

Pupil Premium Strategy Statement

2023/2024

The aim of pupil premium funding is to help raise 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.

The school receives funding to ensure we can provide additional support to raise the attainment of disadvantaged pupils.

The funding is calculated using the January School Census and Children Looked After data returns.

For pupils to qualify for Free School Meals (FSM) pupils must be:

- Children of families in receipt of Income Support/Job Seekers Allowance/Income Related Employment and Support Allowance/Child Tax Credit (but not Working Tax Credit) and whose household income does not exceed £16,190 pa.
- Children Looked After (CLA); a child who is in local authority care continuously for 6 months.
- Children with parents in the armed forces (service children).

It is our role to ensure we allocate and spend this funding responsibly to have the greatest impact on the progress of these pupils and close any gaps between them and their peers.

School overview

Detail	Data
School name	Greys Education Centre
Number of pupils in school	56 at time of completion, however the number changes weekly
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Clare Breare
Pupil premium lead	Jo Tift
Governor / Trustee lead	Deirdre Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,790
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	£32,790

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. It is also hoped that these pupils will benefit from increased social mobility and have improved chances of accessing higher education.

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. Many of our pupils have limited opportunities to engage in activities which raise cultural capital. 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.

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

In line with the 3-tiered approach in Education Endowment Fund's pupil premium guide, activities must be those that:

- support the quality of teaching, such as staff professional development.
- provide targeted academic support, such as tutoring.
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

As such all our strategies are linked with these areas.

Non-academic barriers: We aim to build the cultural capital of all our pupils to allow them to be successful, ensuring that disadvantaged students access the same opportunities as their non-disadvantaged peers. This cultural capital will be nurtured to help pupils develop the knowledge and life skills they need. We will also focus spending on supporting parental engagement including skills to support their children, for example around online safety, attendance and well-being.

Our strategies embody the EEF advice, to diminish the difference in outcomes for pupils in receipt of pupil premium funding. All strategies are evaluated for impact at least half termly.

Challenges

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

Challenge number	Detail of challenge
1	Although attendance is higher than the national average of alternative providers, we want to increase it further and improve punctuality for our disadvantaged pupils. Attendance and punctuality has an impact on individual attainment as pupils miss out on key activities and building blocks of the curriculum. <i>Our challenge is for pupils' attendance and punctuality to be at 90%</i>
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 and impacts their ability to increase social mobility and have improved chances of accessing higher education <i>Our challenge is to ensure that 90% pupils make incremental reading progress throughout the year.</i>
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Pupils find it difficult to self-regulate and demonstrate resilience. This may impact on a successful return to school and academic achievement. <i>Our challenge is to ensure that pupils receive appropriate interventions and bespoke packages where necessary and support transition to their next school/college placement</i>
4	Our assessments, observations and discussions with pupils show that they have fewer experiences out of school that build their cultural capital. A restricted cultural capital is a barrier to learning. <i>Our challenge is to ensure that all disadvantaged pupils are provided with the opportunity to participate in activities/experiences that help to build their cultural capital.</i>
5	Our assessments and observations show that the cost of living crisis means that gaps are further impacted by financial worries of as the cost of living increases, findings which are backed up by national studies. <i>Our challenge is to ensure that all pupils develop life skills such as financial literacy and have access to careers guidance.</i>

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
Improvement in attendance and punctuality of disadvantaged pupils in Key Stages 3 and 4 continues to be an ongoing target with the changing cohort of pupils.	2023-24 whole school attendance is at least 90%, when removing those who receive a package of education off site from the data set. Yearly punctuality and 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 and punctuality 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 or make accelerated progress from their starting points.
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 leading reduced negative behaviour logs for each pupil.
Participation in enrichment experiences that prepare learners for the world outside of school and build their cultural capital	Tracking through measurable evidence, including: student voice, attendance at clubs, trips and visits and intervention data outcomes

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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics CPD	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF research shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2
Careers CPD	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development A review of careers education by The EEF and Bank of America Merrill Lynch found that it can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.	5
Behaviour management CPD Thrive Trauma Informed Practice	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour EEF research has shown that effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. Our pupils need to be taught how to manage their behaviour if they are to be able to successfully return to other education establishments.	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <i>Improving School Attendance Advice</i> This will include Identifying disadvantaged pupils with low attendance and create personalised packages to improve attendance. Working closely with families to enhance parental engagement	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222 Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. Many of our parents have had a negative experience with schools and we need to re-establish positive relationships in order to improve education outcomes for our pupils	1
Promoting literacy through purchasing additional reading materials that are more diverse and engaging to our pupils Standardised baselining through Primary and Secondary Teaching of phonics	- Improved standardised tests to enable more precise interventions for pupils not making sufficient progress in reading. - Reading assessments will indicate that students will make rapid and sustained progress in reading age. <i>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</i> EEF research shows that a rigorous focus on both phonics and reading comprehension strategies demonstrate high impact (average +6 months). For our pupils, explicit teaching of language and vocabulary is crucial. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,5
1-1 Tuition for identified individuals and bespoke packages	EEF research shows that one to one tuition can be a very effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3

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

Budgeted cost: £ £10,000

£1,000 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
- Regular access to high quality, impact measured 1-1 sessions for pupils. Identified to meet - individual social and emotional learning and wellbeing needs including music sessions, therapies, individual mentoring	The EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students' needs or behavioural issues can be effective, especially for older pupils. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
- 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 (via pupil voice and experience applied to work). The key impacts on the children from outdoor learning as evidenced by The City of London Corporation (2021)	4

Regular access to music activities	Research has shown that overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
Regular opportunities to cook for pupils	Research has shown that cooking in school has many benefits for pupils, through developing new skills, applying maths concepts, health benefits and a lifelong skill that can have longer financial benefits http://www.college-universities.com/articles-advantages-learning-cooking-in-schools.php	
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: £ 33,000

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 2022 to 2023 academic year.

Our aim was to raise the attendance of disadvantaged pupils so that it was more in line with non-disadvantaged pupils. We successfully achieved this with disadvantaged pupils 0.9% higher than non-disadvantaged pupils. We set an aspirational target of 90%. The attendance for this group of pupils was 82% compared to the previous year of 76.8%. The national average for KS3 and 4 pupils is 62%. Improving attendance will continue to be a focus in 23/24.

The increased focus in reading and significant impact on the Primary pupils. 58 % pupils are reading at the levels commensurate to their actual age. 71% made significant progress.

All pupils were provided with the opportunity to participate in numerous enrichment activities throughout the year, including a one night residential camping trip for Primary pupils. Pupils were able to enjoy new activities and broaden their experience of cultural capital, including musical activities, theatre trips and art trips.

Thrive intervention work helped to support the pupils with successful transition to new schools. With 100% success rate of these pupils.

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
Phonics	Sounds Write
Maths	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: