

# Greenbank High School Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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	Greenbank High School
Number of pupils in school	1041
Proportion (%) of pupil premium eligible pupils	203= 20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	Oct 2023
Date on which it will be reviewed	October 2022 and 2023 and termly reviews will also take place in January and April
Statement authorised by	Mrs K Robinson
Pupil premium lead	Miss C Cullen
Governor / Trustee lead	Mrs S Ellis

## Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 2023-24	£165,693
Recovery premium funding allocation this academic year	
School Led Tutoring	2021-22 - £21,132.30 2022-23 – 2023-24 -
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£211,983</p>
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# Part A: Pupil premium strategy plan

## Statement of intent

- ***What are the ultimate objectives for our disadvantaged pupils?***

**“Closing the gap between disadvantaged pupils and their peers is central to everything we do at Greenbank”**

We have a commitment to ensure that all our students from disadvantaged backgrounds have the support to accelerate their progress to achieve their full potential regardless of their ability and starting points. We also ensure that our disadvantaged pupils have access to all the opportunities and breadth of experiences afforded to all our pupils. Every member of staff is aware of our action plan and understands that they can make a difference to the life chances of these pupils.

High quality teaching is central to everything we do, with specific classroom strategies geared towards the needs of our disadvantaged pupils.

Our 3-year plan also considers the impact of the Covid pandemic and involves school led catch up tutoring for targeted pupils.

- ***What are the specific aims of our strategy?***

Progress 8 - Achieve +0.1 P8 score

Attainment 8 - Achieve above the national average (49.9) of attainment for all pupils

Percentage of Grade 5+ in English and maths - Achieve above 49% (all pupils national)

Ebacc entry - To achieve the DFE target of 75% of pupils entered for the Ebacc

Attendance – To achieve through rigorous monitoring and support, the best possible attendance, taking into account the impact of COVID19 on the physical, social and emotional well-being of pupils.

Destinations – Every child is aware of their next steps through effective careers guidance and no disadvantaged pupil is NEET at the end of KS4

- ***How does our current pupil premium strategy plan work towards achieving those objectives?***

Our plan is based on clear starting points and an assessment of the needs of all the pupil premium cohort. The plan focuses on strategies that have been proven to work both through external EEF guidance and from our own experiences. The plan links to our other whole school priorities and is robustly monitored. Teaching and learning (tier 1 intervention) is central to our plan and staff have been trained recently in metacognition, revision skills and all teaching staff completed a thorough SEND training course which is also central to raising the standards of our Pupil Premium cohort.

- **What are the key principles of our strategy plan?**

The pupil premium action plan links to the whole school vision

“To ensure that every child has a world class education: High quality curriculum; excellent standards of behaviour and a positive learning environment so that every child can reach their potential”

Outstanding first wave teaching and learning through a broad and balanced curriculum is at the core of our Pupil premium provision- staff follow the Greenbank- 8 strategies in the classroom for disadvantaged learners. Staff awareness and training is given to implement the pupil premium strategy.



Transparency for parents on the pupil premium action plan and objectives

CPD through Trust INSET training and bespoke school INSET underpins the Tier 1 interventions.

The plan is monitored and reviewed termly and annually, and interventions adapted accordingly.

The Governors and Link Governor scrutinize and challenge the pupil premium strategy and know how it links to the school vision. The Link Governor meets with AHT to discuss the progress of the disadvantaged cohort and the Governing body are regularly updated on progress.

Our curriculum is well planned and progressive and seeks to build on the prior knowledge of students, make links and develop their understanding in all areas of their learning whilst addressing the knowledge gaps students may join us with, given the wide range of different starting points our students have from our many feeder schools. Staff understand the importance of and take responsibility for planning and delivering strategies to close gaps in lessons.

All pupil premium pupils are monitored, regardless of their starting points and supported as necessary.

- **How are we measuring the impact of the strategy?**

All data is tracked, and pupils are monitored termly to measure the impact of any interventions and to measure the impact of the strategy- a data driven intervention review is used termly to monitor pupils and offer support for those that require it. The disadvantaged academic mentor provides a termly report to the AHT responsible for the disadvantaged strategy.

