

Pupil premium strategy statement

School overview

Metric	Data
School name	Greenacre School
Pupils in school	342
Proportion of disadvantaged pupils	56%
Pupil premium allocation this academic year	£157,060
Academic year or years covered by statement	2021-2022
Publish date	
Review date	
Statement authorised by	
Pupil premium lead	J Lonsdale
Governor lead	G Wild

Disadvantaged pupil barriers to success

'Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life' (EEF, 2020)

'Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns' (EEF, 2021)

Attendance rates for pupils in receipt of pupil premium at Greenacre has been adversely affected by partial school closures and has yet to return to pre-pandemic levels. (80.8% 20/21, including Jan 5th – March 8th)

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improve expected progress on the B and C Curriculum numeracy between PPG and non-PPG pupils in KS2.	<p>Internal and cross school moderation mechanisms implemented to ensure teachers make accurate assessment judgements.</p> <p>Focus areas identified through strand analysis are monitored through subject action plans to increase pupil progress. (statistics)</p> <p>Data analysis and progress tracking</p>	Ongoing each term through data collection and progress tracking. (Dec 21, March 22, June 22)
Improve expected progress on the B and C Curriculum literacy	Internal and cross school moderation mechanisms implemented to ensure teachers make accurate assessment judgements.	Ongoing each term through data collection and progress

between PPG and non-PPG pupils in KS4.	<p>Focus areas identified through strand analysis are monitored through subject action plans to increase pupil progress. (speaking and listening)</p> <p>Significant investment in resources to support the delivery of numeracy across the school.</p>	tracking. (Dec 21, March 22, June 22)
Reduce the gap on the B and C Curriculum numeracy between PPG and non-PPG pupils in KS3.	<p>Increased focus on identified areas from assessment data and progress tracking meetings, track impact of intervention as a result.</p> <p>Progress monitored termly through planned data analysis and half termly through moderation and assessment scrutiny activities.</p>	Ongoing each term through data collection and progress tracking. (Dec 21, March 22, June 22)

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Support pupils to regulate and improve the management of social, emotional and mental health related issues to enable readiness for learning and engagement.	<p>Regulation stations actively used within each department.</p> <p>Pastoral interventions identified and run with individual pupils.</p> <p>Improvement of regulation of emotional behaviour through a reduction in incidents through behaviour watch for identified pupils.</p>	Autumn 2
Pupils in receipt of pupil premium maintain aspirational levels of attendance across all key stages.	<p>Attendance data returns to pre-pandemic level.</p> <p>Pastoral leads identify and implement specific strategies within their programme areas.</p> <p>Working relationships developed and embedded with EWO service.</p>	Data analysed each half term.

Teaching priorities for current academic year

Measure	Activity
Ensure teachers understand cross curricular opportunities in relation to statistics and how evidence can be gathered and evidenced.	<p>Teachers attend half termly planning sessions to draw on the knowledge of TLR holders and Subject specialists in relation to strand analysis. (Statistics)</p> <p>Training supports leaders of learning to understand how the EYFS and Milestones are mapped onto B Curriculum to ensure effective transition between curriculums.</p> <p>Whole school significant investment in resources to support the delivery of numeracy across the school.</p> <p>Quality assurance process.</p>

<p>Ensure teachers and all leads within classes are able to link and assess speaking and listening progress through all aspects of the curriculum, not just within literacy.</p>	<p>Increased focus on identified areas from assessment data and progress tracking meetings, track impact of intervention as a result.</p> <p>Focus area for assessment scrutiny within class teams.</p> <p>Progress monitored termly through planned data analysis and half termly through moderation and assessment scrutiny activities.</p>
<p>Progress in Science is good with at least 60% of pupil premium students making expected progress with no gap between non PPG pupils.</p>	<p>Timetable alterations support recall and retention strategies being used to support progress during morning work.</p> <p>Personalised Learning Maps are fully utilised across school to ensure cross curricular focus linked to Science</p> <p>Internal and cross school moderation mechanisms implemented to ensure teachers make accurate assessment judgements.</p> <p>Significant investment in resources to support the delivery of science across the school.</p>

Wider strategies for current academic year

Measure	Activity
<p>Reduction of physical intervention across school</p>	<p>Timely identification and intervention of socially invalid behaviour addressed through pastoral observation and collaboration with the class team.</p> <p>Regular review of pupils' positive intervention plans with pastoral team and class teachers.</p>
<p>Establish relationships with targeted parents and carers across school through supportive professional and social events.</p>	<p>Three targeted parenting workshops are arranged across the year.</p> <p>Pastoral team to engage key families to ensure attendance.</p> <p>Pastoral team to ensure workshops are relevant and of benefit to families in attendance.</p>

