

## Pupil Premium statement December 2023 – Greenfields Academy

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	82 (funded for 79)
Proportion (%) of pupil premium eligible pupils	56.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Andy Rush, Headteacher
Pupil premium lead	Jodie Wilkes, Asst. Headteacher
Governor / Trustee lead	Katie Bennington

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>Funding for school Sep - August (7/12 of previous year allocation and 5/12 of next year)</i>	£52,721.00
Recovery premium funding allocation this academic year	£34,532.00 (ringfenced CIT)
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£52,721.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils, this represents a significant population of our school community. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), this is reflected in their Tides profile particularly in terms of:

- Academic attainment and progress
- Progression to further and higher education
- Employability
- Social & Wellbeing opportunities

At the heart of our approach for all pupils is the Greenfields Voyage, comprising Curriculum, Intervention and Tides. With a focus on high-quality teaching, focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Our Pupil premium intent is focused on the effective delivery of a high-quality referral-based Intervention suite which removes and reduces barriers to academic and pastoral progress and improves wellbeing.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as 'Impact Displays', and high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, in the context of SEMH needs.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., health, sensory and wellbeing needs.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

## 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
Improved attainment for disadvantaged pupils in all curriculum subjects, relative to their starting points as identified through academic baseline and internal Tidal assessments.	A broadening of personalised accreditation offer at KS4 and pupil achieving outcomes relevant to their Tidal profile.
Through achievement of improved performance, as demonstrated by our end of year AAP assessments at the end of our strategy in 2024/25.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers through the implementation of Read, Write, Inc and other targeted intervention by the end of our strategy in 2024/25.
A broadening of personalised accreditation offers at KS4 and pupil achieving outcomes relevant to their Tidal profile.	Through achievement of EHC plan outcomes, Social Wellbeing, PACE, Tidal Profiles and short and long-term intervention goals.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Through observations and discussions with pupils, their families and intervention assessment.
Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers through the implementation of Read, Write, Inc and other targeted intervention by the end of our strategy in 2024/25.	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring guidance with supported pre-16 access to various appropriate settings and vocational options</p> <p>By the end of 2024/25, disadvantaged pupils are progressing to post-16 destinations in-line with their Tidal Profile.</p> <p>0% NEET on exit.</p>

## Activity in this academic year (2023/24)

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

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

Budgeted cost: **£52,721.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Intervention Primary	<b>Wave 1-4:</b> RWI and Fresh Start, Dyslexia Support, Bespoke Numeracy Recovery, Dyscalculia Support, QWERTY, Bespoke Handwriting Programme.	1, 2, 6
Curriculum Intervention Secondary	<b>Wave 1-4:</b> RWI and Fresh Start, Bespoke Reading, Phonics (KS4) & SPAG Recovery Programme, Dyslexia Support, Bespoke Numeracy Recovery, Dyscalculia Support, QWERTY, Bespoke Handwriting Programme, TIMS support.	1, 2, 6
Pastoral and Wellbeing Intervention	<b>Wave 1-4:</b> Group and Individual Motional Profile, Social stories, Brain Train, ELSA, Yoga, Visualisation and Mindfulness, Transitional support, Targeted Residential Visits, Motorvate, Mightier, Therapy Dog, 1:1 counselling, Project Sleep, TIMs, Alternative Provision.	3, 4, 5, 6
Physical and Sensory Intervention	<b>Wave 1-4:</b> Yoga, Visualisation and Mindfulness, Bikeability, Swim 25, Targeted Sensory Support, DoE Award, Heart Head Hands, Project Sleep, Motorvate, Hydro-pool access.	3, 4, 5, 6
Targeted Therapies	<b>Wave 1-4:</b> Bespoke reintegration timetable, Lego Therapy, Play Therapy, Phoenix Trust, 1:1 Counselling, MHST.	3, 5, 6

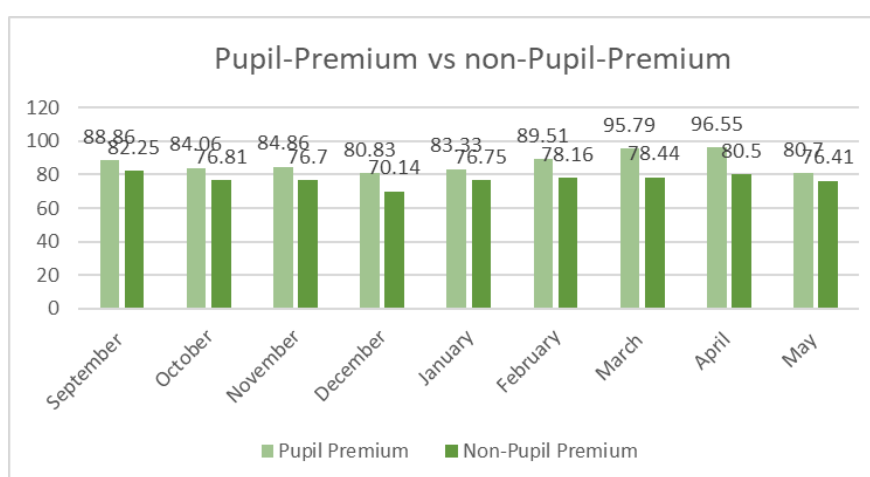
**Total budgeted cost: £52,721.00**

## Part B: Review of the previous academic year (2022/23)

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using phonics screening, our own internal assessments (AAP), GCSE Outcomes and Post-16 destinations. Some key headlines include:

- 0% of Year 11 leavers in (2023) were NEET in October 2023 for the third successive year.
- 75.3% of pupils are 'making better or expected progress'
- Pupils making below expected progress has reduced by 79% since the implementation of the Greenfields Voyage in September 2021
- Year 11 leavers (8) in 2023, 70% met or exceeded their targeted tidal outcomes
- There is no significant variation in progress in Reading between pupil premium and non-pupil premium.
- As of September 2023, 57% of pupils (Inc. PP) are exceeding their targets in Reading (RWI) and 43% are making expected progress (no progress is below target)
- Annual Attendance in Years 2, 3, 4, 5, 7, 8 (July 2023), continues to exceed NAFS
- Term 1 (2022) to Term 1 (2023) comparison shows an increase of 5% in whole-school attendance. In part due to pupil-premium supported strategies
- Pupil-Premium strategies positively impact on attendance of those pupils



Most pupils demonstrated an improvement in communication skills, and life skills within their tidal provision. However, the profound impact of a 'staffing crisis' at Greenfields until June 2023 (recruitment and absence) on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced nationwide.

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
No service families
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Aspirational Impact displays boards

### **Planning, implementation and evaluation**

- Impact of staff absence on activities