Our pupil premium academic mentor meets regularly with identified pupils to monitor their progress and measure the impact of any interventions.

All pupils complete a needs analysis to identify any areas of concern. Teaching staff follow the Assessment Recording and Reporting policy, and pupils are tracked and monitored regularly throughout the year. Year 7 and 8 pupils are assessed using both CATs data and internal assessments and interventions are put in place according to their needs. Pupils complete the Access reading age test in both September and March. Graduated intervention is given to pupils who are not at the age-related expectation- the impact of the reading recovery is measured on completion of a second reading test in March.

## Challenges

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

Challenge number	<b>Detail of challenge</b> <b>Evidence</b> <b>The pupil premium cohort complete an online questionnaire to identify any individual barriers and concerns that they have which may limit their progress and achievement. As a result of in-depth analysis of these questionnaires and robust analysis of external and historical data the following main challenges have been identified.</b>
1	<b>Pupil aspiration</b> – All disadvantaged pupils complete a questionnaire / needs analysis annually. This along with information collected by the PP academic mentor suggest that some disadvantaged pupils lack aspiration, determination and resilience.
2	<b>Pupil engagement and behaviour – Attitude to learning</b> All disadvantaged pupils complete a questionnaire / needs analysis annually. This, along with data collected at our assessment points suggests that some pupils lack a positive attitude to learning in some or all subjects. In some cases, there are instances of poor behaviour. Approximately 18-20% of the disadvantaged pupils have ATL scores below expected. The engagement of the disadvantaged cohort was also affected during the national lockdown.
3	<b>Health and well-being including SEMH</b> All disadvantaged pupils complete a questionnaire / needs analysis annually. This information along with our assessment, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges seem to particularly affect disadvantaged pupils, affecting their attendance, progress and attainment. Currently, approximately 25-30% of the disadvantaged pupils require additional support with social and emotional needs, either through their Heads of Year, Academic mentor or counselling.

4	<p><b>Attendance and punctuality</b></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-4 % lower than for non-disadvantaged pupils. During the pandemic this gap rose to 8% and is an ongoing concern.</p> <p>Our judgements and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p><b>Literacy and reading. Maths and English attainment</b></p> <p>Evidence from internal reading age tests and assessments, indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. (reading ages) This impacts their progress in some or all of their subjects.</p> <p>The English and maths attainment on entry (CATs and internal assessments) is generally lower than that of their peers and teacher assessments support this.</p> <p>On entry to year 7 in the last 5 years, between 15-25% of our disadvantaged pupils arrive below age-related expectations in English compared to 5-10% of their peers, excluding the data post pandemic.</p> <p>And between 15 - 20% of our disadvantaged pupils arrive below age-related expectations in Maths compared to 8- 15% of their peers, excluding the data post pandemic.</p> <p>This gap increased significantly after the pandemic , which saw 22% of our disadvantaged pupils arrive below age-related expectations in English compared to 11% of their peers. In maths, this rose to 40% below age related expectation in maths for disadvantaged pupils compared to 16% of their peers.</p>
6	<p><b>Meta-cognition and self-regulation</b></p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their planning, monitoring and evaluation of their answers. This is evident across the curriculum and particularly affects revision skills.</p>
7	<p><b>Cultural capital and engagement and involvement in extra – curricular activities/ trips</b></p> <p>Our audit suggests that although our disadvantaged pupils have equal access to attend clubs and go on school visits, this is still not at the same level as their non-disadvantaged peers.</p>

