

Greenacre Academy



Pupil Premium at Greenacre Academy

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 who are categorised as Pupil Premium (PP) 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 Attainment 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 in line with 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	2016-17	2017-18	2018-2019
Total number on roll (11-16)	759	753	772
Total number Pupil premium students (11-16)	223	224	240
Total funding received for PP students	£208,505	£209,440	£224,400

Table 2 Pupil Premium students by year group in 2018-2019

	Year 7	Year 8	Year 9	Year 10	Year 11
Number on Roll	179	177	140	138	138
No. Pupil Premium	47	59	54	40	40
% Pupil Premium	32%	33%	39%	29%	30%

* Figures on Spring School Census day 21.01.2018

Table 3 Pupil Premium attainment & progress outcomes at KS4

	2017		2018		2019	
	NON	PP	PP	NON	PP	NON
Progress 8	-0.26	-0.56	-0.56	-0.32	-0.58	-0.13
Attainment 8	37.8	31.7	31.7	40.5	36.82	42.47
4+ En & Ma	33%	23%	23%	54%	28%	55%
P8 English	-0.74	-0.57	-0.57	-0.55	-0.75	-0.09
P8 Maths	-0.34	-0.81	-0.81	-0.37	-0.67	-0.49
P8 Ebacc	-1.08	-0.64	-0.64	-0.43	-0.92	-0.53
P8 Other	0.94	1.26	-0.29	-0.02	-0.07	0.49

*Based on unvalidated DfE Performance Tables data file

Table 4 KS4 Outcomes Year 10

	Yr 10	
	PP	NON
Progress 8	-0.13	0.24
Attainment 8	33.29	43.62
4+ En & Ma	37%	59%
P8 English	-0.37	0.32
P8 Maths	-0.17	0.06
P8 Ebacc	-0.44	-0.03
P8 Other	0.37	0.56

Table 5 KS3 Outcomes Year 7, 8 and 9

	Yr 9		Yr 8		Yr 7	
	PP	NON	PP	NON	PP	NON
English Expected and Above Expected Progress	58%	80%	47%	63%	58%	67%
Maths Expected and Above Expected Progress	54%	74%	45%	63%	64%	83%
Science Expected and Above Expected Progress	9%	27%	52%	52%	40%	55%

Evaluation of 2018-19:

- Percentage of PP students continues to be approx. a third of the cohort, above the national average for secondary schools
- Progress 8 gap between Pupil Premium and Non Pupil premium has closed in Maths (table 3)
- Percentage of Pupil Premium students achieving a 4+ in English and Maths has risen from 2018 results. This is also set to rise again looking at predictions with year 10 Pupil premium students.
- Attainment 8 gap between Pupil Premium and Non Pupil Premium has decreased from 2018 to 2019 results.
- The progress gap has widened overall this is mainly due to outliers – poor performance of a few Pupil Premium students with complex needs who have skewed the figures.
- In relation to progress, PP students in year 7, 8 and 9 are making positive progress towards their expected levels however the gap still needs to close further between PP and Non PP students.

GREENACRE ACADEMY

The Pupil Premium Budget for 2018-2019

Funding and spending for the last academic year was:

Academic Year 2018-19	£224,400
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Impact of Pupil Premium Expenditure 2018-2019

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 2018-2019 have been 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 PIXL.

Provision	Impact	Cost
COUNSELLOR AND THERAPEUTIC SUPPORT	<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 in this caseload</p>	£6,500
HLTA TEACHER FOR PP STUDENTS, DEPUTY SENCO (CONTRIBUTION TO SALARY) AND ACCESS ARRANGEMENTS	<p>HLTAs support PP students are prioritised through direct intervention and one- to-one support in the classroom.</p> <p>Our HLTA's deliver lessons to specific groups of students and assess their progress and development.</p> <p>Deputy SENCO training for Access Arrangements and reduction in timetable to work with students supporting their needs in relation to examinations.</p>	£23,249

