



PUPIL PREMIUM STRATEGY - Greenacre

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Comparative Data

Pupils on roll

	KS1		KS2		KS3		KS4		Total	
Sep 2020	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
No. & %	7/ 35%	13/ 65%	50/ 48%	54/ 52%	62/ 63%	37/ 37%	28/ 65%	15/ 35%	147/ 55%	119/ 45%

Attendance & Progress (Based on last full year)

	KS1		KS2		KS3		KS4		Total	
2019-2020	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
Attendance	93.3%	93.0%	93.5%	93.0%	93.7%	93.4%	92.7%	93.5%	93.5%	93.2%
English	4/9 - 44%	5/11 - 55%	32/50 - 64%	25/54 - 46%	33/62 - 53%	11/37 - 30%	16/28 - 57%	8/15 - 53%	94/147 - 64%	49/119 - 41%
Maths	3/9 - 33%	2/11 - 18%	24/50 - 48%	26/54 - 48%	40/62 - 65%	15/37 - 41%	16/28 - 57%	8/15 - 53%	86/147 - 59%	51/119 - 43%

Additional Barriers to Attainment

Pastoral Information

Below are common pastoral barriers for progress and attainment faced by the disadvantaged pupil cohort at Greenacre School. The below table indicates where these barriers link to the [Barnsley Children & Young Person's Plan](#) 2019-2022 Priority Areas for Action and the [2019 Indices of Multiple Deprivation](#).

KS1	KS2	KS3	KS4
Insufficiently embedded sleep routines for some children can impact significantly upon family life, in turn	Limited opportunities for socialisation in the early years for some children can lead to a development of inappropriate relationship-	For some children, personal hygiene and self care barriers become further evident. This can significantly reduce	Vulnerability within the local community is further exacerbated by young people's desire to form peer

<p>contributing to decline in quality of care.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Continued development of Early Help</p>	<p>building skills. Relationships with peers can be insecure, fleeting or inappropriate.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Inclusion & Engagement</p>	<p>the child's social circle, impacting on their emotional needs and mental health if supportive intervention is not implemented.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Inclusion & Engagement</p>	<p>groups through pleasing others without full knowledge and understanding of the safeguarding risks.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Inclusion & Engagement- and - Continued development of Early Help</p>
<p>Children can often struggle to make their needs known and understood, impacting upon their ability to form secure relationships with new adults.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Continued development of Early Help</p>	<p>Some parents or carers can display a distrust of or reluctance to work with other agencies due to negative past experience.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Continued development of Early Help</p>	<p>Pupils joining the school at Key Stage 3 are likely to have encountered adverse school experiences with limited opportunity for secure relationships to form.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Inclusion & Engagement</p>	<p>Crime is of concern within the locality, further increasing the vulnerability of pupils in being drawn into inappropriate peer groups and/or activities.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Continued development of Early Help</p>
<p>Understanding of relational cause and effect is underdeveloped. This can lead to impulsive and socially-invalid behavioural reactions to situations or stimuli. Further impacting on ability to engage in teaching and learning or to socialise appropriately with other children and adults.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Inclusion & Engagement</p>	<p>Health deprivation is significant across the Barnsley Local Authority and the impact is by now evident for some children, through developing obesity or other health needs not attributable to their disability.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Continued development of Early Help</p>	<p>An unclear understanding of support into adulthood pathways available to their child can lead to parents or carers having lower aspirations for their child's long term future.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Improved life outcomes for children and young people with Special Educational Needs and Disability (SEND) and Transitions at all key life stages.</p>	<p>Low self esteem or self worth can lead to work experience choices which lack aspiration or interest for the young person.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Improved life outcomes for children and young people with Special Educational Needs and Disability (SEND) and Transitions at all key life stages- and- Emotional Health and Wellbeing including access to Therapeutic Support.</p>
		<p>'Children from disadvantaged backgrounds are likely to have been affected particularly severely by school</p>	<p>Quality first teaching is the most effective way to support progress of PPG cohort. Metacognition and self</p>

		closures and may need more support to return to school and settle back into school life' (EEF, 2020)	regulation is identified as one of the most effective ways to boost progress in the EEF teaching and learning toolkit.
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Priorities for 2020-2021



Whole School



Key Stage



Group or Pupil Specific

<p>Formulate and monitor effective PPG strategy with SLT/ FT link.</p>	<p>Effective coordination of EHA, family support and CIN process.</p> <p>Insufficiently embedded sleep routines for some children can impact significantly upon family life, in turn contributing to decline in quality of care.</p>	<p>Maintain academic achievement through priority access to interventions.</p> <p>Maths in KS2 identified as data from 19/20 is below expected level of progress. English in KS3/4 identified as data from 19/20 is below expected level of progress.</p>
<p>Design and implementation of Mental Health recovery plan.</p> <p>Improved life outcomes for children and young people with Special Educational Needs and Disability (SEND) and Transitions at all key life stages- and- Emotional Health and Wellbeing including access to Therapeutic Support.</p>	<p>Limited opportunities for socialisation in the early years for some children can lead to a development of inappropriate relationship-building skills. Relationships with peers can be insecure, fleeting or inappropriate.</p>	<p>Monitor, evaluate, implement and support progress of positive SEMH and social conduct across school.</p> <p>Low self esteem or self worth can lead to work experience choices which lack aspiration or interest for the young person.</p>
<p>Effective coordination of EHA, family support and CIN process.</p> <p>Insufficiently embedded sleep routines for some children can impact significantly upon family life, in turn contributing to decline in quality of care.</p>	<p>For some children, personal hygiene and self care barriers become further evident. This can significantly reduce the child's social circle, impacting on their emotional needs and mental health if supportive intervention is not implemented.</p>	<p>Maintain current high levels of attendance.</p> <p>Based on the current situation and after school closures during the academic year (19/20) and the uncertainty of Covid. Attendance remains an area of high priority.</p>
	<p>Research based recommendations driving whole school improvements through DO focus groups. (Majority of pupils in KS3/4)</p>	<p>Targeted Parent and Pupil workshops to ensure safety online and in the community.</p> <p>Crime is of concern within the locality, further increasing the</p>

