



Pupil premium strategy statement

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	Greenacre School
Number of pupils in school	330 including Post 16 274 aged 5-16 years
Proportion (%) of pupil premium eligible pupils	51% (140 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	07/10/2022
Date on which it will be reviewed	07/2023
Statement authorised by	LGB
Pupil premium lead	M Harper
Governor / Trustee lead	G Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,325
Recovery premium funding allocation this academic year	£111,228
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£270,553
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium

Of the 317 local authorities in England, Barnsley is the 38th most deprived area in England (2019 Index of Multiple Deprivation). This is an average score based on 7 different 'domains' of deprivation. Of the 317 local authorities the domain measures are shown below:

- Income deprivation: 43rd most deprived
- Employment deprivation: 27th most deprived
- Education, skills & training: 15th most deprived
- Health, deprivation & disability: 22nd most deprived
- Crime: 31st most deprived
- Barriers to housing & services: 311th most deprived
- Living environment: 304th most deprived

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

The aim of our PP strategy is to identify and implement strategies that help to reduce the attainment gap between the most and least disadvantaged pupils at our school and, therefore, in our Borough. We have placed a strong emphasis on securing foundations in emotional resilience and communication as we believe that our disadvantaged pupils require most support in these key areas. Furthermore, we believe that these skills are crucial for preparing children for life beyond school.

At Greenacre, we ensure that the Pupil Premium Grant has the most benefit for those with the greatest disadvantage. Our intention is to build capacity and maximise our impact. The barriers and challenges disadvantaged pupils face are complex and varied - indeed, there is no single difficulty faced by all. However, we identify barriers that we believe are particularly relevant to our disadvantaged children in our context.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: "School Funding and Pupil Premium 2019" available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Research on disadvantaged pupils and the vocabulary gap, available [here](#).

However, we also recognise there is not always sufficient evidence about how to support the pupils with whom we work. For this reason, we also draw on our combined professional experience of what works best for children at our school.

Recovery Premium

In 2020/21, the government announced it will provide a per-pupil premium to all state funded schools to support pupils to recover from the impact of the coronavirus pandemic on their education. The government stated: *Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.*

While the pandemic and two national lockdowns had an impact on every pupil at our school, we recognise that some pupils were and continue to be affected more than others. The purpose of this strategy is to ensure that we use thorough assessment and knowledge of our pupils to use practice and interventions to support the recovery process.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <ul style="list-style-type: none"> Attendance rates for pupils in receipt of pupil premium at Greenacre have been adversely affected (91.92% in 18/19 to 89.71% in 21/22) through changes in routine and structure over the Covid period.
2	<p>Resilience for Learning</p> <ul style="list-style-type: none"> A reduced 'early help' offer throughout the pandemic means that many parents have been unable to manage their child's behavioural presentations leading to a lack of boundaries and routine, which is now impacting on their ability to cope with the demands of a classroom.
3	<p>Communication</p> <ul style="list-style-type: none"> Our disadvantaged pupils have struggled to develop an appropriate level of skill in recognised communication strategies due to extended periods of isolation, which has impacted on their progress in school.
4	<p>Reading</p> <ul style="list-style-type: none"> Partial school closures have had a negative impact on reading progress - particularly for those who would have accessed a structured phonics programme.

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
<p>1. Attendance</p> <p>Attendance rates for pupils eligible for pupil premium at Greenacre align more closely with pre-pandemic levels and that of their non-disadvantaged peers.</p>	<p>By the end of academic year 22-23 attendance for PP eligible pupils will reach at least pre-covid levels of 91.9% rising to our aspirational target of 95% the following year.</p>
<p>2. Resilience for Learning</p> <p>Incidents of socially invalid behaviour are reduced, particularly for those with sensory processing difficulties.</p>	<p>By the end of the academic year 22-23, incidents of socially invalid behaviour have reduced by 25.4% to lower than pre-pandemic levels for identified pupils.</p>

<p>3. Communication</p> <p>SALT reports demonstrate increased competence and confidence in identified areas for specific pupils.</p>	<p>Termly reviews of EHCP progress show that identified pupils are making rapid progress in relevant areas.</p>
<p>4. Reading</p> <p>Identified pupils access explicit and systematic instruction and adequate practice with phonics and decoding.</p>	<p>Progress grids show that pupils' decoding skills increase to ensure that 73% are making accelerated progress.</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: £79,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified staff access Read Write Inc training to support pupils in additional areas of the school.</p>	<p>The EEF notes that the delivery of systematic phonics for appropriate pupils has a positive impact with extensive evidence.</p>	<p>4</p>
<p>Additional staff access Makaton training to support the development of pupils' communication skills.</p>	<p>The Makaton Language Programme, is a recognised system of signs and symbols to help children and adults learn communication, language and literacy skills and is supported by a substantial research base.</p>	<p>3</p>
<p>An additional weekly day of TLR time is dedicated to implementation of our updated communications strategy, which includes supporting teachers to embed new practice.</p>	<p>The EEF notes the importance of supporting staff to embed new developments into practice over time.</p>	<p>3, 4</p>
<p>Relevant staff access training to support the establishment of sensory circuits.</p>	<p>Bundy and Lane (2019) note the benefit of using sensory circuits for pupils who have a sensory processing disorder.</p>	<p>2</p>

