

# Stepney Greencoat Pupil Premium Statement

**3 Year Strategy**

**2019-2020 / 2020-2021 / 2021-2022**

## **Pupil Premium at Stepney Greencoat**

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, who are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs.

*"Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils."*

Source – DfE website

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	Stepney Greencoat
Number of pupils in school	161 (on census)
Proportion (%) of pupil premium eligible pupils	27% (on census)
Academic year/years that our current pupil premium strategy plan covers)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	AUTUMN 2022

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,190
Recovery Premium funding allocation this academic year	£11,498 (£145 per eligible pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£72,688</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>We recognize that <b>school closures</b> during the pandemic have <b>substantially impacted disadvantaged pupils in terms of academic progress in core subjects</b> and in terms of their general wellbeing. This has resulted in a greater number of pupils falling below age-related expectations.</p> <p>We have evidenced this area of challenge through; formative and summative teacher assessment, classroom observations and progress and attainment meetings.</p>
2	<p>Our school supports <b>a significant number of disadvantaged pupils and families with social, emotional, and behavioral issues</b>. These issues have been amplified as a result of school closures which have directly impacted behaviour, engagement, self-regulation and in turn, overall attainment.</p> <p>We have evidenced this area of challenge through; teacher observations, discussions with pupils and families, SENDCO intervention/reports, assessments and working with external professionals.</p>
3	<p>The <b>Phonological development of our disadvantaged pupils is often underdeveloped</b> resulting in a wider attainment gap in Early Years and subsequently a negative impact on reading progress and development in later years.</p> <p>We have evidenced this area of challenge through; formative and summative assessment, classroom observation and discussions with pupils and families.</p>
4	<p>Many of our <b>disadvantaged pupils, across all year groups, exhibit oral language issues</b>. These issues range from diagnosed speech and language needs to limited English from newly arrived EAL pupils and substantial vocabulary gaps.</p> <p>We have evidenced this area of challenge through teacher observation, assessment, SENDCO intervention, working with external S&amp;L professionals and through discussion with pupils and their families.</p>
5	<p>Our attendance data shows that many of our <b>disadvantaged pupils have significantly more periods of absence than that of their peers</b>, including cases of persistent absence. We recognize the significant, negative impact absenteeism has on progress and attainment (as well as engagement) and therefore we continue to make this a school-wide focus.</p> <p>We have evidenced this area of challenge through attendance data, attendance team reporting, summative and formative assessment and teacher observations.</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
A. Improved progress and attainment in Reading for our disadvantaged pupils	<p>Key Stage 1 reading outcomes in 2021/2022 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>Key Stage 2 reading outcomes in 2021/2022 show that more than 75% of disadvantaged pupils met the expected standard.</p>
B. To provide high quality social, emotional and behavioural support for our disadvantaged pupils.	<p>High quality support demonstrated by:</p> <ul style="list-style-type: none"> <li>• well-resourced and trained staff</li> <li>• qualitative data including pupil surveys and parent feedback</li> <li>• less instances of behaviour intervention</li> <li>• observational evidence (classroom engagement/social interaction/self-regulation)</li> </ul>
C. Improved Phonological development for our disadvantaged pupils	<p>Year 1 Phonics Screening outcomes on 2021/2022 show more that 75% of disadvantaged pupils passed.</p> <p>(See Outcome 1 – Success Criteria)</p>
D. Oral language strategies and skills are improved across all year groups amongst our disadvantaged pupils.	<p>Evidence showing improved language skills from disadvantaged pupils acquired from a number of sources including;</p> <ul style="list-style-type: none"> <li>• Lesson observation</li> <li>• Book scrutiny</li> <li>• Formative and summative assessment</li> <li>• Teacher/SENCO/Outside agency observations</li> </ul>
E. Improved attendance for our disadvantaged pupils.	<p>Improved attendance among disadvantaged pupils from 2021/2022 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A reduction in the number of persistent absences (below 10%) – <i>(June 2022 – 5% of disadvantaged children are persistent absentees)</i></li> <li>• A reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers</li> </ul>

**Activity in this academic year** - how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Activity Area	Budgeted Cost
TEACHING (including CPD, recruitment and retention)	£10,500
TARGETED ACADEMIC SUPPORT (including tutoring, one-to-one support structured interventions.)	£25,00
WIDER STRATEGIES (including attendance, behaviour and wellbeing focus.)	£37,000
<b>Total budgeted cost</b>	

TEACHING (including CPD, recruitment and retention) Budgeted cost: £10,500		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase, through THEP, of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training for Teaching staff and Teaching Assistants in the delivery of the Phonics Programme</p> <p>£8,188</p>	<p><i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7year olds) as they begin to read.</i></p> <p><a href="#">EEF - Impact of Phonics</a></p>	1,3,4

Purchase of additional books to support in school and at home reading  £1,000	<i>A broad, rich variety of reading material provides children with positive, memorable reading experiences, supports the wider curriculum and has an important role in supporting progress in reading and writing.</i>  <a href="#">Centre for Literacy in Primary Education</a>	1,3,4
SENCO to attend ELSA (Emotional Literacy Support Assistant) training to become the lead ELSA practitioner and to cascade training to teaching and support staff  £1,000	<i>Children learn better and are happier in school if their emotional needs are also addressed. ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.</i>  <a href="#">ELSA network</a>	1,2,5
Training for Teaching staff and Teaching Assistants in the implementation of Zones of Regulation  £500	<i>The Zones of Regulation is a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical practice and school-based settings.</i> <a href="#">Zones of regulation evidence</a>	1,2