## 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


Pupils achieve their full potential /individual targets, including the high/MA ability pupils	Progress gaps narrow between PP pupils and non PP pupils (p8 scores) For disadvantaged pupils to achieve their FFT20 target and in some cases FFT5
Progress 8 for the disadvantaged pupils to be in line with non-disadvantaged pupils nationally	Achieve +0.1 P8 score
Attainment 8 for the disadvantaged pupils to be in line with non-disadvantaged pupils nationally	Achieve above the national average of 49.9 attainment for all other non-disadvantaged pupils
Percentage of disadvantaged pupils achieving a Grade 4 + / 5+ in English and maths to be in line with non-disadvantaged pupils nationally	Achieve above the national average of 71%/ 50% for all other non-disadvantaged pupils
Ebacc entry for the disadvantaged pupils to be at or above the DFE target of 75%	To achieve the DFE target of 75% of pupils entered for the Ebacc
Attendance of the disadvantaged pupils to be improving steadily, taking into account the impact of COVID19 on the physical, social and emotional well-being of pupils.	To achieve through rigorous monitoring and support, the best possible attendance, taking into account the impact of COVID19 on the physical, social and emotional well-being of pupils. PP academic mentor to take a more significant role in improving attendance of targeted group (2023-24)
To improve the reading ages of the PP cohort	All pupils at the age-related expectation by the end of Year 8 and relevant and continued support put in place for those behind
To improve the ATL scores of pupils of concern through mentoring and support	To identify pupils who have lower than expected ATL and improve termly- meetings with PP mentor post Individual Progress reports (PIPs)
To improve the attainment and progress scores of pupils of concern through effective teaching and learning, intervention and mentoring	Disadvantaged pupils making the same or above expected progress of all other non-disadvantaged pupils (p8 +0.1)
Destinations	Every child is aware of their next steps through effective careers guidance and no disadvantaged pupil is NEET at the end of KS4
To ensure that the More able PP cohort have the necessary support to fulfil their potential	MA Disadvantaged pupils making the same or above expected progress of all other non-disadvantaged pupils (p8 +0.1)
To support the social and emotional needs of vulnerable pupils	Academic mentor support all vulnerable PP pupils where required- needs analysis
To make sure that all PP pupils can access a residential trip, day visit and any extra activities such as D of E where finances may be a barrier	All pupils have equal opportunity and financial support to access our extra-curricular provision and any residential trips

## 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: £ 83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>8 Strategies in the classroom to help the disadvantaged</p> <p>CPD refresher for staff on the 8 strategies</p> <p>Lesson observation focus. QA of seating plans.</p> <p>Staff audit of 8 strategies to identify priority areas</p> <ol style="list-style-type: none"> <li>1. Premium seat</li> <li>2. Get to know them</li> <li>3. Equipment</li> <li>4. Priority marking</li> <li>5. Targeted questioning</li> <li>6. Differentiation</li> <li>7. Timetable – 6 period day</li> <li>8. Attendance</li> </ol>	<p>EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Supporting high quality teaching is pivotal in improving outcomes. Access to high quality teaching is the most important lever schools have to improve the outcomes for their pupils.</p> <p>Guidance report – Effective professional development  “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap”</p> 	1 2 5 6
<p>Purchase and completion of Access Reader standardized tests in Reading.</p>	<p>EEF</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional</p>	5 6

<p>Completion of CAT tests for all pupils on entry</p> <p>Purchase or accelerated reader programme for use in Key Stage 3</p>	<p>support through interventions and or teacher instruction</p> <p><a href="#">the EEF guide to the Pupil Premium Autumn 2021</a></p>	
<p>Developing expertise around teaching pupils with SEND (PP)</p> <p>CPD Trust INSET SEND day for all staff</p> <p>SLT all attended a training course "every leader, a leader of SEND"</p>	<p>School improvement target – SEF</p> <p>Special Educational needs in Mainstream schools _ EEF Guidance report</p> <p>To a great extent, good teaching for pupils with SEND is good teaching for all.</p> <p>"The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals"</p>	1 2 5 6
<p>Provide CPD with a focus on:</p> <p>Metacognition</p> <ul style="list-style-type: none"> <li>-Self-regulation</li> <li>-How we learn</li> <li>-Questioning</li> </ul> <p>Teach like a champion focus on more effective teaching strategies to increase engagement</p>	<p>EEF Metacognition +7months</p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their learning. Teaching them to plan, monitor and evaluate.</p> <p>Academic mentor works with identified pupils at HWK club and in lessons</p>	1 2 5 6
<p>Developing strategies to enhance the teaching of reading across all subjects</p> <ul style="list-style-type: none"> <li>- Framework of effective reading strategy for each curriculum area</li> <li>- Focus on disciplinary literacy</li> </ul>	<p>EEF</p> <p>Reading support +6 months</p> <p>Reading comprehension strategies focus on the learners' understanding of written text.</p>	1 2
<p>Development of staff expertise with new ICT</p>	<p>EEF Impact of Digital Technology on Learning</p>	1 2

