



In 2020-2021 students at Greenside had access to £103,565.

2020 - 2021	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
Girls	3	5	6	3	6	2	9	34
Boys	2	3	3	6	3	8	13	40
Total	5	8	9	9	9	10	22	72

Context:

We are proud of the progress * made by the vast majority of our PP students at Greenside in 2020-2021, particularly following a year of various lockdowns due to Covid - See data analysis report.

* Our results are all Teacher Assessments made in July due to covid restrictions and there being no national SATs this year.

We have been federated with Griffin Primary since 1st September '17 and this has continued to increase our access to good practice and support our own improvement journey. Throughout the 2020-2021 academic year, we have developed a shared Student Stories Programme with a joined up offer that included enhancing our provision for PP students.

We plan, review and adapt our provision and intervention each half term based on Data Capture analysis and other multi-disciplinary elements of student's progress or barriers.

All PP students are identified and known by the Class Teacher, SENCo and Leadership Group and a personalized programme is put in place as appropriate. The starting points of our PP students are varied, both academically and emotionally and socially. A number of our PP students are High Attainers and on our HA list and so need greater challenge. Others are below ARE in Reading, Writing and/ or Maths and require specific learning programmes to ensure we diminish the difference and help them reach their potential.

Greenside is a small, one form entry place of Experiential Learning with much Team & collaborative Teaching and so we know our students well and to track progress to ensure we continue to break the barriers to learning for all students.

Key Data:

- There is no gap between PP and non-PP results in Phonics.
- 16% of our PP students are also SEND.
- 40% are PP and BAME.
- PP students perform in line with Non-PP students in Reading Writing and Maths at ARE.
- 56% are PP and EAL making this a key factor this year.
- There is an average of -22% difference in PP and non-PP at GDS in Reading, Writing and Maths making this a key factor this year.

Summary of Barriers:

- 56% of our PP students are also EAL. The highest of which is 91% in Y2, the lowest 29% in Y1 with an average of 57% across Y1-Y6.
- Our PP students are generally performing in line with other students at ARE level but not at GDS level. There is only a -3% difference in Reading and a -1% difference in Maths with PP students outperforming other students by 2% in Writing at ARE. The difference at GDS level is -22% in Reading and Writing and -23% Maths.

- The number of PP students is uneven across the year groups, particularly in KS2, and although the balance of girls and boys overall is similar, there is an imbalance within classes, particularly KS2.
- In Y6 we have 15 PP girls and 18 PP boys. 60% of girls are PP (9/15) and 72% of boys are PP (13/18). 5 of the PP students are HA while two have EHCs, with a further EHC pending. 8 of the PP students joined Greenside late. This combination means the group has a wide range of different needs to address.
- In Y2 we have 17 PP girls and 11 boys. 35% of girls are PP (6/17) and 45% of boys are PP (5/11). 9 of the 11 PP students are EAL. 1 is also SEND. 1 is HA. 1 EHC is in process. 5 students have joined Greenside late. This combination provides a completely different set of challenges.
- Attendance and lateness – 3/11 PA students are PP (27%) - this remains a real barrier for a small number of our students, especially for students who also have learning needs and are currently below ARE. Our Deputy Head and SENCo will continue to address this linked to their personal priority plans this year. Breakfast classes and clubs have proven effective.
- Wider learning experiences to enhance World Ready skills and enhance language - In order to address this we have set up support within our Greenside Growing Generation programme – trips and visits, access to additional speech and language provision and arts courses and performances.
- Multi – need students - The majority of our PP students who do not diminish differences, at the same rate as their peers, within the academic year have another significant barrier too.
 - a) Family well-being and support services – we set out to offer services that will support the whole family with learning.
 - b) Access to enhanced Home Learning support.

