

# Pupil premium strategy statement

*This document reflects year 2 of a three-year strategy.*

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	Greenshaw High School
Number of pupils in school	1894 (Nov 2022)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 - 2024/2025 Year 2
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Nick House, Headteacher
Pupil premium lead	Phil Stock, Deputy Headteacher
Governor / Trustee lead	Richard Cangialosi

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£462,215
Recovery premium funding allocation this academic year	£136,686
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£598,901

## Part A: Pupil premium strategy plan

### Statement of intent

We believe educational disadvantage includes all students whose achievement is at risk because of the impact of their social and economic circumstances. These circumstances can include factors such as aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations like diet, emotional support and living conditions. We therefore take educational disadvantage to incorporate all students who are vulnerable, including children with social workers and young carers, whether or not they are in receipt of the Pupil Premium, and whether or not they are classified as high or low prior attaining.

A key principle for us is that all our teaching, pastoral and support staff understand these challenges of educational disadvantage, and they recognise their responsibility in addressing them. This responsibility is captured within the activities laid out below, but it also exists in the thousands of tiny interactions with students each day in lessons and around the school, where opportunities to challenge the impact of disadvantage can be taken or lost. Seeing everything that we do through the lens of educational disadvantage helps us to be clear about the impact of our actions on all our students, but particularly our most vulnerable. It means we take collective responsibility for overcoming the barriers to achievement that are brought about by circumstance.

We plan to make sure our limited resources are used where they will make the biggest difference to the greatest number. Research and experience suggest this is in the classroom, where through our teaching we have the most control over our students' development. We can significantly improve students' learning if we focus – as we intend to – on the development of their language ability. We see this as the key that unlocks success both at school and later in life, because a child's ability to read, write and speak effectively determines their motivation and ability to learn in lessons, and how they see themselves in relation to others and society beyond the school gates.

Ensuring high quality teaching is therefore a key part of our strategy. This explains our commitment to teacher professional development to ensure our students are receiving the best possible education. One of our main focuses is improving teachers' understanding of how to support students with their reading comprehension. The Tutor Reading Programme, for instance, ensures all students read for an extended period each day with their comprehension supported by activities facilitated by the tutor. Emphasis is also placed on the mechanisms that support and encourage expert teaching, such as our iterative coaching model and our commitment to powerful whole school routines that bring about consistency and ensure student focus is always on learning. The development of robust formative and summative assessment makes it possible for us to identify issues early and act swiftly to close gaps that emerge.

## Challenges

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

Challenge number	Detail of challenge
1	Data from standardised assessments and internal tests shows a <b>significant proportion of disadvantage students are behind age-related expectations across the core subjects</b> . This is pronounced in years 9 and 10 where students who have been adversely affected by school closure are struggling to access GCSE topics. Observational data suggests these gaps in learning are compounded by low motivation and high anxiety, which leads to lesson avoidance. There is a need for targeted academic intervention for some pupils.
2	<b>Overall attainment and progress is lower for disadvantaged students than for non-disadvantaged students in most subjects</b> . This gap is particularly evidenced in GCSE combined science and English Language, where the gap has been consistently high. Diagnostic assessment in science suggests students struggle with longer problem solving and application tasks, whilst in English students perform less well in reading tasks that require high levels of background knowledge and vocabulary to generate meaningful inferences. In years 7-10 maths standardised diagnostic assessments show a number of disadvantaged students lack fundamental mathematical knowledge.
3	Standardised reading assessments and observational data from classroom visits show that <b>disadvantaged students' reading comprehension is significantly weaker than their non-disadvantaged peers</b> , particularly at the lower end of the distribution in years 7-10. It seems that, on average, the vocabulary, background knowledge and ability of students to draw inferences from texts is a significant issue for a large proportion of our disadvantaged cohort. This conclusion talks to the attainment of disadvantage students in GCSE language, which measures much of the same reading construct.
4	Observations from lesson and tutor group visits highlights an issue with <b>some disadvantaged students not fully participating in their learning</b> , such as taking longer to settle to activities, leaving some work incomplete and giving up a little too easily when asked questions or set tasks. The number of records of concern and internal exclusions for accumulated low level behaviour issues point to attentional issues in class for some of our disadvantage cohort. This observational and quantitative evidence suggests that keeping all our students focused on their learning is a top priority for our professional development.
5	Internal data, including behaviour and attendance data, data on exclusion rates, wellbeing survey data and the numbers of teacher and pupil self-referrals, point to a <b>rise in social and emotional issues for a significant minority of pupils</b> , in particular around mental health issues of anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils, and are having an impact on their levels of academic attainment which results in lesson avoidance (on-site truancy) and further disruptions to their learning.
6	Data on homework completion rates across all year groups show that a <b>significant number of students do not complete their homework regularly or in sufficient detail</b> . This figure is disproportionately represented by those students from a disadvantaged background. Reflections from staff, students and families suggest that challenges of physical space, cognitive ability and independent study habits prevent them from completing work on a regular basis and to a high enough standard to actually improve their learning.

