

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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. On reflection after year 2 of our 3 year plan, some items have been removed and others added to reflect current needs.

School overview

Detail	Data
School name	Greenacre Academy
Number of pupils in school	839 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Shelly Bridger
Pupil premium lead	Marianna Allen
Governors / Trustee lead	Louise Bethel and Vicki Cornwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258750
Recovery premium funding allocation this academic year	£69276
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£328026

Part A: Pupil premium strategy plan

Statement of intent

The intention of our strategy is to prepare our disadvantaged young people for their futures by encouraging them to reach their full potential academically, through high quality teaching of the curriculum so that they can achieve in line with their peers no matter what their start point.

As part of the Skills for Life Trust we are committed to equipping all students with the skills and qualities that they need to succeed in their life beyond school and become excellent members of society. We are aware that some children come from circumstances that are challenging and believe that all students deserve to be able to reach their potential and overcome any barriers to learning that they may experience.

As an Academy we strive to ensure that the strategies we employ to narrow the gap between and Pupil Premium (PP) and Non-Pupil Premium (Non PP) students are robust and effective. We do this by using the funding available to us in the most appropriate and impactful ways to close any gaps between these groups of students. High quality teaching is at the centre of this and is shown to have the greatest impact on closing the gap as well as benefitting all students within the Academy.

The strategies that we use are based on pupil data, their strengths and weaknesses, student and parent surveys as well as common challenges and specific individual needs of students. We use this information to guide us on wider support needed for our current cohort of students. There is a focus on diagnostic assessment and not making assumptions about the impact of a student's disadvantage. We will ensure that this is a whole school approach with all staff taking responsibility for our PP students' outcomes and raising their expectations on belief in 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	Information from students' Primary schools when they join us and Reading/Numeracy testing has shown that students are below their expected chronological ages when they join us especially with students that are from disadvantaged backgrounds when compared to their peers.
2	Experiences to broaden students' cultural capital for disadvantaged students has been greatly impacted through school closures. Some disadvantaged students are not able to participate in enrichment opportunities outside of

	school and therefore we want to be able to broaden students outlook and experiences.
3	There is a portion of exclusions within the academy that involve students from disadvantaged backgrounds. Aim to reduce exclusions from this group and increase engagement through alternative provision
4	Attendance of students during COVID and after has been greatly impacted and significantly in the disadvantaged group of students. It is shown that absence has a significant impact on disadvantaged students' progress. Aim to move this towards National Average and therefore have positive impact on outcomes for PP students.
5	Students have multiple barriers to their learning such as SEND, LAC, CIN/CP and digital poverty. This can impact their learning and progress and can widen the gap in comparison to their peers. Aim to ensure all students can access learning through interventions, SEND support and virtual learning.
6	Parental engagement from our disadvantaged group is lower than their peers and therefore needs to improve. Parental engagement is a key factor in students' development and engagement with their learning and progress.

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
For students taking national assessments the gap between our PP and non-PP students will have reduced to zero	National exams data show Progress 8 gap has reduced between PP vs Non-PP from previous academic years. (aim is to bring this closer to 0) and attainment 8 scores are in line with peers.
To achieve and sustain improved attendance for all pupils including those from disadvantaged backgrounds	Sustained improvement in attendance across the 3 year strategy. Attendance of PP students is in line with the rest of the academy and National Average.
Exclusions of PP students are in line with the rest of the academy and alternative provisions are sought where appropriate	A variety of alternative provision placements in school and out of school set up for students based upon individual situations. The attendance to these provisions is high. Impact of this is that exclusions are in line with rest of the Academy
For students Reading and Numeracy ages to have improved at the end of KS3 to enable them to access KS4 curriculums	Whole school literacy and numeracy strategy embedded and enables gaps caused by COVID to have closed. Literacy and Numeracy ages of students show an upward trend, bringing them closer to their chronological ages or above.