<p>systems to enhance learning</p> <ul style="list-style-type: none"> <li>- Effective remote learning (instruction and questioning)</li> <li>- Development of the VLE to increase access to free and appropriate resources</li> </ul>	<p>Evidence Review Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	
<p>To review the departmental approaches to marking, feedback, homework and tracking – maximise impact</p>	<p>EEF</p> <p>Feedback studies tend to show high effects on learning. Evidence suggests that feedback involving metacognitive approaches has a greater impact on disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>– Feedback , high impact for low cost +6 month gain</li> <li>- Homework – +5 months</li> </ul>	<p>1 2 3</p>
<p>Appointment of English and maths teacher to reduce class sizes</p>	<p>EEF +2 months</p> <p>Reducing class size is an approach to manage the teacher pupil ratio. Each student will receive more attention- quality and quantity of feedback is increased</p>	<p>2 3 6</p>
<p>Appointment of a Pupil Premium English and maths coordinator to track and monitor progress of pupils</p>	<p>Third space learning research</p> <p>Staff monitor and track pupils to identify gaps and provide support according to needs</p>	<p>1 2</p>

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led tutoring To deliver 1 to 1 and small group tuition in English, maths and Science Use of school-led tutoring programme</p> <p>Tutoring for MA/High disadvantaged cohort in science</p>	<p>EEF Small group tuition +4months Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	1 2 3 4 5 6
Funding for Directors of Learning in English and maths to deliver catch-up sessions during PDT	Third space learning research	Funding for Directors of Learning in English and maths to deliver catch-up sessions during PDT
Literacy/Reading interventions for low attaining disadvantaged pupils	<p>EEF Reading support +6 months</p>	1 2 5
Purchase of Lexia programme to improve reading ages of our weakest readers	<p>EEF Reading comprehension +6months</p>	1 2 3 5
To reduce class size in Year 11 maths set 1:8 ratio – targeted group with high % of disadvantaged pupils (behaviour and ATL concerns)	<p>EEF Reduce class size +2 months</p>	1 2 6
Homework club for disadvantaged pupils	<p>EEF Peer tutoring +5 months “Peer tutoring approaches have been shown to have a positive impact on</p>	1 2 4 6

	learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups"	
Provision of all learning resources such as revision guides/ maths equipment/ uniform etc	No specific evidence	1 2 4 7
IT Home access IT provision given to support pupils who do not have access to a home computer	EEF Impact of Digital Technology on Learning Evidence Review Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1 2 3 6
Tuition in PDT for those pupils not achieving grade 4 in English Lit Year 10 – Led by DOL for English	EEF Small group tuition +4months (see above)	1 2 6
Appointment of a Pupil Premium academic mentor to support pupils in class, lead tuition at KS3 in English and maths, provide mentoring and to run HWK club with peer mentors.	EEF Some evidence suggests that some pupils show low engagement with or have low expectations of schooling. Mentoring interventions may be beneficial. Mentoring +2months Mentoring aims to build confidence and relationships, to develop resilience and character or raise aspirations  Teaching assistant interventions +4months Working with teaching assistants can lead to improvements in pupils' attitudes  Social and emotional learning +4 months SEL interventions seek to improve pupils' decision making , interaction with others and their self-management of emotions Extending school day +3months Programmes that extend the school time have a positive impact particularly if it is used for one to one support	1 2 3 4 6
Timestable rockstars competition	Professional judgement and previous experience	1 2