## 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
Above national average progress and attainment	2024/25 KS4 outcomes demonstrate: <ul style="list-style-type: none"> <li>• Top quartile for progress made by disadvantaged students amongst similar schools.</li> <li>• National average for attainment for all students.</li> </ul>
High reading, writing and oracy levels	2024/25 evidence on high language levels to include: <ul style="list-style-type: none"> <li>• a small disparity between the attainment of disadvantaged students and non-disadvantaged students on standardised reading assessments.</li> <li>• attainment for disadvantaged students in GCSE English Language in line with or above the national average for non- disadvantaged students.</li> </ul>
100% participation in learning across lessons	2024/25 evidence on focused learning to include: <ul style="list-style-type: none"> <li>• quantitative data from lesson observations</li> <li>• survey results from students and staff</li> <li>• book reviews, semi-structured student interviews</li> </ul>
High levels of independent learning and self-regulation	2024/25 evidence on independent learning to include: <ul style="list-style-type: none"> <li>• quantitative data homework completion</li> <li>• survey data about all students' study habits</li> </ul>
High attendance levels	2024/25 evidence on high attendance to include: <ul style="list-style-type: none"> <li>• attendance gap between disadvantage pupils and non-disadvantaged above national benchmarks</li> <li>• persistent absence among disadvantaged pupils no more than 20%.</li> </ul>
High levels of wellbeing	2024/35 evidence of strong wellbeing to include: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in extra-curricular activities, particularly among pupils from disadvantaged backgrounds.</li> </ul>

## 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: £300,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Ensure all teaching and pastoral staff understand the challenges of educational disadvantage and how to meet them in their role.</p> <p>We will fund training so all staff understand the challenges and the school's strategy.</p>	<p>Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom.</p>	1,2,3,4,5,6
<p>Develop pupils' ability to complete extended multi-step tasks and processes.</p> <p>We will use regular observation and feedback cycles based on instructional coaching to develop teachers' ability to model and guide high quality practice.</p>	<p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD.</p> <p>There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.</p>	1,2,5
<p>Improve the subject-specific teaching and support of reading, writing and oracy in all lessons.</p> <p>We will focus on the teaching of reading and vocabulary first.</p> <p>We will use professional development time to develop teachers' knowledge and skills.</p>	<p>Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy.</p> <p>There is significant evidence that improving students' reading comprehension and vocabulary skills impacts attainment at GCSE.</p>	1,2,3,4,5
<p>All pupils in years 7-10 experience high quality reading in tutor time to develop their vocabulary knowledge and improve their reading ability.</p>	<p>Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE.</p>	1,2,3,4
<p>Make better use of assessment so we can identify issues early.</p> <p>Training will be provided on how to interpret assessment data, and systems improved to ensure regular reviews of progress.</p>	<p>High quality tests can 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>	1,2,3,4
<p>Use whole school coaching to develop teachers' ability to use high impact teaching strategies to support all pupils, in particular pupils with cognition and learning needs.</p>	<p>SEND Guidance Report Five a Day strategies, including explicit instruction and scaffolding.</p> <p>Effective PD Guidance Report</p>	1,2,3,4,6

