

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	Greys Education Centre
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023
Date this statement was published	14/12/22
Date on which it will be reviewed	
Statement authorised by	Catherine Assink
Pupil premium lead	Jo Tift
Governor / Trustee lead	Deirdre Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,775
Recovery premium funding allocation this academic year	£ 14,880
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	£42,655

Part A: Pupil premium strategy plan

Statement of intent

We plan to use the funding flexibly in order to raise the achievement of our disadvantaged pupils. Our objectives are to be able to provide these pupils with the same opportunities, experiences and chances of success as their non-disadvantaged peers.

We are aware that many of our pupils have difficulty in accessing the curriculum because of attendance, social and emotional issues and difficulties with literacy. These issues have been accentuated due to Covid. We therefore intend the pupil premium to help address these needs. These interventions will be on an individual/age appropriate basis as well as funding resources and additional training for staff.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data for KS 3 and 4 pupils over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils. This has an impact on individual attainment.
2	Assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils.
4	Our discussions with families showed us that there had been a lack of enrichment activities during school closures and Covid restrictions. These findings are supported by 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
Attendance improves of disadvantaged pupils in Key Stages 3 and 4.	2021.22 whole school attendance is at least 90%, when removing those who receive a package of education off site from the data set. Yearly attendance of disadvantaged pupils is at least as good as non-disadvantaged pupils, when those receiving a package of education, pupils missing from home are removed from the data set. Reduction of the number of disadvantaged pupils who are persistent absentees (PAs). There is no more than +/- 1.5 percent variation between the attendance of disadvantaged and non-disadvantaged.
Improve the progress in reading of disadvantaged readers	Disadvantaged pupils and more able disadvantaged pupils read at least to age related expectations
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	As a result, these disadvantaged pupils' transitions to next placements is 100% successful within a 3 month period. Reduced exclusion rates, and behaviour tracking for students. Clear interventions that are measurable, tracked and regularly reviewed for sustained impact, learners in school, making progress. Thrive Assessments scores and Behaviour Assessment Target scores (BATS) will improve
Participation in enrichment experiences that prepare learners for the world outside of school	Tracking through measurable evidence, including: student voice, attendance at clubs, trips and visits and intervention data outcomes
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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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training Over a 2 year period train more Hive staff in the Thrive approach	Our experience shows us that this approach, based on established neuroscience attachment theory and child development, works with our SEMH pupils. The impact Thrive has on children and the communities around them has been evidenced in a number of studies. These include: 1. Thrive helps to develop resilience in young people. (Hart and Heaver 20151). 2. Thrive closes the gap for vulnerable children in a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 20152). A supplementary evaluation was carried out in early 2018 that further supported these findings.	3,4
Phonics training for Head of English	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	

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

Budgeted cost 19,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of tracking system	This will ensure that monitoring is effective and evidence that good reading progress is made by disadvantaged pupils	2
Purchase of standardised diagnostic assessments for reading	- Improved standardised tests to enable more precise interventions for pupils not making sufficient progress in reading.	2

	- Reading assessments will indicate that students will make rapid and sustained progress in reading age. - Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Promoting literacy through purchasing additional reading resources, games and Intervention work with Reading Therapy dog, purchase of additional diverse reading books	Research has shown the benefit of having therapy dogs in the classroom, particularly for pupils with SEND. https://www.therapydogs.com/therapy-dogs-classrooms-campuses/ All pupils benefit from having books with characters that they can identify with. https://www.booktrust.org.uk/	2
1-1 Tuition for identified individuals	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
		2

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

Budgeted cost: £ £15,000

£ 5,000 contingency

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance Advice This will include Identifying disadvantaged pupils with low attendance and create personalised packages to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 1
- Regular access to high quality, impact measured	The EEF (Education Endowment Foundation) Toolkit suggests that	3

1-1 sessions for pupils. Identified to meet - individual SEMH and wellbeing needs including music sessions, therapies, individual mentoring	targeted interventions matched to specific students' needs or behavioural issues can be effective, especially for older pupils.	
- Educational visits and outdoor learning	A year long enrichment program planned to ensure exposure to social and cultural experiences, attendance and student voice will demonstrate success of the program The key impacts on the children from outdoor learning as evidenced by The City of London Corporation (2021)	4
Contingency fund for acute issues.	Based on our experiences of having a regular changing cohort and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 42,665

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.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. “Live” lessons were delivered to pupils with additional laptops purchased and delivered to pupils using Pupil Premium

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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?	