

# **Greenacre Academy**



## **Pupil Premium at Greenacre Academy**

**2018-19**

## **Aim**

The Pupil Premium was introduced in April 2011 and is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

## **Principles**

All members of staff and governors accept the responsibility for 'socially disadvantaged' pupils and are committed to meet their pastoral, social and academic needs within a caring school environment. This is an essential, integral part of the supportive ethos of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her potential irrespective of need.

## **Eligibility**

The government have used pupils entitled to free school meals, children who are looked after (CLA) and children whose parents are in the military as an indicator for 'socially disadvantaged', and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for free school meals.

Those eligible for Pupil Premium Funding are:

- Greenacre students in year 7 to year 11 who are currently registered for or have been registered for Free School Meals within the past six years.
- Greenacre students (according to the spring school census) who have left Local Authority care because of adoption, a Special Guardianship Order, a Child Arrangements Order or a Residence Order.
- Greenacre students in year 7 to year 11 recorded as an Ever 6 Service Child (child of a parent in the armed forces) or in receipt of a child pension from the Ministry of Defence. Until September 2016, students eligible were Ever 5 Service Children.
- Children who have been in Local Authority care for 1 day or more also attract pupil premium funding. Funding for these students is managed by the Virtual School Head (VSH) in the Local Authority that looks after the child.
- Children who have been in care – Post looked after children

The current level of the premium for pupils in Year 7 to Year 11 is £935.

## **Ambition**

To become an Academy in which those on free school meals (FSM) do better than the average for all pupils nationally.

## **Barriers to Learning**

- Low literacy levels
- Low numeracy levels
- Poor attendance
- Low aspirations
- Low expectations
- Narrow experience of life outside school

## **Desired Outcomes**

- Raising attainment of Pupil Premium eligible students
- Closing the gap between Pupil Premium students and others in the school
- Closing the gap between the Pupil Premium students in the Academy and all pupils nationally
- Improving attendance of Pupil Premium students
- Reducing exclusions of Pupil Premium students
- Accelerated progress by all Pupil Premium students

- Increasing the engagement of parents with their children’s education and with the school
- Increasing opportunities for Pupil Premium eligible students and broadening their experience.

### Success criteria

- Ensuring Pupil Premium students close the achievement 8 gap with Non Pupil Premium students
- Progress 8 scores for Year 11 students in school gap closing
- Reducing the rate of exclusions of Pupil Premium students
- Evidence of more calendared events for parents, increasing attendance, Parent/Carer(s) of Pupil Premium students attending above the level of non-Pupil Premium Parent/Carer(s), results of parent surveys
- Student surveys shows an increase of engagement of Pupil Premium students in clubs, activities, trips, “Skills for Life” activities

### Greenacre Academy – School Data

Table 1 Total number of students and Pupil Premium allocation

Academic Year	2015-16	2016-17	2017-18
Total number on roll (11-16)	773	759	753
	211	223	224
	£197,285	£208,505	£209,440

Table 2 Pupil Premium students by year group in 2017-18

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on Roll	179	144	151	145	132
No. Pupil Premium	64	60	54	49	38
% Pupil Premium	35.8%	41.7%	35.8%	33.8%	28.8%

\* Figures on Spring School Census day 21.01.2017

Table 3 Pupil Premium attainment & progress outcomes at KS4

	2016		2017		2018	
	PP	NON	PP	NON	PP	NON
<b>Progress 8</b>	-0.24	-0.14	-0.26	0.11	-0.56	-0.32
<b>Attainment 8</b>	36.3	42.2	37.8	41.5	31.7	40.5
<b>4+ En &amp; Ma</b>	34%	59%	33%	45%	23%	54%
<b>P8 English</b>	0.19	0.39	-0.74	-0.46	-0.57	-0.55
<b>P8 Maths</b>	-0.32	-0.08	-0.34	-0.04	-0.81	-0.37
<b>P8 Ebacc</b>	-0.88	-0.95	-1.08	-0.56	-0.64	-0.43
<b>P8 Other</b>	0.16	0.26	0.94	1.26	-0.29	-0.02