## Targeted academic support (e.g. tutoring, one-to-one support)

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s)
Use academic tutors to work with groups of students whose learning in English, maths and science has been affected by the pandemic. A significant proportion of those receiving additional tutoring will be disadvantaged students.	Tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind in small groups. See EEF evidence findings around <a href="#">small group intervention</a> .	1,2,3,4,6
Set up targeted Direct Instruction intervention groups for English and maths in years 7 and 8. These are intense programmes that focus on developing students' basic knowledge and fluency so that students can access the main curriculums in maths and English.	Internal evidence that DI groups develop core knowledge and skills. Regular feedback each lesson is a key feature of this intervention. See evidence in the <a href="#">EEF Toolkit Feedback</a> about the impact of regular feedback on student learning.	1,2,4,5,6

## Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s)
Run attendance workshops for emergent attendance concerns. This involves grouping students in accordance to specific need, such as building resilience.	Evidence from trials showed a positive impact on targeted absence. Embedding principles of good practice set out in EEF Guidance Report on Working with Parents.	1,5
Adoption of a new Wellbeing curriculum every fortnight during tutor time sessions in years 7-10. This includes training for relevant school staff delivering the sessions and follow up activities.	The Early Intervention report on adolescent mental health found evidence that Social and emotional learning (SEL) interventions can impact young people's social and emotional skills and address anxiety.	1,5
Ensure adequate provision and support for the successful completion of homework for all students, particularly those from a disadvantaged background.	Evidence from the EEF Toolkit suggests that, under the right conditions, <a href="#">regular completion of homework can have a positive impact on student learning</a> .	1,2,6
Appointment of attendance and behavioural support worker officer to work with Emotional Based School Avoidance pupils e.g. home visits, 1-2-1 personal interventions, family support and weekly check-ins for pupils with 5+ days absence.	Evidence from trials of intervention workshops showed a positive impact on targeted absence. Embedding principles of good practice set out in EEF Guidance Report on Working with Parents.	1,5

## Part B: Review of outcomes for 2021/22 academic year

*This details the impact that our pupil premium activity had on pupils in 2021 to 2022.*

### Overall Outcomes

Good progress  Average progress  Minimal progress

Whilst it is important to be tentative when making direct comparisons with data from previous years, and to recognise the uneven impact of the pandemic on school performance data, it would appear the progress of our disadvantaged pupils has steadily increased. There is still a gap between our disadvantaged and non-disadvantaged cohorts, but the progress of disadvantaged pupils at GCSE seems to be getting much closer to the minimum stated goal for this three year strategy.

### Teaching

Good progress  Average progress  Minimal progress

There has been good progress in developing staff understanding of the challenges of disadvantage and the school's strategy. Evidence from learning walks indicates the focus on the support given to pupils in lessons is significantly improving, in particular with more systematic checks for understanding targeted support through scaffolding and live marking and structured opportunities for extended practice. The focus on reading also appears to be making good progress with more pupils reading in lessons using the booklets created by departments as part of the school's powerful knowledge curriculum.

### Targeted academic support

Good progress  Average progress  Minimal progress

There is evidence that pupils in both the maths and English Direct Instruction intervention groups are making progress on their targeted areas for development. Some pupils in the English group have achieved more success in translating targeted areas of reading into general comprehension, whilst those pupils whose progress is more stubborn have more severe and intractable learning and cognition needs. A follow up standardised test for maths attainment is due to take place in the new year to determine extent of progress.

### Wider strategies

Good progress  Average progress  Minimal progress

Despite the best efforts of the school to support pupils' social, emotional and mental well-being, there is still an unacceptable level of absence, disproportionately represented by disadvantaged pupils. In relative terms, attendance is in line with national averages, but on site truancy from a small group of pupils remains a challenge. The appointment of a dedicated attendance and behaviour support officer is beginning to make a difference with some harder to reach families. The Junction, the school's dedicated facility to supporting pupils' mental health, is continuing to experience high levels of referrals.

## 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
N/A	

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*