



Pupil premium strategy statement – Greenwood School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	48 (October 2022)
Proportion (%) of pupil premium eligible pupils	73% (35 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Vicky Essex Headteacher
Pupil premium lead	Tom Webb Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,000
Recovery premium funding allocation this academic year	£13,380
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,380



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our students, irrespective of their background or the challenges they face, make good progress from their starting point on admission and receive the best possible preparation for independent adult life.

Our core purpose is to maximise the academic achievement of our students whilst addressing their individual social and emotional needs, often with the additional support of other external agencies. The focus of our pupil premium strategy is to support disadvantaged students to achieve this goal.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, together with targeted support based on robust diagnostic assessment of need.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

We also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers and further education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for students that have been worst affected, including both disadvantaged and non-disadvantaged students.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, including both academic and SEMH testing on admission. This will help us to ensure that we offer the relevant skills and experience required to prepare our students for independent adult life.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged students generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged students. This trend is most recognisable in maths outcomes
2	Our assessments, observations and discussions with students show that disadvantaged students are generally more likely to have language comprehension difficulties compared to non-disadvantaged students in our school.
3	Our assessments, observations and discussions with students show that disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged students in all subjects, notably in maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.

	Maintain, or improve, the percentage of students achieving or exceeding their TOA (Target on Arrival) in English, Maths and Science, compared to non-PP peers.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject specific texts with challenging terminology.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>Maintain, or improve, the percentage of students achieving or exceeding their TOA in English language, compared to non-PP peers.</p>
Disadvantaged students have opportunities to develop the essential knowledge to be educated citizens, and prepared for future success.	Through observations and discussions with students and their families.
Disadvantaged students feel better prepared for career progression through mentoring, college placements and work experience opportunities.	<p>All disadvantaged students are given the opportunity to access high quality careers mentoring, college placements and work experience.</p> <p>By the end of 2024/25, disadvantaged students are progressing to further education in the same numbers as their non-PP peers.</p>
The education, wellbeing and wider aspects of development of our disadvantaged students, which has been particularly impacted by the pandemic, progresses in line with their peers.	Evidenced through the Attributes questionnaire, academic outcomes, and observations, by the end of 2024/25, our disadvantaged students are progressing in all areas of our ASK (Attributes, Skills and Knowledge) curriculum, in line with their peers.

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

Budgeted cost: £ 47,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academy 21</i>	<p>Rationale: Remote learning, mainly in English and Maths but does on occasions include Science. This is used for those pupils who struggle to access education on site, for a variety of reasons. This is sometimes used on a short-term basis until work is done to encourage pupils to access education onsite, or can also be used on a longer-term basis.</p> <p>Impact: This provision has been successful in engaging pupils through remote learning when they could not manage this on site, for a variety of reasons.</p>	1,2,6
NTP –Tutoring Programme	<p>Rationale: An Academic Mentor is designed to help close the education gap between students and their peers. We know that these students were disproportionately affected during school disruptions as a result of COVID-19. We will focus on providing support to these students; we will also use discretion to extend it to other students in need of catch-up support.</p> <p>Impact: To help close the gap between disadvantaged students and their peers</p>	1,2,6

Targeted academic support

Budgeted cost: £ 1550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access Reading Test Vernon Spelling Test	<p>Rationale: Baseline test all students on entry and at regular intervals to identify those requiring Wave 2, 3 and other interventions.</p> <p>Impact: These tests enable us to target work at the right level for pupils. As can be seen from pupils' outcomes, this was at times very successful. However, the impact of this intervention is hard to measure as many of the issues are concerned with attachment, together with other soft skills, which are not easy to quantify. If work was not levelled correctly in the first instance, this would in turn impact on pupil engagement.</p>	1,2,6
Dyslexia Screening	<p>Rationale: Identify particular areas of need for those with SpLD.</p> <p>Impact: This measure helps us meet the specific needs of individual young people.</p>	1,2,6

Wider strategies

Budgeted cost: £42,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>Rationale: Training of new ELSA. Then planned to have: 2 x 1-hour interventions each week (6 weeks) – LSA</p> <p>Impact: This is another area of work that has had significant impact</p>	3,5,6

	historically in the context of attachment, although again is not easy to quantify in educational outcomes. Our ELSA will help young people understand both their own emotions and respect the feelings of others around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.	
Careers	<p>Rationale: Careers Advice and support with Post 16 placements</p> <p>Impact: This frequently proves very positive in focusing Year 11 pupils for post 16 pathways.</p>	4,5
College	<p>Rationale: An alternative form of education used to engage young people in a different environment, with a view of post 16 pathways.</p> <p>Impact: This has engaged pupils in active learning in a different environment, at times with a view of pursuing this course of study Post 16.</p>	1,2,6
NGuage	<p>Rationale: A programme of confidence-building, engagement, guidance and support aims to offer young people an alternative to risky behaviour, isolation and failure. By focussing solely on their emotional responses and practical needs we can tailor the programme to the individual, without applying peer pressure and time constraints. N-Gauge offer each young person an individual, personally tailored mentoring programme to cover specific circumstances and expected outcomes.</p>	1,4,5,6



	Impact: This provision has had successes in persistent school refusers re-engaging with education.	
New Horizon Equine Assisted Learning (EAL)	<p>Rationale: EAL is a method of developing self-awareness through the company of horses. It is a nonconfrontational, non-directive form of learning through experience which encourages people to identify behaviour and the changes they may need to make without "being told what to do". Facilitators create a safe environment so that the learner can work things out for themselves.</p> <p>Impact: This provision has seen persistent school refuses and/or those with specific SEMH needs once again engage with learning</p>	2,3,4,5

Total budgeted cost: £ 91,508



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal academic data collected half termly did not identify significant gaps between PP and Non-PP students.

In the 2021-22 academic year Greenwood School the Progress 8 score for these worked out at -2.63, which was better than that in 2020-21 where it was -3.48.

In the 2021-22 academic year, PP students (P8 score -2.63) outperformed Non PP students (P8 score -2.78).

78.57% of PP students left with a qualification in English and maths. The average number of qualifications PP students left with was 5.07 which was in line with Non-PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
National Tutoring Programme	NTP Academic Mentors
Online Tutoring	Academy 21