\* Based on unvalidated DfE Performance Tables data file

**Table 4 KS4 Outcomes Year 9 and 10**

	Y10		Y9	
	PP	NON	PP	NON
<b>Progress 8</b>	0.24	0.41	0.40	0.43
<b>Attainment 8</b>	45.2	48.8	38.7	45.4
<b>4+ En &amp; Ma</b>	73%	82%	50%	67%
<b>P8 English</b>	-0.14	0.05	0.15	0.27
<b>P8 Maths</b>	0.60	0.76	0.44	0.50
<b>P8 Ebacc</b>	0.39	0.53	0.64	0.67
<b>P8 Other</b>	0.10	0.30	0.31	0.26

**Table 5 KS3 Outcomes Yea 7 and 8**

	Y8		Y7	
	PP	NON	PP	NON
<b>English Expected Progress</b>	59%	78%	67%	76%
<b>Maths Expected Progress</b>	50%	79%	72%	83%
<b>Science Expected Progress</b>	46%	68%	69%	73%

**Evaluation of 2017-18:**

- Percentage of PP students continues to be approx. a third of the cohort above the national average for secondary schools (2017 census 12.9% Secondary Schools, pupils and their characteristics: January 2017 DfE)
- Progress 8 gap between Pupil Premium and Non Pupil premium has closed in English (table 3)
- Progress 8 gap between Pupil Premium and Non Pupil premium has closed in the EBacc subjects (table 3)
- Achievement 8 gap between Pupil Premium and Non Pupil Premium has increased mainly due to outliers who have skewed the figures (table 3)
- Achievement 8 gap between Pupil Premium and Non Pupil Premium for year 9 and 10 is closing (table 4)
- The progress gap has widened overall this is mainly due to outliers – poor performance of a few Pupil Premium students who have skewed the figures. Case studies of these students are available (table 3)
- In relation to progress 8, PP students in year 7, 8, 9 and 10 are making positive progress compared to the rest of the cohort, indicating closing of the gaps (table 4 and 5)
- Following detailed analysis of the data and individual situations, any gap is not thought to be due to students 'disadvantage' status but as a result of other mitigating confidential factors.

## GREENACRE ACADEMY

### The Pupil Premium Budget for 2017/18

Funding and spending for the last academic year was:

<b>Academic Year 2017-18</b>	<b>£223,592</b>
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### Impact of Pupil Premium Expenditure 2017-18

The strategies adopted to support Pupil Premium students at Greenacre are chosen for their effectiveness based on an annual evaluation of need, cost and impact. Many of the strategies used in 2017-18 were successful in previous years, while others were adopted because of other schools' successes, empirical evidence or research undertaken by Greenacre or its partners such as the Specialist Schools and Academies Trust (SSAT), PIXL and the Prince's Teaching Institute (PTI).

Provision	Impact	Cost
<b>COUNSELLOR AND THERAPEUTIC SUPPORT</b>	<p>The school counsellor provides targeted specialist support for students at risk of under-achievement.</p> <p>Our counsellor visits the school and follows a timetable drawn up by the pastoral team targeting key students</p> <p>Improved engagement of students for key students on this caseload</p>	£5,742
<b>LEAD PRACTITIONERS (CONTRIBUTION TO SALARY)</b>	<p>Lead Practitioners provide expert advice, quality-first teaching and coaching to improve the teaching of others as part of the T&amp;L team.</p> <p>Lesson observations indicated that the standard of teaching was 90% Good or better (T and L Records 2017-18)</p> <p>Improved performance figures in MFL, History, Geography and Science (GCSE Results 2018)</p> <p>Increased number of PP students studying Ebacc subjects from 2016-17 to 2017-18 (GCSE Results 2018)</p>	£25,966
<b>ADDITIONAL ENGLISH/MATHS TEACHER (CONTRIBUTION TO SALARY)</b>	<p>We employed an additional Maths and English teacher to provide quality first teaching to key core groups of students throughout the academic year</p> <p>GCSE results and progress in, particularly, English is promising. Smaller teaching groups in KS3 and interventions in KS4 are having a positive impact on progress</p>	£74,000
<b>HLTA TEACHER FOR PP STUDENTS (CONTRIBUTION TO SALARY)</b>	<p>HLTAs support PP students are prioritised through direct intervention and one- to-one support in the classroom.</p>	£5,326