### **TARGETED ACADEMIC SUPPORT (including tutoring, one-to-one support, structured interventions.)**

**Budgeted cost: £25,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Introduction of Star Group programme for all pupils and families of children who are	We recognise the importance of working in partnership with our families - through parent and child workshops – to engage parents and carers in their children's learning.	1, 2

<p>performing below expected standard across Reading and/or writing and/or math</p> <p>£1,000</p>	<p>This in turn supports learning in school which leads to improved progress and attainment.</p> <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i> <a href="#">Parental Engagement - EEF</a></p>	
<p>Purchase/renew Word Shark online computer program to support spelling</p> <p>£1,000</p>	<p><i>No student is the same or learns in the same way, so Word Shark adapts to each of their needs, providing a wide choice of words, games, and options. Students enjoy the reward activities, and gain confidence through independent learning. Word Shark is used in 11,000+ schools worldwide and has been helping students with their reading and spelling for over 20 years.</i> <a href="#">Word Shark - Why it works</a></p>	1, 3, 4
<p>Purchase and deliver Rapid Lucid Dyslexia screening for pupils not making adequate progress in English</p> <p>£500</p>	<p>Allows teachers to <i>identify those who may have dyslexia by using three short tests which take a total of 15 minutes to complete. The tests measure: phonological processing, working memory, and either visual-verbal integration memory (for children aged 4-7 years) or phonic decoding skills (for children aged 8 and over).</i></p> <p><a href="#">GL Assessment - Case Studies</a></p>	1, 3, 4
<p>Language/Speech Links assessment for Reception/Key Stage 1 to identify those children who may need support with language development – early intervention</p> <p>£15,200</p>	<p><i>Used to identify and support children with developmental speech sound difficulties. Launched in 2003, it is still used widely throughout the UK to help schools decide who needs to be seen by a Speech and Language Therapist and those at risk of literacy difficulties. Suitable for children aged 4 to 8 years, Speech Link helps demystify speech work and helps support staff work effectively with children's common speech sound errors.</i> <a href="#">Speech Link assessments</a></p>	1, 3, 4
<p>Key Stage 2 targeted intervention for EAL pupils who entered the school after Early Years.</p> <p>£500</p>	<p><i>Purchase of programme of English as an Additional Language Books and Resources to be used with pupils who have recently joined our school from non-English speaking countries. Allocation of TA to run English language lessons for 45 minutes per day, five mornings per week.</i></p>	1, 4



<p>Bespoke high quality tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. This will be delivered by the deputy head teacher.</p> <p>£5,000</p>	<p>Teachers and SLT to identify the most affected pupils across KS2, particularly in Years 3 and 4, in need to rapid and intense learning catch up and intervention. These pupils are identified through termly Pupil Attainment and Monitoring Meetings.</p> <p>To allocate the deputy head teacher to teach and mentor our most affected pupils across key stage 2 (particularly in Years 3 and 4). This involves taking a group of ten pupils for 3 hours each morning and teaching them on a bespoke curriculum, tailored to their specific set of needs with the focus on basic skills and catch up in reading, writing and maths. This will be a fluid group with pupils added to the group as needs be and returned to the main class once they have caught up sufficiently.</p>	<p>1, 2, 3, 4</p>
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<b>WIDER STRATEGIES (including attendance, behaviour and well-being)</b> <b>Budget cost: £37,000</b>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Facilitate a non-class-based Welfare Lead who is able to quickly respond to the needs of children and families around a range of issues.</p> <p>£20,000</p>	<p>Early intervention is key in all aspects of challenge for children and families. We recognise the importance of having a known person</p>	<p>2, 5</p>
<p>Develop an adult-led Reflection Zone during break times for pupils who require space to regulate and receive support where necessary.</p> <p>£3,000</p>	<p>A member of the Senior Leadership team or our Welfare lead to support with the running of a zone where children can spend play and lunchtime inside off the playground as and when they need to. They will have free movement between the reflection zone and the outdoor play areas throughout lunch time play. The room will be</p>	<p>2, 5</p>

	<p>located in the ICT suite, which is a space just inside, off the playground and easily accessible.</p> <p>This zone is kitted with resources for indoor play such as colouring, lego, role play resources and small world play ie: train sets an things like fire stations and doll houses.</p>	
<p>Improve the quality of social and emotional learning (SEL) through equipping children with the skills needed to regulate their emotions.</p> <p>£500</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><i>Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.</i></p> <p><a href="#">The Importance of Social and Emotional Learning</a></p>	1, 2, 5
<p>Facilitating Confidence Groups to support groups of children identified as requiring additional SEL intervention</p> <p>£12,500</p>	<p><i>Self-esteem is crucial to children's academic achievement, participation, engagement in activities, social relationships, and, ultimately, their sense of wellbeing. Children low in self-esteem tend to be shy and introverted, with self-imposed limitations and a fixed mindset. Those high in self-esteem are enthusiastic, active, feel a greater sense of worth, and, perhaps most importantly, feel comfortable with who they are</i></p> <p><a href="#">Importance of building self-esteem in children</a></p>	1, 2, 5
<p>Training for Teaching staff and Teaching Assistants in the implementation of Zones of Regulation</p>	<p>As described in the <i>TEACHING</i> table above.</p>	1, 2
<p>Weekly meetings of onsite Attendance Team (informed by the DfE's Improving School Attendance document) to review current highlighted cases and provide early intervention</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>Funding for rewards and incentives celebrating improved and constantly high rate of attendance.</p> <p>£1,000</p>	<p>Termly trips to the cinema for the class for the best attendance.</p> <p>Prizes, badges and certificates for those with 100% attendance each term, those with 100% for the whole year and those with attendance above the school target of 96.5% for each term.</p>	<p>5</p>
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## 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 to 2022 academic year.

To be reviewed in Autumn 2022