<p>Build up a cultural capital programme post COVID to allow PP students experiences that they would not otherwise be able to access</p>	<p>Students from disadvantaged backgrounds given the same opportunities as peers, with financial support if required, to develop their cultural capital.</p> <p>Different opportunities for each year group across different subject areas supporting the curriculum.</p> <p>Students from disadvantaged group participate in clubs, trips and opportunities.</p>
<p>Programme of interventions is provided and is reducing the gap between PP students and their peers.</p>	<p>High quality internal data is used to identify strengths and weaknesses for PP students, so that targeted intervention and support can take place.</p> <p>Through lesson 'drop-ins' and book looks it is evident that strategies are in place to close the gap between PP students and their peers.</p> <p>In school and afterschool interventions for PP students are targeted and internal data drops show impact of these (using a DTT – diagnose, therapy, testing approach).</p> <p>PP students are identified based on internal data and offered tutoring via NTP. Baseline and end data will show the impact this strategy has had.</p>
<p>For the parental engagement of students from disadvantaged backgrounds to be in line with that of other parents</p>	<p>Engagement with parents evenings, Arbor app, surveys and other events improves and continues to maintain good engagement.</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: £160,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus on identifying and closing gaps, trauma informed and restorative practices	'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap... These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes' (EEF – Effective Professional Development)	1 and 5
Purchase of standardised diagnostic assessments (Sparx Maths and Accelerated reader)	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive correct additional support through additional interventions or teacher instructions. This also includes training for staff to ensure assessments are correctly interpreted. (EEF Standardised tests assessing and monitoring pupils progress)	1 and 5
Membership to National College allowing access to high quality CPD and network of teachers and other professionals	'Great teaching is the most important lever schools have to improve their outcome for their pupils' EEF Specific support for students from disadvantaged backgrounds. Impact of focus groups and RSL meetings.	1 and 5
On Call and Out and About Rota to support T&L across Academy	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF – Behaviour Interventions)	3
Recruitment and Retention of high-quality subject specialist staff to ensure excellent teaching and learning	'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap' (EEF – Effective Professional Development)	1 and 5

Use of Knowledge Organisers at KS3 and KS4 with access to Revision Club. Additional resources provided for PP students including revision guides, books, stationary.	<p>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g., through providing homework clubs for pupils). This is available afterschool for all students.</p> <p>3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. As a school our Knowledge Organisers are based around current learning.</p> <p>EEF Toolkit – Homework impact</p>	5
Form Focus for targeted interventions for year 11 every morning for 30 minutes in English, maths, Science, MFL, History or Geography	'The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive' (EEF smaller class sizes)	5
Access to online intervention support for all students (Sparx Maths, AR programmes, Seneca)	'On average, individualised instruction approaches have an impact of 4 months' additional progress... There is evidence that digital technology can be used effectively to provide individualised instruction.' (EEF – Individualised Instruction)	1 and 5

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

Budgeted cost: £90000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and maths interventions small group interventions with Support staff/English staff	Specific targeted intervention can be an effective method to support those pupils falling behind Small Group tuition EEF	1 and 5
Engaging with the National Tutoring Programme to provide a blend of tuition and	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small Group tuition EEF	1 and 5

school led tutoring for pupils whose education has been most affected by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	And in small groups (EEF: One-to-one tuition)	
Subscription to Star Early Literacy programme allowing students to assess phonic weakness.	‘Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.’ DfE reading for pleasure.pdf (publishing.service.gov.uk)	1
Targeted interventions for students including handwriting, social skills, ELSA and ERI	‘Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.’ EEF Small group tuition	1 and 5
KS4 interventions for students to close gaps	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small Group tuition EEF	5
Mentors for identified students in year 11 and key students across other year groups.	‘Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.’ EEF Toolkit Mentoring	5
SENCO and SEN team supporting SEN/PP students’ academic and pastoral. Support of TAs and Mentors in lessons	The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress. (EEF Toolkit Teaching Assistants)	5

Library access, including being staffed 3 periods a day for changes and for comprehension assessments on books read	‘Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.’ DfE reading_for_pleasure.pdf (publishing.service.gov.uk)	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of staff to work with students on alternative provision in school to increase engagement with learning	‘The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.’ (EEF Toolkit Behaviour interventions)	3 and 4
PP/FOGs to ensure PP pupils can access all extracurricular opportunities, school trips, Theatre trips etc. Access to private music lessons.	‘Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress... Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’ (EEF – Arts Participation)	2
Supplying food for Food technology lessons for PP students so they can fully engage with the lesson	Teachers reported that fewer families, even affluent ones, had stocks of basic cooking ingredients, ... All of this reduced the effectiveness of the teaching. At the root of the problem lies the unique method of funding food teaching: parents have to supply or pay for the ingredients cooked by their children in food lessons, the results of which they then take home. (https://rb.gy/40nlc5 Ofsted Food technology in Secondary Schools)	
Home school support worker with focus on improving attendance for disadvantaged students	‘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.’ (EEF – Parental Engagement) ‘The new research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades A* to C including in English and mathematics, or gaining the gold standard English	4 and 6