	Our HLTA's deliver lessons to specific groups of students and assess their progress and development	
<b>PASTORAL SUPPORT ASSISTANTS / INTERVENTION WORK</b>	<p>Greenacre has a highly proactive pastoral team which provides pastoral support for yr 7 – 13 students. Pastoral Support Assistants (PSAs) are attached to each house and work closely with the head of house to ensure all students make progress academically and personally</p> <p>Pastoral Support Assistants are available to communicate effectively with parents</p> <p>The form time program is designed to develop social and emotional aspects of Learning.</p> <p>The pastoral team perform regular form checks to ensure form time is effective and all students engage with the program.</p> <p>Students and parents are very complimentary of the service provided by our pastoral team</p>	£4,319
<b>LEAD OFFICER FOR IMPROVED ATTENDANCE /BFL (CONTRIBUTION TO SALARY)</b>	<p>The Attendance Officer works full time in the school monitoring attendance, chasing registers for every lesson and chasing up late / FTAs. Parents are immediately notified if their son / ward has not attended school or is late.</p> <p>The Attendance officer works closely with CEAS officer. Her key role involves supporting key families and helping to remove barriers leading to improved attendance and engagement.</p> <p>Outcomes of attendance meetings are regularly shared with LG.Home visits are carried out on a weekly basis and a member of pastoral team also supports with this</p> <p>Provision in our Learning support unit provides a supportive environment for potential school refusers to gradually integrate them back in school</p>	£11,000
<b>CONTRIBUTION TOWARDS MARKETING &amp; RECRUITMENT AND RETENTION OF QUALITY Teaching and Support staff</b>	This contribution is focused on our aim to recruit, retain and provide extra staff support in terms of teaching in all departments	£4,375

<p><b>FOCUS TUTORS IN YEAR 11 &amp; ALLOCATED MENTORS</b></p>	<p>All year 11 students attend subject specific form groups with a Head of Department / 2ic every morning for 20 minutes to improve in the areas of most need identified by the data drop</p> <p>Students who are at risk of underachieving in all identified subject areas are provided with an LG / HOH or SL mentor who meets with them regularly to discuss and overcome the barriers to learning. Regular communication with home is made</p> <p>Key yr 11 students are allocated mentors from the business industry. Business mentors volunteer to work with our students</p>	<p>£29,136</p>
<p><b>LITERACY MENTOR TEMPORARY CONTRACTS &amp; LITERACY/NUMERACY COORDINATOR (CONTRIBUTION TO SALARY)</b></p>	<p>The literacy and numeracy mentors provide support / intervention for specific key students who are underperforming in that subject. Mentors provide extra staff support in terms of academic mentoring and tuition across various departments</p> <p>The literacy and numeracy coordinators employ a wide range of initiatives (Literacy and numeracy focus – whole school, literacy corner / competitions etc) across the school to develop the literacy and numeracy skills of students in all subjects</p> <p>Delivery and monitoring Accelerated reader by teaching staff in English, monitoring of progress, reading ages in KS3. Outcomes are very promising</p>	<p>£3,699</p>
<p><b>E- LEARNING MATERIALS AND LICENCES E.G. MY MATHS, GCSE Pod, Tassimo, GCSE Pixl Apps. Accelerated Reader software</b></p>	<p>Students identified with access arrangements have been provided with a wide range of e-learning Materials</p> <p>All students are able to access all e-learning resources, to assist learning, revision and independent access to the curriculum</p> <p>Outcomes for all students using the accelerated reader program shows impact on reading ages</p>	<p>£4,850</p>
<p><b>LEARNING RESOURCES FOR EXTENDED SCHOOLS</b></p>	<p>Range of sessions available to all students (PP a priority) across all curriculum areas. Provisions in place to offer interventions sessions for students after school, school holidays, small groups (4-10 students). Opening of the school, resources and staffing.</p> <p>Attendance monitored and impact assessed. Attendance by PP students improved</p>	<p>£2,000</p>

