



Pupil Premium Statement 2023-24



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Green Meadows Academy
Number of pupils in school 217
Proportion (%) of pupil premium eligible pupils 102 students (47%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended): 3 years
Date this statement was published: November 23
Date on which it will be reviewed July 24
Statement authorised by Scott Jacques
Pupil Premium lead: Ryan Gladwin
Governor lead: Scott Jacques

Funding overview

Detail Amount
Pupil premium funding allocation this academic year £129,558
Recovery premium funding allocation this academic year £85,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable) £0
Total budget for this academic year (This is a contribution towards total spend) £215,518

Part A: Pupil premium strategy plan

Statement of intent

At Green Meadows Academy the Pupil Premium Grant is allocated with a focus on supporting the 106 children from low-income families who have been eligible for free school meals (FSM) within the last six years. This grant is also available to assist the 2 children of service personnel and 3 looked after by the local authority (LAC). Our primary goal with the Pupil Premium strategy is to identify and implement effective measures that close the attainment gap between the most and least disadvantaged pupils within our school.

Our focus at Green Meadows Academy is on establishing strong grounding in communication and skills for life. We firmly believe that these key areas require the most support for our disadvantaged pupils. Moreover, we see these skills as crucial for preparing children for their next steps after leaving school. We are committed to ensuring that the Pupil Premium Grant has the greatest benefit for those facing the most significant disadvantage and the measures we take are designed to develop lasting capacity

Recognizing that the barriers and challenges faced by disadvantaged pupils are complex and varied, we understand that there is no single difficulty faced by all. However, at Green Meadows Academy, we identify barriers that we believe are particularly relevant to our disadvantaged children in our specific context.

The key principles in our strategy to address the challenges faced by disadvantaged students are summarised below:

We have taken an evidence based approach to deciding how to allocate our PP and recovery grant funding for 2023-24, drawing on research from sources such as those listed below:

- [Sutton Trust report: "School Funding and Pupil Premium 2019"](#)
- [Education Endowment Foundation Teaching and Learning Toolkit](#)

Although our strategy is focused on the needs of disadvantaged pupils it will benefit all pupils in our school where funding is spent on whole school approaches.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally attain less well in reading; they do not read often enough outside of school and find comprehension tasks challenging. Pupils' limited experiences impacts on their vocabulary and understanding.
2	A proportion of disadvantaged pupils have other barriers to learning; some come to school hungry; some have social and emotional barriers; and some have low self-esteem and/or low aspirations for themselves.
3	Disadvantaged pupils generally attain less well in writing and communication because they find language processing and retention difficult: they find it difficult to structure and hold sentences; and they do not retain language facts, such as spellings.
4	Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces.

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 receive high quality, tailored teaching to meet their individual needs and ensure they are making good progress towards their EHCP outcomes.	<p>Specialist staff are well led and deployed to provide additional targeted support and develop support staff.</p> <p>Monitoring and learning walks show that quality first teaching is at least good across all classes.</p> <p>Pupils' individual sensory and regulation needs are identified and strategies are well used with the classroom meaning the number of incidents decrease.</p>
Pupils are making accelerated progress	Reading and phonics data show

in reading because the teaching of reading and phonics is high quality, consistent and focused on identifying and filling gaps in knowledge and understanding.	children are making accelerated progress. Monitoring and learning walks show consistently good teaching by all staff.
Pupils make good progress with their communication skills because pupils and staff have the tools and strategies to support them.	Communication champions support pupils to consistently use strategies to support their communication and they are using these independently where appropriate. Staff are well trained in using communication aids and strategies. Equipment and devices are consistently used by pupils to aid their communication.