Vulnerability within the local community is further exacerbated by young people's desire to form peer groups through pleasing others without full knowledge and understanding of the safeguarding risks.

vulnerability of pupils in being drawn into inappropriate peer groups and/or activities.

Detailed Information

Objective	Success Criteria	Milestones	Spending	Allocation
1. Formulate and monitor effective PPG strategy with SLT/ FT link.	-SLE work completed in at least 2 schools/training courses -Sustained impact in all areas of PPG spend evident through termly monitoring	-Termly collation of data within school's progress report presented to SLT and governors. -SLT monitoring of all PPG strategy initiatives. -SLT performance management	Not funded from PPG	£0
2. Design and implementation of Mental Health recovery plan.	-To reduce anticipated rise in SEMH and SCT incidents across the year -All pupils requiring intervention to have an individual action plan in place with support from specialist teams as needed.	-Half termly review of the SEMH recovery plan to demonstrate impact -Review of CFC process -Analysis of impact of planned interventions	SCT Lead HLTA - £27,000 SCT LTA 3.0 FTE - £69,000	£96,000
3. Research based recommendations driving whole school improvements through DO focus groups.	-Embedding Zones of Regulation to reduce incident duration for students in focus group.	-A measured decreased in frequency of incidents or an increase in use of self-regulation strategies. -SLT members to oversee groups and ensure impact is measurable. -Teacher/HLTA performance management	Not funded from PPG	£0
4. Effective coordination of EHA, family support and CIN process.	-Low levels of child protection plans are sustained. -Timely early help intervention leading to a reduction in social care referrals	-Ongoing SLT overview of all CP plans and social care referrals	Early Help Coordinator 0.6 FTE - £14,500 Parent Support HLTA 0.6 FTE - £17,250	£31,750

<p>5. Maintain current high levels of attendance.</p>	<p>-To maintain no attendance gap between students who receive PPG and those who do not. -To maintain overall attendance in R-Y11 and/or R-Y14 and maintain levels above national averages for specialist education settings.</p> <p>-To support all students to return to on site provision in Autumn 1 half term, unless shielding.</p>	<p>-Termly reviews of attendance. -Attendance reports to SLT. -Half termly review of the SEMH recovery plan to demonstrate impact</p>	<p>Family Liaison and Attendance Officer 1.0 FTE - 35,500</p>	<p>£35,500</p>
<p>6. Monitor, evaluate, implement and support progress of positive SEMH and social conduct across school.</p>	<p>-Increased levels of students maintaining 'good EWB' or making progress in EWB compared to 2019/20. -Maintain low levels of Tier 3/4 CAMHS referrals through effective CAMHS Nurse partnership. -Term on term reduction in the use of RPI in line with the SEMH recovery plan -Introduction of Zones of Regulation to reduce incident duration for students within the focus group.</p>	<p>Twice annually of progress within Emotional Wellbeing Measures and analysis of intervention effectiveness. SEMH Team performance management Introduction of EWB moderation and scrutiny -Half termly review of the SEMH recovery plan to demonstrate impact -Termly analysis of incidents and RPI. -Analysis of proactive work and intervention effectiveness -Social Conduct Team performance management</p>	<p>SEMH Team Leader 0.4 FTE - £10,500</p> <p>SEMH LTA 0.5 FTE - £11,500</p> <p>SEMH Champs TA2 0.5 FTE - £8,500</p>	<p>£30,500</p>
<p>7. Targeted Parent and Pupil workshops to ensure safety online and in the community.</p>	<p>-Increased reach of parental and pupil support, advice or intervention by Family Team demonstrated through increased attendance and number of parents reached</p>	<p>-Termly review of parental attendance and feedback to inform future workshops presented to SLT</p>	<p>Parent Support HLTA 0.6 FTE £17,250</p>	<p>£17,250</p>

8. Maintain academic achievement through priority access to interventions.	-No academic gap between PPG and Non-PPG learners is maintained	-Twice annual progress reports with analysis of PPG learner progress -Review of support in Intervention Panel Meetings	Not funded from PPG	£0
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Value for Money Statement

Greenacre is committed to ensuring value for money in the allocation of pupil premium and closely monitors spending to ensure it is focused on the objectives set out in this plan. The school evaluates the cost and efficacy of interventions using guidance from external organisations such as the Education Endowment Fund (EEF) and, where possible, utilises high impact / low cost strategies. Interventions that have not been considered by the EEF must have a significant evidence base confirming their effectiveness. For 2020-21, costs have been allocated as follows:

Distribution of Funding

KS1	KS2	KS3	KS4	Whole School
£10,047.74	£71,768.65	£88,993.09	£40,190.52	£211,00

Cost Per Child

KS1	KS2	KS3	KS4
£1,435.37	£1,435.37	£1,435.37	£1,435.37