<p><b>BOOKS, STATIONERY AND EQUIPMENT TO SUPPORT FURTHER PROGRESS; HOMEWORK BOOKLETS</b></p>	<p>Staff at the school ensures a provision of support for all students</p> <p>Yr 7 students who join the academy in September are provided with stationary packs. Students are more prepared and able to perform better in lessons and exams.</p> <p>Homework packs are provided to all year 7,8 and 9 students each term in hard copy format. Electronic versions are available via the school website. Projects are designed to support the curriculum and are innovative in nature. Literacy, Numeracy, S&amp;C and SFL are all key focuses within the packs.</p> <p>Class teachers support the development of subject based specialism through the provision of a wide range of resources shared in lessons and via the school email and website e.g. Yr 11 revision booklets</p>	<p>£2,924</p>
<p><b>ALTERNATIVE/OUTSIDE PROVISION E.G. LOVE2LEARN, MEBP</b></p>	<p>The academy pays for a range of alternative provision for students who are struggling to access the curriculum or cope with the daily routines of academy life.</p> <p>Provision such as Princes Trust, Love to Learn and MEBP are used to prevent repeat exclusions in high profile students</p>	<p>£4,200</p>
<p><b>SEAS (SOUTH EASTERN ATTENANCE SERVICES)</b></p>	<p>Greenacre has invested in the SEAS service to support key families and aims to remove barriers leading to poor attendance.</p> <p>Our SEAS representative holds meetings each week and conducts home visits leading to improved attendance and engagement of our students</p>	<p>£3,500</p>
<p><b>ASSISTANCE TO EDUCATIONAL TRIPS &amp; CURRICULUM ACTIVITIES FOR ALL</b></p>	<p>We provided assistance to a wide range of educational visits and curriculum activities to ensure all students can engage in the enrichment activities and ensure financial hardship does not hinder the educational experience.</p> <p>Students have reported that this has contributed positively.</p> <p>These educational experiences are aimed at raising aspirations through subsidy and sponsorship of visits and visitors programs.</p>	<p>£6,376</p>
<p><b>1:1 or small group alternative provision with pastoral staff /DT team/PE team. Various project to engage</b></p>	<p>Flexible program to support student engagement with school, providing respite and a range of experiences to engage the disengaged. Reduces exclusions and impacts on positive behavior and the engagement of students and parents</p>	<p>£3,207</p>
<p><b>WAKE-UP CLUB; HOMEWORK CLUB &amp; LUNCHTIME</b></p>	<p>At Greenacre Academy Wakeup club runs every morning before school. This club is focused on getting students in to school each morning and active. Members of the PE</p>	<p>£9,500</p>



<p><b>ENRICHMENT (CONTRIBUTION TO SALARY &amp; RESOURCES - ICT)</b></p>	<p>department run this provision and reward strategies are used to encourage student attendance.</p> <p>The Greenacre Academy Homework Club runs every day after school. This club is focused on supporting students with their homework, providing ICT facilities and paper to ensure all students can access and complete the homework. A member of staff runs this provision in the school library which is fully equipped with ICT facilities, internet, paper, basic equipment and books for students to use to support the completion of their homework</p>	
<p><b>ATTENDANCE REWARDS; PASTORAL CELEBRATIONS; PEER MENTORING (SECONDARY TO PRIMARY, KS2 to KS3 and KS4 TO KS3)</b></p>	<p>The pastoral team incorporate a range of reward strategies focusing on attendance and pastoral celebrations.</p> <p>The aim is to build students' self-esteem and to improve attendance. These initiatives are designed to support a culture of success and raised student aspirations</p>	<p>£4,400</p>
<p><b>OAA AND ONCALL SUPPORT ROTA CONTRIBUTION</b></p>	<p>The T&amp;L rota is used at Greenacre Academy to monitor all lessons across the academy on a daily, lesson by lesson basis. Members of the senior leadership team and middle leaders follow the Oncall and OAA (Out And About) support rota.</p> <p>Staff concerned visit lessons to monitor the quality of T&amp;L and ensure the FIRST strategy is in place. Behaviour and pupil progress of students is a key focus and the use of data packs to inform planning and quality of T&amp;L</p>	<p>£31,248</p>
<p><b>Continuing Professional Development</b></p>	<p>High quality CPD delivered by internal and external providers</p> <p>Quality first teaching a priority. Subject knowledge and expertise.</p> <p>Program of CPD delivered available</p>	<p>£4,250</p>

