

Greenway Academy Local Governing Body (LGB)

Pupil Premium Impact Statement

2015-2017

The table below provides a summary of the impact of the work of the governors and in particular the Pupil Premium Link on outcomes for disadvantaged children at Greenway Academy. This statement should be read in conjunction with the report Improving Pupil Premium outcomes within our Achievement for All ethos Spring 2017 review.

Leadership	
Action	Impact
The LGB has considered its strategic role, clearly defining the ethos and vision for the school for all stakeholders and appointed a Link Governor with specific focus on the historically underperforming pupil group identified as Pupil Premium	<p>Governors have developed an effective model for the monitoring and evaluation of school improvement priorities, underpinned by the agreed school ethos, through challenge in governing body meetings and triangulation through school visits, both formal and informal which clearly focusses on disadvantaged children by the link governor during these visits.</p> <p>As a result, they are better able to hold the school to account having more first-hand opportunities to gain an accurate view of the school's performance for disadvantaged children</p>
The PP Link Governor is championing disadvantaged pupils who are expected to be working at greater depth	A clear focus on the outcomes of disadvantaged pupils in Curriculum and Standards meetings, ensuring progress data of key subgroups is provided by SLT and challenged by the committee
The PP Link Governor is familiar with and kept up to date on current research regarding impactful proactive in school for disadvantaged children	<p>Improving Pupil Premium outcomes with our Achievement for All ethos report was written in 2016</p> <p>Impact Review carried out in Spring 2017</p> <p>Pupil outcomes are improving and the gap is being reduced for disadvantaged pupils.</p>

<p>The PP school policy written and reviewed</p>	<p>Clear focus by all staff on pupil progress of disadvantaged children, leading better outcomes</p> <p>Improved attendance for this group, moving towards school attendance rate Reduced persistent absence</p> <p>Greater involvement in the wider curriculum by disadvantaged pupils</p>
<p>Link Governor challenges the school about the use of PP funding</p>	<p>Visits include monitoring income and expenditure for disadvantaged children and evaluates the spend against pupil outcomes, linked with the pupil progress cycle in school</p>
<p>Teaching, Learning and Assessment</p>	
<p>Governors determined that Pupil Premium and SEND funding should be allocated to develop a nurture provision removing barriers to learning for the school's most vulnerable pupils, provide fast acquisition of language for EAL pupils as well as phonics support for early readers (based on research from NGN)</p>	<p>Outcomes for nurture pupils have improved, showing in their social emotional development, evidenced through Boxall profiles and academic progress through Target Tracker</p> <p>Data shows that EAL pupils have made good progress in school and integrated positively</p> <p>Reading progress reflects the improved outcomes for early readers in school</p>
<p>Link Governor has a keen interest and knowledgeable understanding of the impact of quality first teaching for disadvantaged children</p>	<p>As a result of governor visits, book scrutinies and pupil voice, the evidence of impact is evaluated and reported back to the LGB and the SLT are challenged about findings</p>
<p>Link Governor has championed professional development for teachers, improving their subject knowledge in order to improve progress outcomes.</p>	<p>Improved percentage of good or better lessons in school over time, which is triangulated through governor visits with a focus in observations on the provision for disadvantaged pupils within lessons and within wider school learning offer</p>
<p>Personal Development, Behaviour and Safety</p>	
<p>Pupil Premium funding provided equality of opportunity within the wider curriculum offer</p>	<p>Pupil premium pupils have accessed music tuition, residential trips and awe and wonder events which have improved self-confidence and motivated learning, leading to better pupil progress</p>

<p>Governors recognised the need to remove the barriers to learning for our vulnerable pupils, allocating funds to support Home School Support worker, two EBD Officers and an art therapist</p>	<p>The impact of this strategic decision includes:-</p> <ul style="list-style-type: none"> Positive engagement of pupils leading to improving academic outcomes Improved attendance by FSM group Persistent absence is reducing Greater engagement of most vulnerable families Positive solution focussed input into wider families Release of senior leaders to focus on improving teaching and learning
<p>Link Governor monitors safeguarding for disadvantaged children to ensure equality of opportunity</p>	<p>Safeguarding checks on visits Championing key pupils with SLT including Inclusion Leader</p>
<p>Pupil Outcomes</p>	
<p>Link Governor has a clear focus on outcomes for disadvantaged children, has good understanding of data and is challenges the SLT on pupil outcomes</p>	<p>In school data (16-17), shows the improvement in outcomes for Pupil premium children in all year groups. (See SIP data tables).</p> <p>In school data show the gap is reducing for disadvantaged pupils against school data and national data. Further work is required to ensure the gap is removed</p>