

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, 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	Greenway Academy
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	9% (33/356)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J Newton, Executive Headteacher
Pupil premium lead	N Boulton, Head of School
Governor / Trustee lead	A Sykes, Vice-Chair of Governors.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,385 (£1345x33) LAC funding x 3 pupils (2,345 x 3) £7,035 Total = £51,420
Recovery premium funding allocation this academic year	£5,220
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	£56,640

Part A: Pupil premium strategy plan

Statement of intent

We believe that the effective use of pupil premium funding is crucial to improving the life chances of our most disadvantaged children.

Our focus is on ensuring the most disadvantaged children achieve highly at our school.

Our approach is designed to ensure children leave our school having excelled with high aspirations for their futures and the skills necessary to achieve them in an ever-changing world.

We are committed to ensuring we provide all our young people with an outstanding learning experience so that they are fully prepared for the challenges of the modern world; where excellent academic progress is achieved within a structure that supports the development of confident children and young adults, confident of their place within society and the positive contribution they can make of it.

In addition, we aim for high levels of attendance for disadvantaged so that they have access to an education. Their emotional needs will be met and they will have the tools to support themselves going forward.

We intend for disadvantaged children to have opportunities in life that may otherwise not be available to them, e.g. playing an instrument, attending a school club.

We intend for all of our disadvantaged children to have access to technology and materials, which will enable them to complete home learning and engage in learning outside the normal school day.

We intend for all of our disadvantaged children to have emotional resilience and show excellent choices in their behaviour and attitudes.

Our strategy is based on the following three areas:

1. **Best practice:** national and international research drives our approaches to teaching and learning as well as the allocation of funding.
2. **Maximum impact:** this is measured in high pupil outcomes, academic, social and emotional progress and a meaningful pathway towards adulthood.
3. **Compliance:** there is transparency in the allocation of funding, monitoring and reporting.

In our school, we believe that all young people have an entitlement to achieve their maximum potential regardless of their circumstances or challenges and it is our mission to enable this to happen based, in part, on the following guiding principles:

1. The main driver for improving outcomes and life chances for children is **Quality Teaching** which enables needs and barriers to be identified, understood and overcome for all children as part of excellent provision.
2. In order to achieve the highest standards, emphasis is placed on **staff development** which enables quality teaching provision and benefits all children - especially the most disadvantaged.
3. Every child in our school should have not just the opportunity, but the **expectation to experience success** as part of our commitment to inclusive practice.
4. **Curriculum** development and organisation is based on clear educational reasoning, high ambitions and progression which ensure a mastering of knowledge and skills.
5. **Additional support** for some disadvantaged children may be necessary and strategies such as targeted teaching, pre-teaching or interventions may be used. Actions such as this will be measurable, targeted to need and time bonded.
6. **Engaging with families** and the wider community to enable the necessary environment in which children can grow and develop.

This year, we are going to achieve this by:

- *Ensuring staff have access to high quality CPD linked to challenges 1-6 below. Examples are attachment theory and links to accessing learning, successful starts to the day, managing and leading pupil well-being.*
- *Employing an attendance officer to support families in removing the barriers to arriving at school on time.*

- *Teaching children strategies to manage their own feelings, therefore having a positive outcome on behaviour and learning outcomes.*
- *Implement a nurture breakfast, post-lunch, and end of day check-in to ensure children have a successful day.*
- *Monitor and pro-actively ensure children have access to a wide range of clubs in order to experience success in a variety of opportunities.*
- *Audit and provide support for children with materials and technology to learn outside school.*
- *Ensure children have access to a family and pupil practitioner to remove barriers to learning and provide education coaching.*
- *Ensure children are given SMART targets to make accelerated progress in the core subjects.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Ensuring pupil premium children achieve more in line with other children in Year 4 and Year 6 in mathematics.</i>
2	<i>Ensuring pupil premium children achieve more in line with other children in Year 4 and Year 6 in SPaG.</i>
3	<i>Ensuring pupil premium children achieve more in line with other children in Year 3 in writing and mathematics.</i>
4	<i>Pupil Premium children are generally more disadvantaged with access to technology and educational resources than their peers at school.</i>
5	<i>Emotional well-being is sometimes a barrier to learning.</i>
6	<i>Attendance is sometimes less than satisfactory due to multiple factors. Some children struggle to engage in early morning curriculum time.</i>

