

Pupil Premium Strategy Statement For The Greetland Academy



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Greetland Academy
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 Year 2
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Crowther
Pupil premium lead	Adam Harris
Governor / Trustee lead	Steve Bennett and Peta Cocker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,395
Recovery premium funding allocation this academic year	£5,510
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	£63,905

Part A: Pupil premium strategy plan

Statement of intent

At The Greetland Academy we believe that all children should reach their full potential, whatever their background or circumstances. We want all children to leave the school with the essential knowledge and skills that they need for future success.

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children. This is done through a tiered model which focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

We firmly believe that excellent teaching (quality first teaching) is the most important lever schools have to improve outcomes for disadvantaged pupils and this is a focus of our Academy Improvement Plan also. With this in mind, our Pupil Premium Strategy will be rooted strongly in CPD for all our staff to ensure quality first teaching and learning. Targeted support is used to narrow gaps and support children to reach their full potential not only academically but through providing wellbeing support to ensure pupils are emotionally ready to learn. A further barrier for our disadvantaged pupils is their lack of wider experiences (cultural capital) and therefore we aim to maximise opportunities to provide such experiences through both our curriculum design and wider school offer. We recognise the importance of strong home-school links and aim to work with parents to form a partnership so that parents are fully involved in encouraging and supporting their child's progress.

Challenges

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

Challenge number	Detail of challenge
1	Internal data tracking and pupil progress meetings show that the gap remains between PP pupils' academic achievement and non-pp pupils in writing in Y1-Y5.
2	Internal data tracking and pupil progress meetings show that the gap remains between PP pupils' academic achievement and non-pp pupils in reading in Y1-Y5.

3	Internal data tracking and pupil progress meetings show that the gap remains between PP pupils' academic achievement and non-pp pupils in maths in Y1-Y5.
4	Following the pandemic, we have seen an increase in the number of pupils requiring additional social and emotional support so that they develop self-regulation strategies which will support their learning.
5	Many of our disadvantaged pupils are not provided with wider experiences outside of the school setting and these experiences have been limited further by the pandemic.
6	Some parents of disadvantage children have limited engagement with school. Through gaining support for parents our disadvantaged learners will secure increased rates of 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
The gap between PP and non PP children in reading, writing and maths is narrowed through quality first teaching resulting in PP children's attainment being greater than national data for PP children. Where the gap remains, there is evidence that the gap has been reduced.	<ul style="list-style-type: none"> PP pupils achieve at least the national progress scores at the end of KS2 with an aim to achieve higher. Attainment data for Y2, phonics and EYFS shows that PP pupils are achieving at or above the national expectations. Arbor internal tracking data shows that PP children are making accelerated progress and that the gap has been reduced by the end of this strategy plan. Trust and SLT QA processes verifies these findings in children's day to day learning.
Targeted academic support is used effectively to narrow the gap in R, W and maths for PP children.	<ul style="list-style-type: none"> Monitored through Edukey, targeted academic support (tutoring) and intervention is closing the attainment gap related to each child's individual needs.
Parents of PP children become more engaged in their child's learning, showing a positive attitude towards school.	<ul style="list-style-type: none"> Seesaw, homework and reading records reflects increased engagement.

	<ul style="list-style-type: none"> • Attendance data for parent workshops etc shows increased engagement. • Parental survey reflects increased engagement. • Raised profile of PP lead and class teachers with parents results in improved engagement from parents with them making early contact when support is needed.
All children are emotionally ready to learn and can self-regulate to be able to fully engage in the curriculum and make accelerated progress.	<ul style="list-style-type: none"> • CPOMS data shows a downward trend in behaviour incident across the year for PP pupils. • Children, parent and staff surveys evidence positive behaviour attitudes. • End of year data reflects good or better progress for disadvantaged pupils.
All children are given a wide range of opportunities and experiences to enable them to access the full curriculum.	<ul style="list-style-type: none"> • Reading and writing data evidences the impact of the opportunities provided. • PP Pupil surveys evidence the impact of wider opportunities. • The full curriculum reflects the background and diversity of our school community and beyond resulting in children who are prepared to live in culturally diverse modern Britain.

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: **£1,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers to support PP children with specific learning needs	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Findings show that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Nationally the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https://www.greatteaching.com/</p>	1,2,3

Continued embedding the use of metacognition strategies	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Evidence to inform development and CPD will be drawn from;</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1,2,3,4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 49,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme	The Greetland Academy will continue to engage with the National Tutoring Programme to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	5

	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. 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</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
Use of diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets	<p>The Greetland Academy will use diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets. Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	1,2,3
Strategic deployment of trained TAs to ensure priority pupils are supported	<p>Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome</p>	1,2,3

	barriers to learning and 'catch-up' with previously higher attaining pupils.	
Embed the NCETM Mastering Number Programme and use as targeted intervention at ks2	<p>Evidence is used to inform content and approach of professional development as well as programmes chosen and delivered by the school</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</p> <p>This will be delivered in line with recommendation 7 of the EEF's Improving KS2 maths guidance.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	3

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

Budgeted cost: £13,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exposure to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have the knowledge and cultural capital they need to succeed in life	<p>Research shows the impact that a reduced opportunity for home learning (educational, trips and visits) has on future outcomes.</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>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.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example,</p>	5

	<p>there is some evidence of the impact of drama on writing and potential link between music and spatial aware-ness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p>	
Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development	<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). Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	4
SEL approaches will be	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of	4

embedded into routine educational practices and supported by professional development and training for staff	<p>emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	
Pupil Premium book club – Reading Rocketeers(each half term from Autumn 2)	<p>Research shows developing Reading for Pleasure (RFP) in children can have a significant impact on future academic success.</p> <p>There is a proven positive relationship between reading frequency, reading enjoyment and attainment (Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007).</p> <p>‘Reading for pleasure is the single most important indicator of a child’s future success’ (OECD, 2002)</p> <p>https://ourfp.org/findings/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	2
Funding of Breakfast Clubs, Milk in Ks1 and uniform	<p>Research carried out by the Education Endowment Foundation shows the impact on breakfast clubs on attainment. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</p>	6
Increasing PP parental engagement	<p>Parental engagement refers to school involving parents in supporting their children’s academic learning. Evidence from EEF Teaching and</p>	6

with school and supporting families further with home learning	<p>Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Research show that by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
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Total budgeted cost: £63,905

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.

In 2021/22 we used current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding through our CPD offer into further developing teacher pedagogy in line with the EEF Literacy, Mathematics, Behaviour, Metacognition and Pupil Premium report in order to maximise wave 1 teaching. We continued to enhance our nurture support and wellbeing provision through the support of our Senior Learning Mentor and Calderdale MHST.

Funding was used to enhance the skills of teaching staff and availability of resources, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reached their full potential.

Funding was used to ensure our Pupil Premium children were able to access all educational visits and experiences to support their academic and social progress.

Indicative progress data shows PP children in Year 6 significantly outperformed pupils at Local authority level

	Greetland PP children progress	LA all pupils progress
Reading	3.3	0.7
Writing	2.4	0.1
Maths	2.1	0.9

Gaps between PP children and non-pp children at the end of KS2 continue in Writing and Maths but are above national. Our assessment of the reasons for these outcomes' points primarily to the continuing impact of Covid closure in previous years, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closures in previous years were most detrimental to our disadvantaged pupils. This review, alongside internal data and monitoring has been used to inform changes to the plan for the 2022-2023 academic year.

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
NELI	Elkan-OUP
Little Wandle Phonics	Little Wandle Phonics
Learning by Questions	Learning by Questions