<p>The brilliant club – Hope University</p> <p>6 more able Year 10 PP pupils to attend a tutoring programme in English including mentoring , tuition and links to universities</p>	<p>Sir John Dunford</p> <p>He notes 12 common characteristics of Pupil Premium practice in successful schools: One of which is</p> <p>4. Frequent monitoring of the progress of <u>every</u> Pupil Premium-eligible pupil.</p>	<p>1 2 3 4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an EWO to improve the attendance of the disadvantaged cohort	<p>Sir John Dunford</p> <p>He notes 12 common characteristics of Pupil Premium practice in successful schools: One of which is</p> <p>If poor attendance is an issue, this is addressed as a priority.</p> <p><a href="#">DfE Improving school attendance</a></p>	3 4
<p>Cultural Capital – To promote, monitor and improve the engagement in extra-curricular activities, visits and trips</p> <p>To promote and fund the DofE programme for disadvantaged cohort (engagement with parents/carers)</p>	<p>EEF</p> <p>- arts participation +3 months</p>	1 2 7
To support pupils with mental health problems and anxiety	<p>EEF</p> <p>- Social and emotional learning +4months</p>	1 2 3
<p>Academic and pastoral mentoring programme</p> <p>To provide pastoral mentoring from academic mentor to identified pupils</p>	<p>EEF</p> <p>Mentoring – +2 months</p> <p>School based evidence is that it does have an impact on pupils – ATL and engage</p>	1 2 3 4

Year 11 targeted disadvantaged pupils mentored by SLT (academic focus)		
Financial support for travel to school	No specific evidence	4
Counselling service for disadvantaged pupils that need support referred to counselling service	EEF Social and emotional learning +4months	1 2
Appointment of a Pupil Premium academic mentor (safeguard trained) to support pupils with their emotional well being	EEF Social and emotional learning +4months SEL interventions seek to improve pupils' decision making , interaction with others and their self-management of emotions	1 2 3 4
Active Sefton 1-2-1 futures programme SEMH – a project to provide a weekly health and well-being programme	EEF Social and emotional learning +4months SEL interventions seek to improve pupils' self-confidence, decision making , interaction with others and their self-management of emotions	1 2 3
Financial support given for any resources required such as: Revision guides, calculators, planners, PE kit and uniform Financial support given to ensure pupils have access to technology and equipment	EEF No specific evidence  Impact of Digital Technology on Learning: Evidence Review Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1 2 3 4
Enhanced career support- all disadvantaged pupils given additional careers interviews to raise aspiration and ensure that pupils are prepared for their next stage. To ensure disadvantaged pupils are not NEET after KS4	Sir Kevan Collins research High-quality careers advice can make a real difference to young people's outcomes after school	1 2 3 4
Access to free music tuition	EEF Arts participation +3months Overall, the average impact of arts participation on other areas of academic learning appears to be positive. Improved outcomes have been	1 2 7

	identified in English, mathematics and science.	
Drama – Find your voice programme SEMH	EEF Oral Language interventions +6 months Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction	1 2 4
Peer/Paired reading	EEF (+5-6 months) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then 2 8 identifying and resolving difficulties for themselves. Strategies are often taught to a class and then practiced in pairs or small groups. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text	1 2 4 5
Peer tutoring Pupils support other pupils at HWK club	EEF Peer tutoring +5 months Fixed role, cross ability tutoring in which one learner who is often older takes the tutoring role and is paired with a tutee	1 2 4 5
"You are awesome club" to focus on resilience, self-confidence and meta-cognition	EEF Aspiration interventions – unclear impact Meta-cognition +7 months Social and emotional learning +4 months	1 2 3 4 6

<p>Funding to improve cultural capital specifically targeted at PP cohort</p> <p>Raise aspiration through external talks/ visits</p> <ul style="list-style-type: none"> <li>- Author visits</li> <li>- Maths trip to Aintree</li> <li>- Book shop visit</li> <li>- Dove cottage poetry workshop</li> <li>-</li> </ul>	<p>EEF</p> <p>Research Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils</p>	<p>1 2 6 7</p>
<p>Learning to revise</p> <p>revision seminar for underachieving pupils and support for parents</p>	<p>EEF Metacognition +7months</p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their learning. Teaching them to plan, monitor and evaluate.</p>	<p>6</p>

**Total budgeted cost: £ 211,000**

## 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. Data for the academic year 2020 affected by COVID has not been included.