Monitoring and implementation

Area	Challenge	Mitigating action
<p>Teaching</p>	<p>Consistently maintain high levels of teaching and learning.</p>	<p>Regular opportunities for class teams to reflect on teaching and learning.</p> <p>Appreciative enquiry of teaching and learning in the form of 'drop ins' and enquiry walks with feedback.</p> <p>Purposeful programme meetings to address concerns and issues.</p>
<p>Targeted support</p>	<p>Maintaining focus and capacity in the pastoral team.</p>	<p>Ensure clear plans are in place to adapt to known changes within the team.</p> <p>Review and revise roles and responsibilities as challenges arise to remain impactful.</p>

		Discuss with a view to resolution of short term capacity issues with SLT.
Wider strategies	Maintaining a skilled and motivated staff body (teachers and support staff) that are able to have a significant and sustained impact on pupils progress and achievement.	Ensure support for staff and CPD opportunities at all levels to create a purposeful and encouraging working environment.

Review: last year's aims and outcomes

Aim	Outcome
Ensure the attendance rate for pupils in receipt of pupil premium is not adversely affected by the Covid pandemic through a wide range of established strategies.	<ul style="list-style-type: none"> - Current data from the DFE suggested that state funded attendance across all age ranges is 92.4% - Greenacre PPG pupils 20/21 to date - 91% (not including the period between Jan 5th – March 8th) - Greenacre PPG pupils 18/19 – 92.4% (last full comparable year)
Support the emotional wellbeing of pupils in receipt of pupil premium through the implementation of the Mental Health Recovery Plan.	<ul style="list-style-type: none"> - Recovery plan implemented throughout the first term - 80% of pupils made progress towards good emotional well-being (comparison made between Oct baseline and Feb data collection)
Reduce incidents of socially invalid behaviour in KS1 through a series of interventions focused on a deeper appreciation of cause and effect.	<ul style="list-style-type: none"> - Comparable data supports the reduction of incidents over time despite the disruption of Covid to pupils.
Build relationships with targeted families in KS2 through a series of professional engagements and social events.	<ul style="list-style-type: none"> - Parent events advertised and ran in Autumn and Spring to engage KS2 and wider families (0% attended, continue to 21/22) - Positive feedback to the virtual AR process (option to extend this after COVID) - Data clearly shows the increased level of support and contact received from school. Suggesting stronger relationships within KS2.
Ensure issues related to personal hygiene are addressed before pupils enter KS3.	<ul style="list-style-type: none"> - PSHE embedded across KS2 with lessons focussed on personal hygiene - Reduction in pupils with hygiene programmes across school.
Deliver a series of targeted interventions that build the long-term aspirations of pupils in KS4.	<ul style="list-style-type: none"> - Academic and preparation for the future moderated as part of the PLM update process - One Y11 pupil enrolled at Barnsley College from Sept 21.

Comparative Data 2020-2021

	KS1		KS2		KS3		KS4	
2019-2020	PP	NPP	PP	NPP	PP	NPP	PP	NPP
Attendance	93.3%	93.0	93.5	93.0	93.7	93.4	92.7	93.5
English	4/9 44%	5/11 55%	32/50 64%	25/54 46%	33/62 53%	11/37 30%	16/28 57%	8/15 53%
Maths	3/9 33%	2/11 18%	24/50 48%	26/54 48%	40/62 65%	15/37 41%	16/28 57%	7/15 47%

Pastoral Information

Below are the most common pastoral barriers for progress and attainment faced by the disadvantaged pupil cohort at Greenacre School. The below table indicates where these barriers link to the [Barnsley Children & Young Person's Plan](#) 2019-2022 Priority Areas for Action and the [2019 Indices of Multiple Deprivation](#).

KS1	KS2	KS3	KS4
<p>Understanding of relational cause and effect is underdeveloped. This can lead to impulsive and socially-invalid behavioural reactions to situations or stimuli. Further impacting on ability to engage in teaching and learning or to socialise appropriately with other children and adults.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Inclusion & Engagement</p>	<p>Some parents or carers can display a distrust of or reluctance to work with other agencies due to negative past experience.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Continued development of Early Help</p>	<p>An unclear understanding of support into adulthood pathways available to their child can lead to parents or carers having lower aspirations for their child's long term future.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Improved life outcomes for children and young people with Special Educational Needs and Disability (SEND) and Transitions at all key life stages.</p>	<p>Crime is of concern within the locality, further increasing the vulnerability of pupils in being drawn into inappropriate peer groups and/or activities.</p> <p>Barnsley Children & Young Person's Plan Priority area for action link: Continued development of Early Help</p>