![Greenacre School logo](GREENACRE SCHOOL)

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, which shows 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	338 including Post 16. 286 aged 5-16 years.
Proportion (%) of pupil premium eligible pupils	52% (149/286 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	19th November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	LGB
Pupil premium lead	D Fallis
Governor / Trustee lead	G Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,764
Recovery premium funding allocation this academic year	£121,070
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	£289,854

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium

Of the 317 local authorities in England, Barnsley is the 38th 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: 43rd most deprived
- Employment deprivation: 27th most deprived
- Education, skills & training: 15th most deprived
- Health, deprivation & disability: 22nd most deprived
- Crime: 31st most deprived
- Barriers to housing & services: 311th most deprived
- Living environment: 304th 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 emotional resilience and communication as we believe that our disadvantaged pupils require most support in these key areas. Furthermore, we believe that these skills 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 stated: *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 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	**Attendance** ● Despite an improvement in pupil attendance over the last year (increasing from 89.7% in 21/22 to 90.7% in 22/23) and a significant reduction in the amount of unauthorised absences, attendance still remains below pre-pandemic levels (which is reflective of national trends).
2	**Resilience for Learning** ● Ongoing analysis of pupil need has identified that there are several cohorts of pupils who require additional support to be prepared for the formality of a learning environment.
3	**Communication.** ● Fifty-six percent of the pupils have Communication and Interaction as their primary need on their Education, Health and Care Plan. Greenacre aims to further embed its Communication Strategy which promotes the use of a multimodal approach.
4	**Reading** ● Greenacre is in the early stages of the implementation of Read Write Inc strategies with a positive impact to date. This scheme will be further embedded across school for all ages to have maximum impact

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
1. Attendance Attendance rates for Greenacre pupils increase to be in line with pre-pandemic levels. The attendance of disadvantaged pupils is in line with their peers.	By the end of academic year 2023-2024 attendance for disadvantaged pupils will rise above pre-pandemic levels of 92% with an aspirational target of 95%.
2. Resilience for Learning Identified pupils and cohorts are supported with a range of support and regulation strategies to ensure they are able to access the formality of a learning environment.	Classroom engagement and readiness for learning to be evidenced via a reduction in recorded socially invalid behaviours.
3. Communication The Communication Strategy is fully embedded across school and satellite sites using a 'multimodal approach' which means that a wide range of communication strategies are used, recognised and valued equally. Communication strategies successfully underpin all aspects of a pupil's school experience.	Termly reviews of EHCPs, with a focus on Communication and Interaction, evidence that pupils are making rapid progress towards their targets.
4. Reading All class based staff receive training so identified pupils are in receipt of additional reading interventions.	Identified pupils make good progress in reading.

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: £79,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified staff access **Read Write Inc training** to support identified pupils in additional areas of the school. Staff deliver small group teaching and interventions. Additional resources and reading materials are purchased to support this.	The EEF notes that the delivery of systematic phonics for appropriate pupils has a positive impact with extensive evidence.	4
Additional staff access **Makaton training** to support the development of identified pupils' communication skills. The successful implementation of the Motor Activity Training Programme is widened to benefit more pupils. The Communication TLR holder will also deliver termly CPD to staff and workshops to parents.	The Makaton Language Programme, is a recognised system of signs and symbols to help children and adults learn communication, language and literacy skills and is supported by a substantial research base.	3
An additional weekly day of **TLR time** is dedicated to implementation of our updated communications strategy, which includes supporting teachers to embed new practice, which will benefit those in receipt of PP.	The EEF notes the importance of supporting staff to embed new developments into practice over time.	3, 4
Relevant staff access **training** to support the establishment of sensory circuits. The Motor Activity Training Programme is broadened to benefit an increased number of PP pupils.	Bundy and Lane (2019) note the benefit of using sensory circuits for pupils who have a sensory processing disorder.	2

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

Budgeted cost: £90,717

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

Additional HLTA time is directed to the delivery of SALT interventions for those in receipt of PP.	EEF evidence shows that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	3
Additional Pastoral Time is establish to deliver one-to-one interventions including: ● Regulation for transition ● Social communication ● Social and emotional learning	Evidence from the EEF indicates that there is particular promise for SEL approaches that focus on improving social interaction between pupils.	2
A literacy intervention coordinator delivers and oversees targeted reading interventions.	The EEF notes that the delivery of systematic phonics for appropriate pupils has a positive impact with extensive evidence.	