Progress/ Attainment 8	2019	2021 - CAGs	2022	2023
Progress 8 score - Pupil Premium	-0.42		-0.36	-0.62
Progress 8 - Non Pupil premium pupils nationally	+0.1		+0.1	+0.17
Attainment 8 - Pupil Premium	44.97	51.88	39.4	39.2
Attainment 8 - Non Pupil premium pupils nationally	49.96		52.8	50.2

GCSE Both English and Mathematics / 4+ (5+)				
	2019	2021 CAGs	2022	2023
Pupil Premium	63% (49%)	77% (49%)	64% (43%)	55% (26%)
Non –Pupil Premium nationally	71% (49%)	71% (59.2%)	76% (57%)	73% (52%)

EBacc Entry - % of cohort entered.				
	2019	2021 CAGs	2022	2023
Pupil Premium	44%	64%	75%	58%
All pupils nationally	43%	66%	43%	43%

EBacc achieved 4+ and (5+)				
	2019	2021 CAGs	2022	2023
Pupil Premium				29% (13%)
All pupils nationally				28% (20%)

## **English**

	2019	2021 CAGs	2022	2023
Progress 8 score English - Pupil Premium	+0.15		+0.52	-0.07
Progress 8 score English nationally of non-pupil premium pupils	+0.11		+0.11	+0.11
Attainment 8 English - Pupil Premium	10.49	11.13	11.05	10.27
Attainment 8 English nationally of non-Pupil Premium pupils	10.6	10.6	10.6	7.56

Attainment English 4+ ( 5+ in brackets)				
	2019	2021	2022	2023
Pupil Premium	81% (71%)	92% (77%)	87% (68%)	88% (63%)
Non –Pupil Premium nationally	71% (48%)	71% (50%)	71% (50%)	71% (50%)

## **Mathematics**

	2019	2021 CAGS	2022	2023
Progress 8 score maths - Pupil Premium	-0.28 (-0.20)		-0.27	-0,94
Progress 8 maths nationally of non-pupil premium pupils	+0.12		+0.12	+0.12
Attainment 8 maths - Pupil Premium	8.74 (9.13)	9.49	8.23	7.56
Attainment 8 maths nationally of non-pupil premium pupils	9.75	9.75	9.75	9.75

Attainment Maths 4+ ( 5+ in brackets)				
	2019	2021	2022	2023
Pupil Premium	78% (53%)	77% (51%)	64% (46%)	59% (28%)
Non –Pupil Premium nationally	71% (49%)	73% (49%)	73% (49%)	73% (49%)

## **Attendance and behaviour**

Attendance Percentage attendance of cohort				
	2019	2021	2022	2023
Pupil Premium Pupils	91.5%	87%		

Non –Pupil Pre- mium pupils na- tionally	95%	95%		
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Permanent exclusion rates of cohort as a percentage of pupil group				
	2019	2021	2022	2023
Pupil Premium pupils	0.0	0.0 (0.0%)	0.0%	0.0%
Non- pupil pre- mium nationally	0.07	0.07	0.07	0.07

### **Summary -Strengths: 2022-23**

- The attainment 8 score of the cohort has remained above the data for disadvantaged pupils nationally.
- The percentage of pupils achieving a grade 4+ and grade +5 in English was very high at 88% and 63% respectively – higher than national non disadvantaged
- The increase in the percentage of disadvantaged pupils being entered for the EBacc is 59% - which is above national.
- The % of disadvantaged pupils achieving the EBacc at 4+ was the same as all pupils nationally.
- Progress in English is positive +0.2 which is above all pupils nationally.
- There were no permanent exclusions for the disadvantaged cohort.

