


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	11.3% (45 children at time of census)
Academic year/years that our current pupil premium strategy plan covers (3-year plan – year 1)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Amanda Bennett CEO 
Pupil premium lead	Mrs Helen Crowther (Principal) Miss Elkie Bailes (PP Lead)
Governor / Trustee lead	Mr Steve Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	78945
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	78945

Part A: Pupil premium strategy plan

Statement of intent

At The Greetland Academy, we believe that all children should reach great heights and fulfil their full potential whatever their background or circumstances. We aim for all children to leave the school with the essential knowledge and skills that they need for future success by providing a nurturing, caring environment. It is our intention that children achieve the best possible outcomes to progress to their next stage of education.

Our Pupil Premium strategy is informed by high-quality research and a rich knowledge of our children and local community to ensure we provide best possible strategies to improve the educational outcomes for children.

This is done through a tiered model with focuses on:

- High quality teaching
- Targeted academic support
- Wider strategies.

We firmly believe that excellent Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils and this is a constant focus of our Academy Improvement Plan also. Our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide Quality First Teaching. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. We aim to work with parents/carers to form a partnership in ensuring that our disadvantaged children are offered wider opportunities and experiences through our curriculum design and to ensure parents are as fully involved as possible in encouraging and supporting their children to progress. Raising attendance and improving behaviour for this group of children is a key factor in this.

Challenges

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

Challenge number	Detail of challenge
1	In most year groups, children with disadvantaged backgrounds do not reach the age-related expectation as often as those from non-disadvantaged backgrounds in Maths and English (including spoken English).

	<p>End of year data 2023/24:</p> <p>EYFS GLD All pupils: 81.5% PP: 100%</p> <p>Year 1 Reading All pupils: 88% PP: 75% Year 1 Writing All pupils: 76% PP: 25% Year 1 Maths All pupils: 92% PP: 75%</p> <p>Year 2 Reading All pupils 78% PP 67% Year 2 Writing All pupils 75% PP 50% Year 2 Maths All Pupils 85% PP 50%</p> <p>Year 3 Reading All pupils 78% PP 70% Year 3 Writing All pupils 66% PP 50% Year 3 Maths All Pupils 85% PP 80%</p> <p>Year 4 Reading All pupils 84% PP 67% Year 4 Writing All pupils 76% PP 44% Year 4 Maths All Pupils 79% PP 44%</p> <p>Year 5 Reading All pupils 73% PP 60% Year 5 Writing All pupils 70% PP 40% Year 5 Maths All Pupils 85% PP 100%</p>
2	The attainment gap between pupils with SEND and their peers is twice as big as the gap between children eligible for Pupil Premium funding and their peers. Out of our children eligible for Pupil Premium funding, 25% of these children are also identified as having special educational needs
3	Rich experiences outside of school for some children are limiting their prior knowledge to access the curriculum including a poorer level of vocabulary knowledge and contextual knowledge for reading.
4	We have seen an increase in the number of pupils requiring additional social and emotional support and an increased need to develop self-regulation strategies to support their learning.
5	For some children eligible for Pupil Premium funding, attendance is, on some occasions, not in-line with the attendance of their peers. <i>Attendance PP eligible –92.68%</i> <i>Attendance not PP eligible – 95.84%</i>

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>To ensure disadvantaged pupils will make accelerated progress through quality first teaching narrowing the gap in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Teachers assess accurately (using diagnostics) and plan appropriate tasks for all pupils in their class to complete independently – so they can make accelerated progress • Learning by Questions access for targeted assessments of what pupils know and for consolidation of learning • Lessons will be differentiated and adapted to ensure children’s individual needs are targeted with a brave approach to teaching and learning • Data drops (including baseline) for each pupil are accurate and, over time, show good progress • Trust and SLT QA processes verify that the provision for PP children remains outstanding with additional clear evidence of the gap being narrowed through learning walks, pupil interviews, book look and data drops. • National attainment data in all key year groups shows PP pupils are achieving at or above the national average in all subjects including phonics
<p>To use targeted academic support to narrow the gap in R, W and M for those eligible for Pupil Premium Funding through the use of carefully planned interventions.</p>	<ul style="list-style-type: none"> • Diagnostics used to identify areas to focus on • Specific interventions (and recording) linked to individual children’s needs will be used consistently across the school in order that children can access appropriate support (Little Wandle, NELI, Learning by Questions) • IEP targets are ‘SMART’ and tracked on Edukey and, over time, achieved consistently. • National attainment data in all key year groups shows PP pupils are achieving at or above the national average in all subjects including phonics