	Baccalaureate (EBacc).’ (Gov.uk - Just one day off...)	
Reward schemes for students with poor attendance over a fixed period of time if attendance improved.	<p>‘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.’ (EEF – Parental Engagement)</p> <p>‘The new research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades A* to C including in English and mathematics’ (Gov.uk - Just one day off...)</p>	4 and 6
Engagement with parents—regular contact home, personalised invites to Parents Evening, events and support from FOGs	‘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.’ (EEF – Parental Engagement)	6
Wake up club and breakfast club	‘There is a small positive impact of physical activity on academic attainment (+1 month) ... Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.’ (EEF – Physical Activity)	2 and 5
School councillor, ELSA, Alumina and Anger management	EEF Teaching and Learning Toolkit NSPCC Guidance KCSIE 2023	4
Attendance Advisory Service	Children’s attendance is linked to attainment: ‘We recommend the Department instruct schools and local authorities to explore methods of support for pupils and families before the use of fines or prosecution, ensuring that legal intervention is a last resort only.’ (https://shorturl.at/tyW14)	4
Therapy Dog and Bearded Dragon for students to use in interventions including anger management, reading, wellbeing	‘There is evidence indicating an association between well-being and learning outcomes. Children with higher levels of well-being learn more effectively, have lower levels of absenteeism at school, better academic engagement, and also have more satisfying and successful peer relationships. There is also an association between children's well-being and reading outcomes. https://rb.gy/ofa3rx	5
Contingency fund for acute issues	Based on our experiences and those of similar schools we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £328026

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 2022 to 2023 academic year.

Our GCSE results for 2022/23 suggested that the performance of disadvantaged students compared to their counterparts (non-PP) within the same cohort had an increased gap compared to 2021/22. In 2021/22 the gap between PP and non-PP was -0.31 , this increased to -0.85 with our provisional results from 2022/23. When analysing the reasons behind the increased gap last academic year we recognise there were issues surrounding behaviour and attitude to learning and have looked this academic year as to how we can intervene earlier with mentoring to support our PP students with their engagement.

Internal assessment results

- For KS3 progress statements are used to show teachers assessment of pupil progress. Below is a summary of this from the summer data. The numerical values represent: 4 = Mastered, 3 = Secured, 2 = Developing, 1 = Emerging

	Maths PP	Maths non-PP	English PP	English non-PP	Science PP	Science non-PP
Year 7	2.6	2.5	2.1	2.4	2.2	2.2
Year 8	2.1	2.3	2.2	2.6	2.2	2.5
Year 9	1.6	1.7	2.4	2.6	2.4	2.7

- There are gaps in progress in years 7 for Maths and also for English, however for English the PP students are exceeding their counterparts.
- Year 8 show gaps in all core subjects, however PP students are exceeding their counterparts in all core subjects.
- Year 9 show gaps in all core subjects, however PP students are exceeding their counterparts in all core subjects.
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- Year 7 average reading age of PP students is 9 years 8 months and non-PP students is 10 years
- Year 8 average reading age of PP students is 10 years 9 months and non-PP students is 10 years 6 months, showing PP students exceeding peers
- Year 9 average reading age of PP students is 9 years 9 months and non-PP students is 10 years 10 months
- Year 10 internal professional predictions following assessments suggested that the performance of disadvantaged students was below those of their non-PP counterparts in the cohort, with a gap of -0.19 . The Ebacc entry for the year 10 cohort is significantly higher than the year 11 rising from 17% to 26% of the cohort.

Our assessment of the reasons for these outcomes in the last academic year are still due to the long-term impact of Covid-19, which disrupted all subject areas to varying degrees. Whilst students returned to school without the same disruption last year and interventions were put into place for our most disadvantaged students the previous impact had larger than usual gaps

to fill. We also found that in year 11 COVID interruptions had an impact on behaviour and attitudes and despite interventions this didn't close the gaps as intended.

At KS3 interventions were used for numeracy, reading and writing. Staff in KS3 lessons were asked to have PP students as a focus of their quality first teaching within lessons, the data above suggests this was impactful particularly in years 8 and 9. In year 10 there is a predicted smaller gap between PP students and their non-PP counterparts compared to the last year 11 cohort.

Attendance whole school was 89.5%. For PP students it was 82.1%. Attendance was still impacted by Covid-19 during the academic year as absences contributed to overall attendance even though they could not be avoided due to isolation periods. Our FLO worked to support students return to school and alleviate any anxieties that students may have had. Reward schemes were used for PP students with poorer attendance and there was impact seen for the targeted students during this. This will continue this academic year.

Strategies implements to support the behaviour, mental health and well-being of students have shown some holistic improvements. Mental health and well-being support was particularly important during the public examination season. Support from our in school counsellor has been invaluable for students in need as well as our anger management programme and alternative provision.

Externally provided programmes

Programme	Provider
Accelerated Reader and Star Reading	Accelerated Reader
Maths Whizz	Maths Whizz Education
Spellzone	Spellzone Ltd
Pixl apps	Pixl