### **Focus / Intervention areas: to continue to improve:**

- the progress of all disadvantaged pupils including pupil groups
- the progress particularly of high/MA ability disadvantaged pupils
- the percentage of pupils achieving 4 + and 5+ in both English and maths
- continue to improve the attainment of disadvantaged pupils to improve their life chances after Greenbank

- the attendance of the disadvantaged cohort particularly after the COVID19 pandemic
- To continue to provide tuition in English and/or maths for pupils falling behind post pandemic.

## Further information

### Evidence based research

EEF <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

### The most successful schools: Third Space Learning

1. Collected and analysed data on groups and individual pupils, and monitored this over time
2. Focused on teaching quality
3. Identified the main barriers to learning for disadvantaged children
4. Put interventions in place when progress has slowed
5. Engaged with parents and carers in the education of their child
6. Referred to existing evidence about the effectiveness of different strategies
7. Trained all classroom staff in the strategies being used in school
8. Secured staff commitment to the importance of the pupil premium agenda
9. Trained governors on pupil premium

#### **In deciding which policies to use, heads and teachers needed to:**

10. Decide what the school wants to achieve with pupil premium funding
11. Analyse the barriers to learning before deciding what strategies to use
12. Decide on desired outcomes and identify success criteria for each
13. Monitor and evaluate the impact of any current strategies on pupils; change them if they're not working
14. Decide on an optimum range of approaches to use
15. Keep up to date with research

### So what does work?

Sir John Dunford knows a thing or two when it comes to Pupil Premium. He was the National Pupil Premium Champion from 2013 to 2015 and so it makes sense to sit up and listen to what he has had to say.

By working with heads and teachers, education trusts, Teaching Schools and local authorities, Sir John was able to observe where the rubber meets the tarmac and identify the features he saw working effectively and what could be learned from those schools that used the government funding best.

Speaking with more than 15,000 school leaders gave him amazing insights into what works and he found that the schools which were most effective in their use of Pupil Premium embraced a variety of

strategies, well targeted at the needs of their pupils. He notes 12 common characteristics of Pupil Premium practice in successful schools:

1. Excellent collection, analysis and use of data relating to individual pupils and groups.
2. Unerring focus on the quality of teaching.
3. Identification of the main barriers to learning for Pupil Premium-eligible pupils.
4. Frequent monitoring of the progress of every Pupil Premium-eligible pupil.
5. When a pupil's progress slows, interventions are put in place rapidly.
6. Every effort is made to engage parents and carers in the education and progress of their child.
7. If poor attendance is an issue, this is addressed as a priority.
8. Evidence (especially the Education Endowment Foundation Teaching and Learning Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning.
9. Staff (teachers and support staff) are trained in-depth on the chosen strategies.
10. Complete buy-in from all staff to the importance of the Pupil Premium agenda is essential, with all staff conveying positive and aspirational messages to Pupil Premium-eligible pupils. Performance management is used to reinforce the importance of Pupil Premium effectiveness.
11. Effectiveness of teaching assistants is evaluated and, if necessary, increased through training and improved deployment.
12. Governors are trained on Pupil Premium.

Sir John is well-placed to tell schools how they should spend the Pupil Premium. However, he resists the temptation and instead provides us with a plan in which he sets out a process for deciding what policies best suit each school's unique context. The "Dunford Plan" involves 10 steps:

1. Set an ambition for what you want your school to achieve with Pupil Premium funding.
2. The process of decision-making on Pupil Premium spending starts with an analysis of the barriers to learning for Pupil Premium pupils.
3. Decide on the desired outcomes of your Pupil Premium spending.
4. Against each desired outcome, identify success criteria.
5. Evaluate the effectiveness and impact of your current Pupil Premium strategies and change them if necessary.
6. Research the evidence of what works best.
7. Decide on the optimum range of strategies to be adopted.
8. In-depth staff training.
9. Monitor the progress of Pupil Premium-eligible pupils frequently.
10. Put an audit trail on the school website for Pupil Premium spending