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. Children in Year 4 and Year 6 make accelerated progress in mathematics.	To achieve at least 2019 national figures for PP outcomes in mathematics. Y4 66% Y6 78%
2. Children in Year 4 and Y6 make accelerated progress in SPaG.	To achieve at least 2019 national figures for PP outcomes in SPaG. Y4 62% Y6 77%
3. Children in Year 3 make accelerated progress in writing and maths.	To achieve at least 10 progress points in writing and maths (due to no national data)
4. All disadvantaged pupils successfully complete learning outside school.	For pupils to complete their creative curriculum home learning each half term.
5. All disadvantaged children are engaged in learning and show good standards in behaviour choices.	To show a reduction in lunch time incidents for pupil premium children. Children have strategies to manage their own emotions.
6. All disadvantaged children have high levels of attendance and children transition to learning feeling positive.	That children are attending school each day. To raise overall attendance for PP pupils from 91% to 95%. To empower children to talk about their morning and make choices about their readiness to learn.
7. Pupils are engaged in wider-curriculum opportunities.	All PP children attend at least one lunch time or after school club throughout the academic year/learn a musical instrument.

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: £11,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching</i> <i>CPD</i> <i>Feedback and cognition</i>	<p>Research Linked to EEF Evidence states that ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Research linked to EEF Improve pupil learning explains that feedback and metacognition are highly effective strategies for accelerating outcomes. This CPD training will be offered to staff.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<i>Trauma and attachment led training</i>	<p>https://www.headteacher-update.com/best-practice-article/attachment-theory-and-childrens-learning-in-school-trauma-sen-pastoral-education-timpson-1/227496/</p> <p>Marjorie Boxall application of attachment theory is that planning a nurture structure to the day provides a predictable, reliable structure in which the children would come to feel safe and cared for, so that they could trust the adults, feel safe and learn.</p>	1,2,3,5,6

<p><i>Purchase of PiXL diagnostic assessments.</i></p>	<p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>1,2,3</p>
<p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p> <p>https://www.pixl.org.uk/</p>	<p>1,2,3</p>
<p>Every pupil premium child in the school will be provided with a Lexia log – on and accessing Lexia will be taught to every child. Staff CPD will ensure that all teaching and support staff are confident with the use of Lexia.</p>	<p>Education Endowment Fund</p> <p><i>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</i></p> <p><i>Their improved reading skills will be utilised across the curriculum.</i></p>	<p>1,2,3</p>

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

Budgeted cost: £5,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Breakfast club and tutoring daily 20 weeks</i> <i>Total £2,000</i></p>	<p>https://www.nurtureuk.org/research-evidence/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF states that small group tuition has an average impact of four months' additional progress if taught over the course of the year. This progress is more effective if targeted at pupils' needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF states 'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'</p>	<p>1, 2, 3</p>
<p><i>Provide homework club for pupils once per week</i></p>	<p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>EEF states that homework has a positive impact on average of 5+ months with pupils and that some pupils may not have a quiet space to work. Schools should consider how home learning can be supported by providing homework clubs for pupils.</p>	<p>4</p>
<p><i>Purchasing additional technology for pupils to access during learning time</i></p>	<p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>EEF states that homework that is linked to classroom work tends to be more effective.</p>	<p>1, 2, 3, 4</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>Technology offers ways to improve the impact of pupil practice and has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside the classroom.</p>	
<p><i>Access to specific learning platforms to aid online learning, home learning and learning in the classroom</i></p>	<p>Lexia, Times Table Rockstars and Spelling Shed are effective ways to engage children in their learning at school and at home.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>EEF states that pupils eligible for free school meals typically receive additional benefits from homework and that homework clubs can develop effective learning habits. It is important to make the purpose of the homework clear to pupils, e.g. to develop fluency in a particular area.</p>	1, 2, 3, 4
<p><i>PiXL interventions</i></p>	<p>English and Maths mentoring to address any lost learning due to COVID 19.</p> <p>https://nationaltutoring.org.uk/news/our-academic-mentoring-programme-helping-your-pupils-after-covid-19/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.pixl.org.uk/</p> <p>EEF states that small group tuition has an average impact of four months' additional progress if taught over the course of the year. This progress is more effective if targeted at pupils' needs.</p>	1,2,3