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

Budgeted cost: £90,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional HLTA time is directed to the delivery of SALT interventions.	EEF evidence shows that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	3
Additional Pastoral Time is established to deliver one-to-one interventions including: <ul style="list-style-type: none"> ● Regulation for transition ● Social communication ● Social and emotional learning 	Evidence from the EEF indicates that there is particular promise for SEL approaches that focus on improving social interaction between pupils.	2

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

Budgeted cost: £ £100,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the continuation of the Pastoral Team to implement a range of strategies that support pupils to establish and maintain excellent attendance. Including: <ul style="list-style-type: none"> ● Home visits ● Delivery of sleep workshops for parents ● Family Intervention Programme ● Safeguarding topics for parent information sessions ● Parent support coffee afternoons 	The DfE guidance ' Working Together To Improve School Attendance. ' evidenced the need for a multi-agency response to improving school attendance.	1
Support the delivery of additional	EEF evidence shows that enriching education has intrinsic benefits but	2

extracurricular and enrichment opportunities overcoming attendance and travel issues for specific pupils. Including: <ul style="list-style-type: none">● Speak up club● Choir,● External trips & visits.	can also directly improve pupils attainment and attendance.	
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Total budgeted cost: £270,553

Pupil Premium Strategy Review 2021-2022

Activity	Impact
<p>Attendance</p> <p>Facilitate additional time for pastoral leads to identify and implement specific strategies within their programme areas.</p> <p>Targeted and proactive strategies including daily absence phone calls and home visits.</p> <p>Addressing the barriers to poor attendance including referral to health and external agencies where appropriate.</p>	<p>The attendance gap between disadvantaged pupils' attendance and non-disadvantaged groups has reduced and is now broadly in line; 90.7% compared to 91.9%.</p> <p>Attendance has improved significantly post pandemic and the 2021/2022 disadvantaged attendance figure of 90.7% is within 2% of the pre-pandemic attendance figure of 91.9% in 2018/2019.</p> <p>75 of 85 pupils in the 2020/2021 lowest quartile improved attendance in 2021/2022.</p>
<p>Resilience for Learning</p> <p>Pastoral team evaluating pupils in advance of interventions.</p> <p>Updates to Positive Intervention Plans with class teachers and relevant support staff to equip them to be skilled and confident in finding the best ways to keep children safe including ways that promote their rights, respect their dignity and help equip them for the future.</p>	<p>There has been a term on term reduction in physical incidents during the 2021/2022 academic year; this is also the case with disadvantaged groups.</p> <p>Autumn to Spring term: 33% reduction (35% in disadvantaged groups) Spring to Summer term: 12% reduction (5% in disadvantaged groups) 2021/2022 academic year: 41% reduction (35% in disadvantaged groups)</p>
<p>Lost Learning</p> <p>Maths curriculum leader has supported teachers with half-termly planning sessions.</p> <p>Maths curriculum leader has offered additional training to all staff, specifically relating to the identified strands.</p> <p>Ongoing quality assurance including moderation and learning walks</p>	<p>Strand data is supporting teachers to target intervention and close the gap between disadvantaged and non-disadvantaged cohorts in key areas such as:</p> <ul style="list-style-type: none"> ● number ● measure ● statistics <p>During the 2021/2022 academic year, the percentage of disadvantaged pupils making expected or better progress in the identified numeracy strands was higher than that of their non-disadvantaged peers: Disadvantaged pupils: 87% (110/1274) Non-disadvantaged pupils: 77% (67/87)</p>
<p>Lost Learning</p> <p>Curriculum leaders have delivered training to support leaders of learning to better understand how the EYFS and Milestones are mapped onto the B Curriculum. This has ensured an effective transition between curriculums.</p>	<p>Mapping activities have supported pupils transferring from EYFS to the B curriculum to make expected or better progress in:</p> <ul style="list-style-type: none"> ● comprehension ● speaking ● listening <p>During the 2021/2022 academic year and within the B curriculum, the percentage of disadvantaged students making expected or better progress in the identified literacy strands was higher than that of their non-disadvantaged peers: Disadvantaged pupils: 79% (65/82)</p>

	Non-disadvantaged pupils: 69% (51/74)
<p>Lost Learning</p> <p>Pupils identified to receive interventions.</p> <p>Interventions delivered by known trained adults to identified students.</p> <p>Interventions regularly reviewed and adapted to ensure they meet the needs of learners</p>	<p>Literacy</p> <p>Internal progress data shows that 80% of targeted pupils in receipt of Pupil Premium made expected or better progress compared to 73% of their non-disadvantaged peers.</p> <p>Numeracy</p> <p>Internal data shows that 79% of targeted pupils in receipt to Pupil Premium, and accessing the B and C curriculums, made expected or better progress. This compares with 74% of their peers; a trend reversed from the previous year.</p>
<p>Sensory Processing</p> <p>Organise external training to help staff understand and identify sensory behaviours and how to manage and address these behaviours over time.</p>	<p>For delivery in 2022-2023 as part of sensory circuit training.</p>
<p>Sensory Processing</p> <p>Specialist therapists bought in to offer sensory interventions for identified pupils.</p>	<p>The Visual Impairment (VI) specialist team collaborated with the school Destination Outstanding team (internal projects) around the redesign of classroom spaces leading to more appropriate areas for self regulation.</p> <p>Appropriate use of visual aids promoted and resulted in greater independence for pupils with VI/Multi-sensory needs.</p>