<p>To provide rich experiences, enhanced cultural capital for Pupil Premium Funding whilst also impacting on reading and writing results</p>	<ul style="list-style-type: none"> • Teachers and subject leaders plan to promote future opportunities across the curriculum to ensure that our wider curriculum offer reflects the background and diversity of our community and also provides children with the cultural capital they need to succeed in life. • A wider range of visits and visitors will take place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom, which will increase their knowledge required to access the planned curriculum. • Extra-curricular clubs will be offered and supplemented to all disadvantaged pupils. Monitoring and tracking will show an increase in participation of PP children. • Leaders signpost families to experiences within the community which pupils will benefit from (via Coffee Mornings, Newsletters, etc.) • Seesaw and homework reflects increased engagement. • Pupil surveys evidence the impact of these wider opportunities and a responsive approach is taken to the outcome of the surveys to enhance the provision where needed. • Reading and writing data evidences the impact of the opportunities provided including use of vocabulary.
<p>To support our disadvantaged children to ensure they are emotionally ready to learn and equip them with self-regulation strategies to enable them to make rapid progress throughout the curriculum.</p>	<ul style="list-style-type: none"> • CPOMS data shows a downward trend in behaviour incidents across the year for PP children. • Children, parents and staff surveys evidence positive behaviour attitudes across the school. • End of year data evidences that the gap is closing and end of key stage data is at least in-line with national averages.

<p>To improve the attendance of children eligible for Pupil Premium funding where this has dropped below 95%</p>	<ul style="list-style-type: none"> • Share information about the importance of good attendance at the start of the year and continually • Clear pathway for contacting parents immediately where attendance drops below 95%. • Attendance will be monitored monthly and more regularly for targeted pupils/families. • Pastoral Support Worker will work specifically with targeted pupil premium children whose attendance has dropped below 95%. • Further work with families (and Calderdale Educational Welfare team) about 'attendance missed'.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD for teachers on oracy, number fluency, transcription and the SEN Guidance Report to support PP children to make accelerated progress. (Links with the Academy Improvement Plan</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Findings show that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Nationally the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also</p>	<p>1, 2 and 3</p>

<p>focus on oracy and transcription):</p> <ul style="list-style-type: none"> • <i>EEF early literacy reports</i> • <i>EEF maths report</i> • <i>Little Wandle</i> • <i>ECF training</i> • <i>EEF SEND guidance</i> • <i>NPQSEND</i> 	<p>more than twice as likely to be eligible for free school meals.</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND which would also benefit PP pupils. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils: — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEWS_DIGITAL.pdf?utm_referrer=https://www.greatteaching.com/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics</p>	
<p>Continue to embed high quality adult/child interactions and enhance our language rich learning environments particularly in EYFS. (Links with the Academy Improvement Plan on oracy)</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial.</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Law_et_al_Early_Language_Development_final.pdf?v=1727113350</p>	<p>1 and 3</p>

<p>To continue to embed Little Wandle to secure stronger teaching for all pupils (including those in KS2)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 and 2</p>
<p>To continue to embed Talk Through Stories in R, Y1 and 2 to support language development</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 and 3</p>
<p>Strategic deployment of trained TAs to ensure priority pupils are supported in class</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1 and 2</p>