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: £21,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching CPD - £6,000</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,2, 3, 4
<i>Phonics Training</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1,3

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

Budgeted cost: £80,381.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>HLTA x 2 - £68,038</i>	EEF toolkit highlights both Teaching Assistant Interventions as having moderate impact for moderate cost, showing an impact of +4. QA evidence (Internal and external)	1, 2, 3
<i>Literacy interventions - £2,000</i>	EEF toolkit highlights both Phonics and Reading Comprehension as having high	2, 3

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<i>Vocational and Experiential Learning budget - £5,000</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	2, 3
<i>Purchase of Boardmaker subscription - £3343.50 (1 year)</i>	For more than 30 years, PCS have been used by millions of students and adults to understand and structure the world around them, communicate their thoughts, and learn to read and write. Symbol-based visual supports have been proven to help people with communication, behaviour and learning challenges succeed in school and life and amaze their peers, families, therapists and teachers.	2

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

Budgeted cost: £ 121,981.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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High staff to student ratios to ensure we are able to mitigate risks outlined in individual pupil risk assessments and maintain a ready, respectful environment.	Education Endowment Fund research Progress data QA evidence (Internal and external)	
<i>1 x full-time Communication and Interaction worker - £35,698</i>	EEF toolkit highlights Oral Language Interventions as having high impact for low cost, showing an impact +6. Progress data QA evidence (Internal and external)	1, 2, 3, 4
<i>1 x full-time Pastoral Support Officer - £33,170</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1, 2, 3, 4
<i>1x full-time Pastoral Welfare Leader - £35,698</i>	EEF toolkit shows the impact of parental engagement as being low cost with moderate impact and an impact rating of +4 Behaviour Data QA evidence (Internal and external)	1, 2, 3, 4
Applied Psychologies commissioned OT <i>£545 per day - 10 days commissioned - Total cost £5450</i>	Education Endowment Fund research Progress data QA evidence (Internal and external)	1, 2, 3, 4

Total budgeted cost: £ 223,362.50

With a contribution of £194,145.00 from the pupil premium and recovery premium funding to support the projects above.

Detail Amount

Pupil premium funding allocation this academic year £113,555

Recovery premium funding allocation this academic year £80,590

Pupil premium funding carried forward from previous years (enter £0 if not applicable) £0

Total budget for this academic year (This is a contribution towards total spend) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year. £194,145

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 2022 to 2023 academic year.

Pupils who received PP grant funding during the academic year 2022/23 made positive progress across the school year including progress towards their EHCP outcome. 54% of PP pupils made good progress in all areas of their EHCP outcomes in line with the same proportion of pupils not in receipt of PP grant funding.

90% of pupil premium pupils made progress in reading and phonics compared to 86% of pupils not in receipt of pupil premium funding.

As a result of the ongoing support for PP pupils around the personalised curriculum pathways and the development of SEMH provision, behaviour data shows that PP pupils have reduced the number of incidents of recorded negative behaviour across the academic year from an average of 4.18 incidents per pupil in Autumn term to an average of 3.07 incidents per pupil during the Summer term.

Non pupil premium pupils reduced their number of incidents of behaviour from an average of 5.91 incidents per pupil in Autumn term to 3.28 incidents per pupil in Summer term. Ongoing work around effective communication and behaviour strategies from the communication and pastoral team have supported staff to effectively manage and support pupil's behaviour.

31% percent of pupil premium pupils received specialist intervention from our SEMH intervention lead totalling 296 pupil voice interventions. 75% of the pupils receiving personalised interventions had a lower number of behaviour incidents in Summer Term 22/23 than Autumn Term 22/23.

53 % of pupil premium pupils made good progress in their communication and interaction strand according to data. Targeted work and whole school training from the schools communication and interaction leaders have increased the staff understanding and knowledge to deliver more highly effective communication support.

Pastoral and Family Support Officers supported 52 pupils through Early Help

and Direct Payment support. Pastoral and Family Support Officers supported 10 Child in Need families over the course of the academic year.

Phonics teaching and resources became more established and embedded across the academy. Learning walks showed that ___ % of phonics observations were effective and ___% of pupils across the school made good or better progress in phonics. ___% of PP pupils made good or better progress in phonics.

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

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?
What was the impact of that spending on service pupil premium eligible pupils?

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.