## GREENACRE ACADEMY

Indicative Pupil Premium Budget for 2018-19 is £220,660

Our Investment plan for this academic year will include the following:

### Planned Expenditure for 2018-19

Aim	Reason
<p style="text-align: center;"><b>Establishing an environment that fosters parental engagement and promotes aspirations.</b></p> <p>Including promoting FoGs and a variety of parent events to engage our hard to reach parents. Introduce and develop parent support groups</p>	<p><b>To work with families to offer support and guidance and impact on outcomes.</b></p> <p>Strong impact with previous years in terms of improved levels of parental engagement.</p> <p>Effective engagement will break down barriers to learning leading to improved attendance and raised attainment.</p>
<p style="text-align: center;"><b>All teaching and classroom support staff to know the students and starting.</b></p> <p>Data packs to be further developed to support teaches to know their students, plan effectively, include seating plans, including good robust data on prior attainment</p>	<p><b>To closely monitor progress and attainment of PP students and close the gap between non PP students.</b></p> <p>Plans based on needs of the current cohort.</p> <p>Targeted intervention and support to ensure all students progress</p> <p>Use of data packs as a reference for staff and as a tool to monitor progress, teaching and learning</p>
<p style="text-align: center;"><b>Quality FIRST teaching strategies. Promotion and embedding of the FIRST strategy to support all Pupil Premium Students</b></p> <p>Promoted at every relevant CPD session</p>	<p><b>To support and improve Quality First Teaching for all staff</b></p> <p>The <b>FIRST</b> principle ensures disadvantaged are prioritised in our approach to T&amp;L;</p> <p>First Marked? Identified? Relentlessly Challenged? Seated Strategically? Talked to and Questioned</p> <p>Plans based on needs of the current cohort. Targeted intervention and support to ensure all students progress</p>
<p style="text-align: center;"><b>A whole school Literacy and Numeracy programme</b></p> <p>Continuing the very good work on this strategy in the past that reminds staff that all staff are teachers of literacy and numeracy</p>	<p><b>To improve literacy and numeracy skills.</b></p> <p>New initiatives to raise literacy and numeracy levels of the current cohort</p>
<p style="text-align: center;"><b>Readiness for school. Attendance and punctuality</b></p> <p>Continuing to develop the effectiveness and impact of the attendance officer working with the Attendance Advisory Service. Introduction of the</p>	<p><b>To improve the attendance and punctuality of all students, with a focus on Pupil Premium Students</b></p> <p>Development and implementation of the Home school Support Role.</p>

Home School Support role. Parent support group and relaunch of FoGs	Restructuring of the Pastoral system / Rewards Parental engagement
<b>Nurture a culture of high expectations, ambition and high self-esteem, among staff, parents and students</b> Introduction of Pupil Premium Subject Ambassadors, Department Pupil Premium Champions, Peer mentoring and peer tutoring	<b>To improve behavior and engagement in learning in and around the school</b>  Finding ways to celebrate success, giving students role of responsibility and a sense of belonging  Improving student self-esteem, parental expectations
<b>Extending school time and extra-curricular activities</b> Promotion of all opportunities, ensuring that PP students are engaging. Development of the variety of provisions available, breakfast club, wake up club, homework club, as well as sporting and curriculum area clubs. Continue to develop and quality of the interventions sessions available to students	<b>To support Pupil Premium student engagement and progress</b>  Encouraging student participation and achievement/progress

### Measuring Impact

We plan to measure the impact of our Pupil Premium strategy as part of our on-going cycle of monitoring and evaluation at Greenacre. This may include (where appropriate):

- Analysis of all data drops comparing Pupil Premium students with others within school and nationally
- Analysis of attendance every week
- Analysis of examination and end of Key Stage test scores
- Challenge and support from our Local Governing Body
- Work scrutiny
- Lesson drop-ins
- Learning walks
- Fortnightly Progress Meetings for KS4; PP champions & Targeted Actions for all

### Pupil Premium Strategy Review

Greenacre will formally review the Pupil Premium strategy annually with a panel of governors but the Headteacher and delegated members of the Senior Leadership Team will carry out evaluation activities termly.