Our approach to breaking these barriers and the impact:

Due to the significant link between our PP students and EAL status, it was logical that the focus on further improving the EAL provision would in turn have a positive impact on the 56% of EAL students who were also PP students. This year we have adapted the EAL provision map in order to provide even greater preparation for new EAL students and provision for those in school. We now collect even more information about new students and have more formal meetings with families before they join alongside early language assessments. The impact has been that we are able to provide the class teachers with an even more specific starting point for students, thus increasing the pitch and minimising the transition time required to settle in as well as developing a closer relationship with the families during this process. We have had externally provided CPD from EAL specialists focusing on developing language at the very earliest stages and provided staff with a vast range of strategies and resources to utilise in class with their EAL students. These have then been a focus of the quality first teaching tracking and monitoring programme to ensure the pedagogy surrounding EAL provision is of the highest quality and is actually being implemented in class to support and drive progress. Our staff now utilize a much wider range of strategies and it is clear to see the independence with which our EAL learners can access them. Our SENCo has been delivering weekly 1:1 or small group interventions to those students at the earliest point of the EAL journey, linking their provision to the content from the classroom to ensure the approach supports progress in class. We have also strategically identified key EAL students for our Student Stories intervention programme run by two class teachers and our most experienced TAs. This has meant that all of those students identified have been receiving high quality additional 1:1 or small group sessions focusing on language development every week, on top of the quality first EAL teaching in class. Next year, we are implementing an even more formal recording system for the Student Stories initiative to raise the accountability and expectation for these students and the impact of the initiative as a whole.

The impact of this has been significant and has contributed to our EAL students overall performing in line with their non-EAL peers and in maths, of which 56% are PP. Before lockdown during our end of Autumn term assessments, there was a -20% difference in Reading across the whole school compared with non EAL students, -2% difference in Writing and -6% difference in maths. By the time of our end of year assessments, this moved to a -1% difference, a +2% difference in writing and a +5% difference in maths.

During the same assessment period, there was a -24% difference in PP students compared to their non-PP peers in Reading in the Autumn, a -10% difference in writing and a -19% difference in maths at the Expected level. Our final assessments showed that this has reduced significantly to a -10% difference in Reading, a -7% difference in Writing and -2% difference in maths. We are very proud of these results during a year with significant disruption due to Covid and numerous weeks of home learning taking place.

The Student Stories intervention programme mentioned above has also been used to target key PP students, including those working at or challenging for Greater Depth grades. In Y6, 10 PP students were targeted for a Greater Depth writing group, 6 of whom achieved the grade, confirmed through moderation. There still remains a gap at the Greater Depth level for our PP students: -37% for Reading, -30% for Writing and -29% for maths. We are still keen to further reduce the gap at the Greater Depth level and this is part of our School Improvement Plan for the next academic year. We have also already planned sessions focusing on Greater Depth writing during our September CPD days.

Many of our students who are PP are multi-need students, falling into a number of categories identified for additional focus. This year we have also improved our SEND provision overall. A large part of this has been through the Student Stories work already mentioned to support SEND students in identifying their key learning barrier and working hard to overcome this in order that they can take that success and confidence into class and engage more independently rather than simply picking up ad hoc gaps in knowledge that will always be behind the curve of the class. Our new SENCo has also implemented an improved programme of CPD for our support staff, developing their ability to challenge students and increase independence and in turn, their confidence. The impact of this has been seen through specific observation of support staff with critically constructive feedback, as we do for teaching staff. Our support staff have reported a much greater sense of professional development and accountability for their role this year and have enjoyed the challenge of being more formally observed to improve their performance. Increasing the quality of our support staff performance is intrinsically linked to the progress of the students they support and continuing to develop this is part of our SENCo's performance management next year.

Our Y2 and Y6 PP students have had a personalised provision of additional support this year to help reduce the gap in performance. The head of school held small group maths support sessions every morning with 10 Y6 PP students. Following data analysis from the previous year, this focused on increasing their mathematical abilities in key concepts but also on developing their 'Test Ready' skills so they were able to perform in the tests in the same way they were able to in class. Those identified were all considered 'borderline' students, all of whom achieved the Expected level in the end of year assessments and could articulate their own areas for development and how they had progressed in these areas since the start of the year. A similar programme was in place for Y2 with the Head of School part of a weekly maths group delivered as part of a streaming of 'Age not Stage' programme with the whole of KS1. 60% of the group were PP students. Again, all Y2 students achieved ARE in the end of year assessments.

