



Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6 year period. For the period 1st September 2019 to 31st August 2020 The Greetland Academy received Pupil Premium funding of **£51,122**

Our Pupil Premium initiatives have included:

- Use of the post of Parent Support Worker with a focus on attendance support and parenting advice. To ensure children are in school, ready to learn and able to progress appropriately. Support to remove barriers to effective learning.
- Provision of the school breakfast club.
- Purchase of support re-bespoke needs, including provision of school uniform and free school milk.
- The targeted and structured use of teaching assistants, placed and acting upon need, with a focus on developing English and Maths skills, especially those pupils who are High Attaining.
- Targeted support working only with Pupil Premium children on a 1 to 1/small group basis to develop and improve reading, writing and maths.
- Funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including Year 6 and Year 4 residential visits.
- Targeted funding to support individual and cohorts to ensure high quality opportunities linked to the creative arts.
- Nurture provision and support social and emotional development of pupils

Impact Summary

We have continued to use current educational research to shape our Pupil Premium offer and in line with EEF findings will be investing funding into further developing teacher pedagogy in line with the EEF Literacy and numeracy guidance reports and Pupil Premium report in order to maximise Wave 1 teaching. We have further developed our nurture support/provision and this included accessing local Forest school provision and counselling services.

Funding was used to further enhance the skills of teaching staff, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reached their full potential. We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. With this in mind, our Pupil Premium strategy was rooted strongly in the CPD of our staff.

* the number of Pupil Premium children including Looked After Children, Adopted from Care or whose parents work in the Armed Services

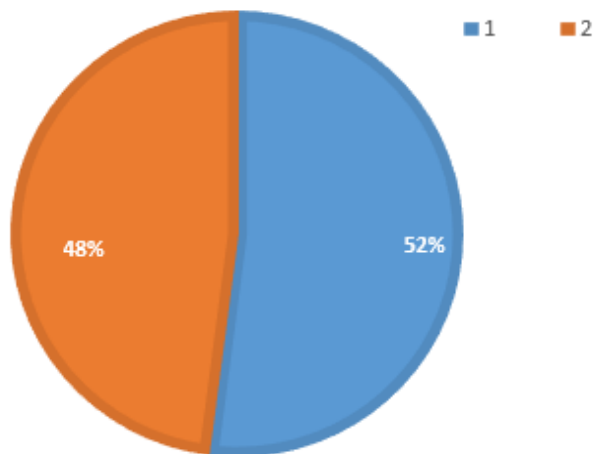
Priority 1

Improve outcomes (including middle and high attainers) by delivering a highly trained, research informed and responsive team.

Priority 2

Narrow the gap by ensuring pupils' individual needs are met and barriers to learning removed.

Chart shows overview of spending ratio



Due to Covid-19 school closures, it has not been possible to collect accurate end of year summative data and as a result the overall efficacy of the 2019 – 20 Pupil Premium cannot be fully reviewed and evaluated.

End of year teacher forecast data was issued to the LA and Perspective lite was used to support the identification of trends as well as provide regional comparison (where the schools had a significant number PP pupil to provide a comparison).

- KS1 PP data comparison shows no significant challenges across RWM. PP RWM greater depth is a strength showing a +22.9% gap against local forecasts.

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Estab. No.	School	Cohort	RWM*			READING		WRITING			MATHS	
			≥Exp	High	<Exp	≥Exp	High	≥Exp	GDS	<Exp	≥Exp	High
-	LA	342	59.4%	6.1%	30.1%	69.9%	19.3%	65.5%	8.2%	31.0%	69.0%	13.2%
2049	The Greetland Academy	8	87.5%	12.5%	12.5%	87.5%	25.0%	87.5%	12.5%	12.5%	87.5%	25.0%

The table above shows forecasted attainment data for Greetland Year 6 alongside forecast local data. Greetland PP children perform above local data at both expected and higher standard in RWM.

The school continued to support our Pupil Premium families during the lockdown and school closure period in range of ways. 25% of Pupil Premium children attended in-school key worker provision. The online learning platform Seesaw was used to provide the children with a range of home learning activities. This was supplemented with paper learning packs for those children and families who are unable or had difficulty accessing digital learning. Participation in home learning was tracked by class teachers and SLT and telephone calls were made to families that did not engaged by either the class teacher or Parent Support Worker. These calls have been to provide solutions to any barrier to home learning. Over all engagement with Seesaw home learning was high with 92% of children and families engaging with the bespoke home learning offer.

Next steps

The plan will continue into 2020-21 with modifications to ensure it fits with both the school's risk assessment and Covid-19 safe working practices. This plan will be reviewed in Autumn in response to updated, in-school assessment data from diagnostics. There will be a strong focus on oracy and literacy in the coming year across the School Development Plan and the Pupil Premium Plan.

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