

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	The Greetland Academy
Number of pupils in school	403
Proportion (%) of pupil Premium eligible pupils	9.9%
Academic year/years that our current pupil Premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil Premium lead	Adam Harris
Governor / Trustee lead	Ken Inwood – Chair of standards Steve Bennett- LGB Link

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£55,374
Recovery Premium funding allocation this academic year	£5220
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	£60,594

Part A: Pupil Premium strategy plan

Statement of intent

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 with focuses on

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

We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in CPD for all our staff. Target support is used to narrow gaps and support children to reach their full potential, this covers both academic and social and emotion support.

These strategies are supported by wider strategies and who school ethos to improve children's wellbeing and build strong cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show a gap in some Pupil Premium children's progress and attainment in Writing
2	Our assessments, discussions and observations show a gap in some Pupil Premium children's progress and attainment in Maths
3	Restricted opportunities to develop cultural capital worsened by the impact of Covid.
4	Our analysis shows some disadvantaged Pupils requiring additional social

	and emotional support so that they develop self-regulation strategies which will support their learning.
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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
Above average outcomes in Year 1 and 2 phonics screening for Pupil Premium Children.	Above national average number (82%) of Pupil Premium children pass the Y1 phonics screening check
<p>Where data evidences there is a gap in Writing between pupil premium and non-pupil premium peers this be reduced by the end of the strategy plan.</p> <p>All children will have a wider range of opportunities and experiences to enable them to access the curriculum with their non-pupil premium peers.</p>	<p>The gap attainment between Pupils Premium and non-Pupil Premium children in KS2 Writing assessment is less than national.</p> <p>Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil Premium peers.</p> <p>Opportunities taken to increase children cultural capital is reflected in their writing</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p>
<p>Pupil Premium children's progress and attainment in Reading is equal to or greater than their non-pupil Premium peers.</p> <p>All children will have a wider range of opportunities and experiences to enable them to access the curriculum with their non-pupil premium peers.</p>	<p>The gap attainment between Pupils Premium and non-Pupil Premium children in KS2 Reading assessments is less than national.</p> <p>Pupil Premium children progress is equal to or greater than their non-pupil Premium peers.</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p>
Where data evidences there is a gap in Maths between pupil premium and non-	The gap attainment between Pupils Premium and non-Pupil premium children

<p>pupil premium peers this be reduced by the end of the strategy plan.</p>	<p>in KS2 Maths assessments is less than national.</p> <p>Pupil Premium children progress is equal to or greater than their non-pupil Premium peers.</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p>
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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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and coaching on EEF metacognition report.	<p>Evidence used to inform contents and approach of professional development</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf</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>	1,2,4
Training and coaching on EEF Feedback report.	<p>Evidence used to inform contents and approach of professional development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1,2
Programme of CPD for all classroom staff around QFT across all subjects.	<p>https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome_CPD-Review_2020.pdf</p> <p>https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf</p>	1,2

<p>Embed Mastering Number Programme from NCETM</p> <p>Develop a consistent approach to problem solving</p>	<p>Evidence used to inform contents and approach of professional development</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	2
<p>Pupil Progress meetings are used to support future teaching and intervention</p>	<p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/</p>	1,2,4

Targeted academic support

Budgeted cost: £44,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of diagnostics to identify barriers to learning and where required SMART IEP targets and</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</p>	1,2,3,4
<p>Targeted 1:1 and small group interventions delivered by teacher and TA's</p>	<p>Informed by the following evidence and review https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1,2,4
<p>The curriculum is adapted and enhance to meet the needs of all PP learners</p>	<p>Evidence used to inform contents of professional development</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	1,2,3,4

	https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/	
Pupil Premium book club (each half term from Aut b)	https://ourfp.org/findings/ should be read with the following document to maximise impact of the intervention https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,3

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

Budgeted cost: £12,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expose 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	http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	4

Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development	https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/	4
Funding of Breakfast clubs, Milk in Ks1 and uniform	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/	
Monitor and support families with attendance	https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	1, 2, 3, 4

Total budgeted cost: £60,594

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 2020 to 2021 academic year.

In 2020/21 we continued to use current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding into further developing teacher pedagogy in line with the EEF Literacy, Numeracy, Behaviour and Pupil Premium report in order to maximise wave 1 teaching. We continued to enhance our nurture support and wellbeing provision, employing a Senior Learning Mentor

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 reach their full potential.

The school continued to support our Pupil Premium families during the lockdown and school closure period in a range of ways with 41% of Pupil Premium children attending in-school key worker/ vulnerable children provision. The online learning platform 'See-saw' 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 engage.

Our Pupil Premium book club has been used to foster a love of reading and ensure children have access to high quality texts that match their interest.

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
Nuffield Early Language Intervention (Neli)	Elkhan - OUP

Further information (optional)

Use this space to provide any further information about your pupil Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil Premium or recovery Premium funding.