<p>PASTORAL SUPPORT ASSISTANTS / INTERVENTION WORK / FAMILY LIASON OFFISER</p>	<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. 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> <p>We have introduced a Family Liason Offiser (FLO) to the pastoral team who is involved with the attendance team and makes home visits to support parents contact with the Academy and support students coming to school where they could otherwise become school refusers.</p>	<p>£28,000</p>
<p>LEAD OFFICER FOR IMPROVED ATTENDANCE /BEHAVIOUR FOR LEARNING DUPTY HEADTEACHER RESPONSIBLE FOR ATTENDANCE (CONTRIBUTION TO SALARY)</p>	<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 FLO and DHT. 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 SLT. Home visits are carried out on a weekly basis by the FLO and the 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> <p>DHT drives attendance through in school initiatives working to ensure PP students are in school.</p>	<p>£21,000</p>

<p>CONTRIBUTION TOWARDS MARKETING & RECRUITMENT AND RETENTION OF QUALITY Teaching and Support staff</p>	<p>This contribution is focused on our aim to recruit, retain and provide extra staff support in terms of teaching in all departments. Agency fees for recruitment of staff.</p>	<p>£24,000</p>
<p>FOCUS TUTORS IN YEAR 11 & ALLOCATED MENTORS</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 data drops and personalised learning checklists in specific subjects.</p> <p>Students who are at risk of underachieving in all identified subject areas are provided with an SLT / HOH / HOD mentor who meets with them regularly to discuss and overcome the barriers to learning. Regular communication with home is made.</p>	<p>£35,000</p>
<p>LITERACY MENTOR, LITERACY/NUMERACY COORDINATOR, ACCELERATED READER LEAD (CONTRIBUTION TO SALARY)</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. We are also using Maths Whizz to track progress of students Maths ages which is also showing promising progress in closing gaps.</p>	<p>£8,500</p>
<p>E- LEARNING MATERIALS AND LICENCES E.G. MY MATHS, GCSE Pod, Tassomai, GCSE Pixl Apps. Accelerated Reader software</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>£7,750</p>

<p>LEARNING RESOURCES FOR EXTENDED SCHOOLS</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>£3,000</p>
<p>BOOKS, STATIONERY AND EQUIPMENT TO SUPPORT FURTHER PROGRESS; HOMEWORK BOOKLETS</p>	<p>Staff at the school ensures a provision of support for all students</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 focused on independent learning to aid students' retrieval practice. Literacy, Numeracy, S&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>£3,500</p>
<p>OUTSIDE PROVISION E.G. MEBP</p>	<p>MEBP is used as a provider to enable students to take part in work experiences during year 10.</p>	<p>£5,580</p>
<p>MEDWAY AASSAA (ATTENDANCE ADVISARY SERVICES)</p>	<p>Greenacre uses the support of the Medway attendance services to support key families and aim to remove barriers leading to poor attendance.</p>	<p>£4,000</p>
<p>ASSISTANCE TO EDUCATIONAL TRIPS & CURRICULUM ACTIVITIES FOR ALL</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. Students have reported that this has contributed positively. Ullswater trip successfully run for PP students only engaging in different outdoors activities. These educational experiences are aimed at raising aspirations through subsidy and sponsorship of visits and visitors programs.</p>	<p>£12,000</p>
<p>1:1 / SMALL GROUP ALTERNATIVE PROVISION with pastoral staff /DT team/PE team, project to engage students GCSE intervention for students before examinations</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 behaviour and the engagement of students and parents.</p> <p>Holiday intervention provided to students with specific staff to support them with their revision in the build up to exams.</p>	<p>£6,085</p>