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

Budgeted cost: £34,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Opportunity to take part in outdoor learning</i>	<p>Behaviour</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Outdoor education usually involves collaborative learning experiences with a high level of physical and often emotional challenge. This requires practical problem solving and discussion of thinking and emotion. The aim is to improve non-cognitive skills such as resilience and motivation.</p>	5, 6
<i>Music lessons</i>	<p>Self-esteem</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF says an approach to developing a positive school ethos will support greater engagement in learning.</p> <p>Learning an instrument has been shown to help mental and physical health by reducing stress, anxiety and depression.</p> <p>https://youthmusic.org.uk/sites/default/files/2020-06/The%20Sound%20of%20the%20Next%20Generation.pdf</p>	5
<i>Increase club offer available</i>	<p>All PP students have access to high quality sports provision helping to develop social skills and improve their cultural capital.</p> <p>https://www.healthdirect.gov.au/developing-life-skills-through-sports</p> <p>https://sportandrecreation.org.uk/news/grassroots/how-sport-can-enhance-life-prospects-of-disad</p>	5

	Academic booster for students in their learning. https://schoolsweek.co.uk/costs-exclude-poorer-pupils-from-residential-school-trips/	
<i>Attendance officer to liaise with families to remove barriers</i>	Attendance Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)	6
<i>Lunch club offer</i>	Behaviour Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.nuffieldfoundation.org/wp-content/uploads/2019/05/Final-report-School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf Pupils need enough time to eat and activities to be engaged with at play time. This will have a positive impact on behaviour choices.	5, 6
<i>EBD officer to remove barriers to learning</i>	Well-being https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf EEF states that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their affluent peers. Targeted support shows an improvement of 6+ months progress.	5, 6
<i>Social emotional groups</i>	Well-being https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF states that interventions that focus on improving social interaction tend to be more successful (+6 months) than those aimed at preventing problematic behaviour.	5
<i>Solihull parenting approach of</i>	Well-being and engagement	4, 5

<i>understanding your child's behaviour</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement has a positive impact on average of 4 months' additional progress. Schools should review how well it is working with parents, identifying areas for improvement.	
<i>Art therapy</i>	Well-being and engagement Supports children to receive emotional support so they can learn to understand more about their own feelings and thoughts. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
<i>Access to a Family and Child practitioner</i>	Well-being and engagement Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF state that frequent sessions several times a week over an extended period of up to a term appear to be the most successful.	4, 5

Total budgeted cost: £ 52,180

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During the year 2020-2021, we continued to support children with the following strategies:

Art therapy sessions (in person and on-line through lock down periods).

Check-in well-being sessions with EBD officers (in person and online during on-line and lockdown periods).

Group sessions such as self-esteem and emotional regulation groups.

Tuition in small groups.

Access to a home school support worker and in-house sessions for Solihull led by a school-based practitioner.

Access to Lexia, Times Table Rockstars and Spelling Shed to support learning at home.

Children continued with their music lessons via pupil premium funding.

Learning packs purchased for pupils to support learning at home.

After school club (Rainbow Club) was funded for some pupil premium pupils in times of need to support families in times of pressure due to Covid 19.

Verbal feedback from staff and parents state that this support was well received and very much needed for pupils during this time of difficulty.

The member of staff who was responsible for planning, allocating and reporting on pupil premium left the Academy in the Summer term of 2021 therefore limiting the information we have on the impact of the spend.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Timestable Rockstar	Maths Circle Ltd
Lexia	Lexia, a Cabium company

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

To gain the information needed, using teacher and SLT feedback, we looked at each pupil premium child as an individual and to see where the gaps were.

This enabled us to see patterns across the group, such as attendance and access to clubs.

From this, we looked at academic data for pupil premium children and compared it to national data available. Again, this enabled us to identify gaps to take forward.

This information fed into an action plan.

Pupils were identified to benefit from education coaching and tutoring.

Through high quality CPD, we will be focusing on attachment theory, impact of nurture starts to the day and in addition, will also build in time to have a nurture lunch and a nurture end of the day. This will enable our pupils to benefit from mentoring and will enable barriers to well-being to be addressed within the school day, therefore enabling the pupils to learn.

The offer for learning out of school will be looked at to ensure equality of opportunity for our pupil premium pupils. In addition, we will work with families to provide support with accessing technology to support the pupils in the home with their learning.

The pupil premium plus pupils have personalised action plans that have been written with parents/carers and the Virtual School Head.