Our curriculum has also been designed specifically to engage and inspire our PP students with a focus on experiential learning that takes into account a wide range of learning styles. It also provides students with extensive exposure to situations and experiences they would not normally access thus making them more well informed individuals, as well as enhancing their academic abilities. Our SMSC programme specifically targets the Spiritual, Moral, Social and Cultural 'Big Questions' in the world, engaging students in debates and reflection to help them form and refine opinions and listen to those of others. Alongside this is our World Ready skills programme which focuses students to reflect on their personal skills that will make them successful such as developing their independence, organisation, teamwork and ability to think critically. The arts is at the heart of our curriculum, providing students with numerous ways to express themselves and to immerse themselves in a world they do not often see themselves as a part of. All our students have their own iPads, removing any economic inequalities in accessing such devices which are such an integrated part of all aspects of society today. Our students, including our PP students, thrive in this environment and the feedback received from secondary schools is that our students are well prepared and well informed citizens of the world. The quality of the curriculum and creative nature of it also positively impacts student attendance. Students want to come to school because they enjoy the immersive and varied experiences we provide them and thus attendance is good, the best of our whole academy trust in fact.

29 PP students also attended the bubbles for key works and vulnerable students during lockdown during which they were able to receive more focused learning due to the smaller groups thus enhancing their progress. Of those who did not attend, many were given additional support through a personalised programme of support including 1:1 tutoring via 'Google Hangouts'. All students were given access to an iPad at home along with devices to provide internet connection where this was an issue, ensuring access to the whole range of online learning experiences was available. The impact of this provision can be seen in that the gap from before lockdown to our first formal set of assessments afterwards had not widened during this period.

How we have measured progress:

Our half termly Data Capture periods with in depth analysis informed the planning and intervention for the next half term including a forensic analysis of our groups and a gaps analysis for each individual, group and cohort. Writing Moderations took place each half term to support with identifying PP progress and further needs. This included an end of year moderation with external colleagues for Y2 and Y6 students during which a number of PP students were intentionally selected for moderation to raise the level of accountability and focus on their progress. We also reviewed

attainment and progress in World Ready skills and foundation subjects in DC2, 4 and 6 which helped us to ensure our PP students were performing in a broader context whilst also focusing on them having the highest possible attendance, positive behaviour and behaviours / attitudes to promote good learning. Our Student Stories initiative has also targeted PP students and is reviewed by the SENCo each half term alongside the intervention leader meeting with class teachers to continually refine the focus. Where any gaps were identified the SENCo, Key Stage Leader (a member of LG) and the Class Teacher reviewed the next steps and implemented them into planning and delivery. The cycle continued throughout the year, including an extensive end of year reflection and class handover.

Statistical Impact:

End of Year National Assessments Y2

PP = Girls 6, Boys 3. Total = 9 / 29 (31%)

Pupil Premium	9			31%						
No Students	Reading	Writing	Maths	Non-PP	20			69%		
No of 1's	2	1	1	No of 1's	5	4	5			
No of 2's	7	8	8	No of 2's	4	10	6			
No of 3's	0	0	0	No of 3's	11	6	9			
No of 2+	7	8	8	No of 2+	15	16	15			
% of 1's	22%	11%	11%	% of 1's	25%	20%	25%			
% of 2's	78%	89%	89%	% of 2's	20%	50%	30%			
% of 3's	0%	0%	0%	% of 3's	55%	30%	45%			
% of 2+	78%	89%	89%	% of 2+	75%	80%	75%			

End of Year National Assessments Y6

PP = Girls 9, Boys 13. Total = 22 / 33 (67%)

Pupil Premium	22			67%						
No Students	Reading	Writing	Maths	Non-PP	11			33%		
No of 1's	3	3	2	No of 1's	1	1	1			
No of 2's	12	12	14	No of 2's	2	3	5			
No of 3's	7	7	6	No of 3's	8	7	5			
No of 2+	19	19	20	No of 2+	10	10	10			
% of 1's	14%	14%	9%	% of 1's	9%	9%	9%			
% of 2's	55%	55%	64%	% of 2's	18%	27%	45%			
% of 3's	32%	32%	27%	% of 3's	73%	64%	45%			
% of 2+	86%	86%	91%	% of 2+	91%	91%	91%			