stage 2 children attended outdoor and adventurous activities beyond the curriculum, extending their experiences beyond the classroom. 100% of children visited the theatre or watched performances in school.*

*A TA was trained in the HOPE project, which will be a priority in 2022/23 to support all children including PP with their self regulation and mental health and wellbeing in a structured and positive way.*

*A TA supports small groups of children including PP children to support with language development*

### 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
SCARF PSHE	Coram Education
Read, Write Inc	Ruth Miskin

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*