

## Pupil premium strategy statement

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   | Greenacre School |
| Number of pupils in school  | 342              |
| Proportion (%) of pupil premium eligible pupils   | 56%              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024        |
| Date this statement was published   | 17/11/2021       |
| Date on which it will be reviewed   | 07/2022          |
| Statement authorised by   | LGB              |
| Pupil premium lead  | J Lonsdale       |
| Governor / Trustee lead   | G Wild           |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £157,060 |
| Recovery premium funding allocation this academic year  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £157,060 |

# Part A: Pupil premium strategy plan

## Statement of intent

### **Pupil Premium**

Of the 317 local authorities in England, Barnsley is the 38<sup>th</sup> 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: 43<sup>rd</sup> most deprived
- Employment deprivation: 27<sup>th</sup> most deprived
- Education, skills & training: 15<sup>th</sup> most deprived
- Health, deprivation & disability: 22<sup>nd</sup> most deprived
- Crime: 31<sup>st</sup> most deprived
- Barriers to housing & services: 311<sup>th</sup> most deprived
- Living environment: 304<sup>th</sup> 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 literacy and numeracy as we believe that our disadvantaged pupils require most support in these key areas. Furthermore, we believe that strong literacy and numeracy 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 states: *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 our 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><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Attendance rates for pupils in receipt of pupil premium at Greenacre have been adversely affected by partial school closures and have yet to return to pre-pandemic levels. (80.8% 20/21, including Jan 5th – March 8th)</li> </ul>  |
| 2                | <p><b>Resilience for Learning</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>                          |
| 3                | <p><b>Lost Learning</b></p> <ul style="list-style-type: none"> <li>Research and internal assessment shows that the gap between disadvantaged pupils and their non disadvantaged peers has grown – particularly, for those on the B and C curriculum.</li> <li>In 2020-2021 fewer pupils achieved their end of year targets in literacy and numeracy due to pandemic related issues.</li> </ul> |
| 4                | <p><b>Sensory Processing</b></p> <ul style="list-style-type: none"> <li>Disadvantaged Pupils with sensory processing difficulties have found it particularly difficult to cope with a busy classroom environment after extended periods of isolation at home.</li> </ul>   |

## 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                                 |
|------------------|--|
| Attendance       | Attendance of pupils in receipt of pupil premium |

|   |  |
|---|--|
| <p>Attendance rates for pupils in receipt of pupil premium at Greenacre align more closely with pre-pandemic levels and that of their non-disadvantaged peers.</p>  | <p>is within 2% of pre-pandemic levels. Fewer than 50% of the pupils in the lowest attendance quartile at year end will be pupil premium students.</p>   |
| <p><b>Resilience for Learning</b><br/>Incidents that require physical intervention reduce over time with pupils in receipt of PP requiring reducing instances of physical intervention.</p>   | <p>Incidents of physical intervention will reduce term on term.</p>  |
| <p><b>Lost Learning</b><br/>Ensure pupils in receipt of pupil premium in KS2 and on the B and C curriculum make accelerated progress in literacy, closing the gap with their non-disadvantaged peers.<br/><br/>Reduce the gap between PP and NPP pupils in KS2 and KS3 on the B and C Curriculum in numeracy.</p> | <p>Progress data in KS2 literacy and KS2/ KS3 in numeracy demonstrates a return to pre-covid levels with no significant difference of pupil premium students when compared to non-PPG peers.</p>               |
| <p><b>Sensory Processing</b><br/>Disadvantaged Pupils with sensory processing difficulties operate successfully within socially inclusive classrooms.</p>   | <p>Pupils who access personalised timetables have increased periods within the main classroom environment working alongside their peers, demonstrating reduced periods of physical challenge and duration.</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: £36,412

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Lost Learning</b><br>Support teachers to attend half termly planning sessions to draw on the knowledge of TLR holders and subject specialists in relation to strand analysis. (Statistics)             | Planning for Learning: Collaborative Approaches to Lesson Design and Review<br>Mary Renck Jalongo, Sue A. Reig, Valeri R. Helderbran            | 3                             |
| <b>Lost Learning</b><br>Deliver training to support leaders of learning to better understand how the EYFS and Milestones are mapped onto B Curriculum to ensure effective transition between curriculums. | EEF states that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. | 3                             |
| <b>Sensory Processing</b><br>Organise external training to help staff understand and identify sensory behaviours and how to manage and address these behaviours over time.                                | NASEN training Dr James Galpin February 2021  | 4                             |

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

Budgeted cost: £41,265

| Activity                       | Evidence that supports this approach        | Challenge number(s) addressed |
|--------------------------------|---|-------------------------------|
| <b>Resilience for Learning</b> | EEF report 'Improving behaviour in schools' | 2                             |

|  |   |          |
|--|---|----------|
| <p>Create time for the pastoral team to evaluate pupils in advance of intervention and update 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: ways that promote their rights, respect their dignity and help equip them for the future.</p> | <p>identifies the following as key strategies:</p> <p><i>Understanding a pupil's context will inform effective responses to misbehaviour</i></p> <p><i>Teaching learning behaviours will reduce the need to manage misbehaviour</i></p> <p><i>Teachers should encourage pupils to be self-reflective of their own behaviours</i></p> <p>Ofsted guidance (2021) 'Positive environments where children can flourish' outlines the necessity of creating positive cultures which;</p> <p>involve children, parents and carers in reviewing practice train and develop staff so that they understand children's unique needs and how they communicate use positive approaches to supporting behaviour effectively report and reflect on practice.</p> |          |
| <p><b>Lost Learning</b></p> <p>Recruit an additional teacher to facilitate structured literacy and numeracy interventions for identified pupils with a known adult.</p>  | <p>EEF shows that 1:1 tuition has high impact for moderate cost based on moderate evidence.</p>   | <p>3</p> |
| <p><b>Sensory Processing</b></p> <p>Buy-in specialist therapists to offer sensory interventions for identified pupils.</p>   | <p>Sensory Integration therapy and it's principals support the individual progress of learners, particularly those with ASD.</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/</a></p> <p>Sensory Integration Education found that small adjustments to the environment or the way they're allowed to move around school, have a big</p>   | <p>4</p> |

|  |   |  |
|--|---|--|
|  | <p>impact on how they manage their day to day lives.</p> <p><a href="https://files.cdn.thinkific.com/file_uploads/472793/attachments/ca2/dcd/42e/SI_Commissioning_Guidance_V2.pdf">https://files.cdn.thinkific.com/file_uploads/472793/attachments/ca2/dcd/42e/SI_Commissioning_Guidance_V2.pdf</a></p> |  |
|--|---|--|

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

Budgeted cost: £79,383

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>Attendance</b></p> <p>Facilitate additional time for pastoral leads to identify and implement specific strategies within their programme areas.</p> | <p>EEF report 'Working With Parents to Support Children's Learning' recommendation 4 'Offer more sustained and intensive support where needed' details that 'More intensive approaches, which target particular families or outcomes, are associated with larger learning gains.'</p> | 1                             |
| <p>Plan, resource and deliver three targeted parenting workshops to engage families, discuss and problem solve issues related to attendance.</p>          | <p>EEF states parental engagement has moderate impact for very low cost based on extensive evidence.</p>  | 1                             |
| <p><b>Resilience for Learning</b></p> <p>Develop and resource regulation stations to support pupils' self regulation.</p>                                 | <p>EEF recognises self-regulation strategies are high impact and low cost, although the evidence base is currently limited.</p>   | 2                             |

**Total budgeted cost: £157,060**