<p>WAKE-UP CLUB; HOMEWORK CLUB & LUNCHTIME ENRICHMENT (CONTRIBUTION TO SALARY & RESOURCES - ICT)</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. The PE department run this provision and reward strategies are used to encourage student attendance.</p> <p>Homework club and lunchtime study rooms give students an appropriate place to work. A member of staff runs Homework club 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. The study room is available to year 11 students and is staffed by a teacher than can support with revision strategies and resources. There are also lunchtime clubs to support students inside away from large groups of students where appropriate.</p>	<p>£10,500</p>
<p>ATTENDANCE REWARDS; PASTORAL CELEBRATIONS</p>	<p>The pastoral team incorporate a range of reward strategies focusing on attendance and pastoral celebrations. These celebrate students' attendance to school achieving over the 96% target for attendance.</p>	<p>£5,000</p>
<p>OAA AND ONCALL SUPPORT ROTA CONTRIBUTION</p>	<p>The T&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 On-call and OAA (Out And About) support rota.</p> <p>These staff will visit lessons to monitor the quality of T&L in the classroom as well as Behaviour for Learning and students being challenged. Pupil progress is a key focus and the use of data packs to inform planning and quality of T&L</p>	<p>£14,880</p>
<p>Continuing Professional Development (CPD)</p>	<p>High quality CPD delivered by internal and external providers such as PIXL subject specific courses and examination boards to give staff the most upto date training and subject knowledge to support our students.</p> <p>Program of CPD delivered to all staff and Micro CPD sessions for staff needs that arise from learning walks in lessons identifying key needs.</p>	<p>£15,240</p>
TOTAL		<p>£233,784</p>

GREENACRE ACADEMY

Indicative Pupil Premium Budget for 2019-2020 is £253,385 (271 students)

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

Planned Expenditure for 2019-2020

Aim	Reason
<p>Establishing an environment that fosters parental engagement and promotes aspirations. This will include promoting FoGs and parent support events to engage our hard to reach parents.</p>	<p>To work with families to offer support and guidance and impact on outcomes.</p> <p>Strong impact with previous years in terms of improved levels of parental engagement especially with the work of the Family Liaison Officer.</p> <p>By engaging families, it will break down barriers to learning leading and therefore lead to improved attendance and increased attainment.</p>
<p>All teaching and classroom support staff to know the students and starting points. Data packs support teachers and TAs to know their students, plan effectively, include seating plans, including data on their prior attainment</p>	<p>To monitor progress and attainment of PP students and close the gap between non PP students.</p> <p>Teachers and TAs knowing starting points of students in their classes are important to support them effectively in their lessons and beyond. This can then be used to offer targeted intervention and support to ensure all students progress.</p>
<p>Teaching to the top strategies. Promotion and embedding of the critical question across the academy and using this to support all Pupil Premium Students Promoted at every relevant CPD session</p>	<p>CPD to focus on teaching our students to the top of their ability and ensuring focus on curriculum so no wasted years from primary school. Introduction of the critical question instead of learning objective to challenge students and aid engagement in their learning.</p> <p>Plans based on the needs of the current cohort. Targeted intervention and support to ensure all students make progress from their different start points.</p>
<p>Continue with the whole school Literacy and Numeracy programme Continuing the excellent work on this strategy that is already embedded at the academy ensuring that all staff are teachers of literacy and numeracy</p>	<p>To improve literacy and numeracy skills of students. New initiatives to raise literacy and numeracy levels of the current cohort including getting parental engagement in the way we teach literacy and numeracy.</p>

<p>Improve readiness for school, Attendance and punctuality</p> <p>Continuing to develop the effectiveness and impact of the attendance officer and family liaison officer working with the Attendance Advisory Service. Parent support groups and FOGs.</p>	<p>To improve the attendance and punctuality of all students, with a focus on Pupil Premium Students</p> <p>Further development on the FLO role in its second academic year finding the most effective use of her time.</p> <p>Restructuring of the Pastoral system / Rewards changing to Head of Year and rewarding progress, attendance and improvements.</p> <p>Parental engagement through FOGs, family support groups, educational evenings.</p>
<p>Extra-curricular activities</p> <p>Promotion of all opportunities, ensuring that PP students are engaging in activities where appropriate. Broadening the variety of provisions available. Including breakfast club, wake up club, homework club, as well as sporting and curriculum area clubs. Continue to develop and quality of the intervention sessions available to students at KS3 and KS4.</p>	<p>It has been shown that developing student's cultural capital no matter their background leads to improved motivation in school as well as enjoyment. These opportunities for Pupil Premium students will help their engagement and progress</p>

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
- Learning walks
- Fortnightly Raising Standards 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 regularly.