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

Budgeted cost: £100,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the continuation of the Pastoral Team to implement a range of strategies that support PP pupils to establish and maintain excellent attendance. Including: ● Home visits ● Family Intervention Programme ● Safeguarding topics for parent information sessions ● Parent support coffee afternoons ● Additional work with the Local Authority and external agencies to address issues relating to persistent absence or placements.	The DfE guidance 'Working Together To Improve School Attendance.' evidenced the need for a multi-agency response to improving school attendance.	1
Support the delivery of additional extracurricular and enrichment opportunities overcoming attendance and travel issues for specific pupils. Including: ● Speak up club ● Choir, ● External trips & visits. ● School council	EEF evidence shows that enriching education has intrinsic benefits but can also directly improve pupils attainment and attendance.	2

Total budgeted cost: £270,553

Pupil Premium Strategy Review 2022-2023

Activity	Impact
Attendance The pastoral team have adopted a range of targeted and proactive strategies including: ● Data analysis ● Daily phone calls ● Home visits ● Working with a range of health and external agencies to address underlying causes of absence ● Sending out parental letters if a pupil's attendance drops below 95% The pastoral team and senior leadership have revised the Attendance Policy. The attendance data has been analysed to understand how particular pupils or cohorts (for example complex medical needs) affects the overall attendance data.	Parents are now much more aware that attendance is being closely monitored and that the school has the same attendance targets as a mainstream setting. The attendance of disadvantaged pupils for 2022-2023 was broadly in line with their non disadvantaged peers 2022-2023 disadvantaged attendance: 90.5% 2022-2023 non-disadvantaged attendance: 90.7% The percentage of authorised absence remains approximately 6%. This figure primarily covers all school absence relating to health and care appointments and procedures. The pastoral team continue to liaise with the local authority and a range of external services to address persistent absence and episodes of unauthorised absence
Resilience for Learning The Pastoral team have been proactive in identifying and reducing the instances of socially invalid behaviours. Their work has included: ● Analysing behaviour logs to look for patterns and then offering targeted in class support ● Family interventions ● Liaising with external services where appropriate ● Offering bespoke training to staff or class teams to address identified needs HLTAs have researched and implemented the Motor Activity Training Programme (MATP) alongside existing sensory circuits in order to support pupils to be ready for the classroom environment.	The frequency of behaviour incidents has reduced dramatically as a result of the proactive work of class and pastoral teams. The number of incident logs have reduced by 23% from 21/22 to 22/23. Additionally, the number of incidents requiring physical intervention have also reduced by 24% from the 21/22 academic year to 22/23. Analysis of current data shows that of the pupils requiring physical intervention, 38% are disadvantaged and 62% are non disadvantaged. This disadvantaged cohort accounts for 41% of the total incidents of physical intervention. This data is significantly affected by a small number of pupils with high numbers of incidents; the pastoral team considers this in their analysis and subsequent actions. Sensory circuits and the Motor Activity Training Programme (MATP) have been successful in ensuring pupils are settled and ready to engage with a learning environment. This has regularly been observed through learning walks and class visits.
Communication A revised Communication Policy and strategy has been implemented promoting the use of a multimodal approach including: ● creating a communication friendly environment	Communication and Literacy data shows that disadvantaged pupils are making greater progress in 2022-2023 than in the previous year, an increase of approximately 5%. Learning walks have evidenced the use of a multimodal approach to communication being used across school and in classrooms.

- recognising and valuing all forms of communication - working actively with parents and professionals to understand pupils' needs - Setting Communication targets that are reviewed termly as part of the school assessment cycle - Planning and delivering whole class, small group and personalised sessions to help pupils meet these targets - Embedding opportunities for pupils to develop communication across all areas of school - Developing our own communication skills HLTAs have continued to work with the NHS Speech and Language Therapy (SALT) Team to deliver a range of SALT programmes to identified pupils. Communication has been embedded within curriculum areas to ensure	In the 22/23 academic year, 82% of pupils have made good or better progress towards the Communication and Interaction strand of their EHCP targets. This is a 26% increase from the year prior (56%) evidencing the positive impact this area of focus has had. HLTAs are confident in understanding, delivering and overseeing Speech and Language Therapy interventions. Makaton training is delivered to staff and Makaton has been more widely adopted, such as sharing signs of the week with all staff.
Reading Read, Write Inc was successfully implemented as a whole school structured phonics and reading programme including whole school training. Other actions within this area include: - Purchasing a range of resources such as reading books and flashcards to support the implementation of the scheme - Purchasing access to the Read, Write Inc software packages and training consultants - Introducing a new quality text based curriculum including the purchase of a range of appropriate and engaging books - Having specialist reading development training for staff - Having Pupil Reading Ambassadors in school - Delivering a range of targeted reading interventions - Improvements to reading areas including the Reading Den - Having a poet visit school and work with pupils	Read Write Inc has successfully been implemented across Key Stages 1, 2, 3 and 4. This and the quality text based curriculum are already having a positive impact through academic data and observed via learning walks and work reviews. Communication and Literacy data shows that disadvantaged pupils are making greater progress in 2022-2023 than in the previous year, an increase of approximately 5%. Disadvantaged pupils' progress in Communication and Literacy remains lower than that of the non-disadvantaged cohort though the gap is narrowing. - KS2. 81.5% of disadvantaged pupils are making progress in comparison with 90.4% of the non-disadvantaged group - KS3. 73.3% of disadvantaged pupils are making progress in comparison with 82.1% of the non-disadvantaged group - KS2. 83.7% of disadvantaged pupils are making progress in comparison with 83.7% of the non-disadvantaged group Across school, 87% of KS2, 78.3% of KS3 and 78.4% of KS4 pupils are making progress in reading. All pupils in receipt of a reading/phonics intervention have made progress.