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

Budgeted cost: £63445

Activity	Evidence that supports this approach	Challenge number (s) addressed

<p>To continue to implement NELI in Reception</p>	<p>NELI has been found to improve children’s language and early; literacy skills. The programme involves a trained teaching assistant providing short, small-group and individual teaching sessions to around 6 pupils over 20 weeks. Robust evaluations found NELI children made on average 3 months additional progress in language.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up-impact-evaluation?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up-impact-evaluation&utm_medium=search&utm_campaign=site_search&search_term=NELI https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p>	<p>1 and 3</p>
<p>Use of diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets</p>	<p>The Greetland Academy will use diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets. Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths, and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>1 and 2</p>
<p>Strategic deployment of trained TAs to ensure priority pupils are supported through extra intervention including the use of Learning by Questions and NCETM.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1 and 2</p>

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Exposure 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</p>	<p>Research shows the impact that a reduced opportunity for home learning (educational, trips and visits) has on future outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p> <p>SUPPORTING EVIDENCE:</p>	<p>3</p>

	<p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>4 and 4</p>
<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>4 and 5</p>

Funding of Breakfast Clubs, Milk in Ks1 and uniform	<p>Research carried out by the Education Endowment Foundation shows the impact on breakfast clubs on attainment. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</p>	5
Continued tracking, monitoring and intervention for attendance of PP children.	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	5
Pupil Premium Book Club 'Reading Rocketeers'- providing books chosen in collaboration with the class teacher for children to keep at home.	<p>Research shows developing Reading for Pleasure (RFP) in children can have a significant impact on future academic success.</p> <p>There is a proven positive relationship between reading frequency, reading enjoyment and attainment (Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007). 'Reading for pleasure is the single most important indicator of a child's future success' (OECD, 2002)</p> <p>SUPPORTING EVIDENCE: https://ourfp.org/findings/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1,2,3,4 and 5

Total budgeted cost: £78945

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The 2023/24 Pupil Premium offer was shaped by the latest guidance and research published the Educational Endowment Foundation and with guidance from the Research School. We invested funding through our CPD offer into further developing teacher pedagogy in line with the EEF Literacy, Mathematics, Behaviour and Pupil Premium report in order to maximise wave 1 teaching.

The funding was used to ensure any need/barrier was identified and that targeted and adaptive teaching was provided to support pupil premium children to reach their full potential. Edukey was used to ensure all PP children had an individual Pupil Passport, which in turn supported teachers to cater and plan for the specific needs of PP children. As a result of evidence-based school-led interventions, 100% of Pupil Premium children in EYFS achieved GLD.

The school has engaged in the National Tutoring Programme and used their training package to train a team of highly skilled Teaching Assistants alongside the use of one qualified teacher to effectively deliver small group tutoring. This focused on narrowing the gaps in English and maths and supporting Pupil Premium children to reach their full potential. 27 Pupil Premium children benefitted from 300 hours of school-led tutoring.

Funding was used to ensure our Pupil Premium children were able to access all educational visits and experiences, building cultural capital and supporting academic and social progress. A range of educational visits occurred including residentials to Robin Wood and Nell Bank, then school trips to Yorkshire Sculpture Park, the beach in Lytham St Anne's, Blackpool Zoo, the farm and Victoria Theatre to watch an orchestra.

We continued to enhance our nurture support and wellbeing provision through the support of our Senior Learning Mentor and Calderdale MHST.

KS2 SATs attainment outcomes 2024 in comparison to National Average:

	Greetland PP Children	National Average for PP children
Combined R, W and M	63.6%	45%
Greater Depth	17.3%	3%

The review of the current plan will be used alongside internal data to inform the key target areas for the 2024/25 Pupil Premium Plan. This plan will run in conjunction with the Academy Improvement Plan to ensure the best possible outcomes for all our children including the most disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NELI	Elkan-OUP
Little Wandle Phonics	Little Wandle Phonics
Learning by Questions	Learning by Questions