

# Pupil premium strategy statement – Greenacre School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	944
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Louise Campbell
Pupil premium lead	Clare Goeë/Charlotte Bennett
Governor / Trustee lead	Peter Sim

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£259350

# Part A: Pupil premium strategy plan

## Statement of intent

At WGSP, we are dedicated to empowering and supporting disadvantaged students to achieve their full potential. Our Pupil Premium strategy focuses on providing targeted interventions, opportunities, and resources tailored to address the unique needs of these students. By narrowing the achievement gap and fostering a culture of inclusion and equality, we aim to ensure that all students have equal opportunities to succeed academically, socially, and personally.

### Objectives:

- **Targeted Support and Interventions:** We recognise the specific challenges faced by disadvantaged students, including those identified as young carers, allocated a social worker, or receiving Early Help. Our approach emphasizes tailored support that promotes well-being, raises aspirations, and enhances educational outcomes.
- **Quality First Teaching:** At the forefront of our strategy is a commitment to high-quality teaching. We will provide our staff with tailored, effective continuous professional development (CPD) to enhance teaching standards. Research shows that high-quality teaching has the most significant impact on closing the attainment gap, benefiting all students.
- **Inclusive Learning Environment:** We strive to create a supportive and equitable environment where every student can thrive, regardless of their background. This includes fostering positive classroom relationships, maintaining high expectations, and utilising effective assessment and feedback to inform teaching practices.
- **Collaborative Academic Strategy:** Our academic strategy aligns with broader school plans for educational recovery, particularly through tailored interventions and classroom support. We will leverage school-led intervention initiatives to support students—both disadvantaged and non-disadvantaged—who have faced significant educational disruption.
- **Responsive Approach to Needs:** Our strategy is rooted in robust diagnostic assessments to identify common challenges and individual needs. We will ensure that disadvantaged pupils are consistently challenged in their work, intervene promptly when needs are identified, and promote resilience and positive mental health.

### Implementation and Monitoring:

To ensure our approach is effective, we will:

- Foster a whole-school ethos where all staff take responsibility for the outcomes of disadvantaged pupils, raising expectations and accountability.
- Implement the EEF (education endowment foundation) tiered approach, focusing on a small number of impactful strategies that adapt as the needs of the school and students evolve.
- Regularly assess and refine our initiatives through data analysis and feedback to guarantee we are making a meaningful difference.

In conclusion, our Pupil Premium strategy at WGSP is committed to providing every disadvantaged student with the support, resources, and opportunities they need to thrive. By fostering an inclusive and empowering environment, we believe we can help all students reach their full potential, paving the way for future success.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of the pupil premium students, as a collective, is lower than that of non-pupil premium cohort. Whole school attendance has declined nationally. Aim to achieve 97% attendance
2	Although pupil premium students make good progress, this progress is lower than their non-pupil premium peers. Disadvantaged students struggle to meet aspirational target grades compared to non-disadvantaged peers (closing the gap of Progress 8 towards 0)
3	Consistent quality first teaching in all areas.
4	Literacy and Numeracy - Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and basic numeracy skills, than their peers. This impacts their progress in all subjects.
5	Well-being - Our assessments, pupil voice survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression, and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Information from students' Primary schools when they join us, and Reading/Numeracy testing has shown that students are below their expected chronological ages when they join us especially with students that are from disadvantaged backgrounds when compared to their peers.
7	Experiences to broaden students' cultural capital for disadvantaged students has been greatly impacted through school closures for those students in KS4. Some disadvantaged students are not able to participate in enrichment opportunities outside of school and therefore we want to be able to broaden students outlook and experiences.

8	There is a portion of exclusions within the academy that involve students from disadvantaged backgrounds. Aim to reduce exclusions from this group and increase engagement through alternative provision
9	Students have multiple barriers to their learning such as SEND, LAC, CIN/CP and digital poverty. This can impact their learning and progress and can widen the gap in comparison to their peers. Aim to ensure all students can access learning through interventions, SEND support and virtual learning.
10	Parental engagement from our disadvantaged group is lower than their peers and therefore needs to improve. Parental engagement is a key factor in students' development and engagement with their learning and progress.
11	Socio-economic deprivation means that some families cannot afford key basics such as uniform, equipment, technology to support learning and connectivity. Likewise, this will potentially restrict students from participating in extracurricular activities such as clubs, sports, music lessons, trips and visits. The challenge is to ensure that all students have equal access to all aspects of the wider school curriculum and that socio-economic deprivations does not present a barrier to students' involvement, ensuring inclusivity for all.

## 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
To achieve and sustain improved attendance for all pupils particularly our disadvantaged students	Attendance to raise closer to national average and reduction in unauthorised absences
Improved attainment amongst disadvantaged pupils across the curriculum in all year groups	Progress data for KS4 shows narrowing gap and attainment data shows higher attainment for disadvantaged students closer to their peers
Teaching and Learning precisely tackles misconceptions, maintains high expectations of all students and students making progress that is in line with their peers	Teaching and learning principles are consistently applied in all classrooms which is evident in peer reviews and internal drop-ins
Improving reading and numeracy comprehension among disadvantaged pupils at KS3	Reading testing demonstrates a reduction in the gap between disadvantages and non-

	disadvantaged peers. Teachers improve students understanding of tier 3 vocabulary
To achieve and sustain improved wellbeing for all pupils, including those that are disadvantaged	Qualitative data from student voice, student and parent surveys and teacher observations shows a sustained improvement in student well-being.
Improve engagement of disadvantaged students in the full life of school	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Implement a tracking system of extra-curricular and other opportunities available and accessed to support disadvantaged students.
Exclusions of disadvantaged students to be in line with the rest of the school and alternative provisions are sought where appropriate	A variety of alternative provision placements in school and out of school set up for students based upon individual situations. The attendance to these provisions is high. Impact of this is that exclusions are in line with rest of the school.
Parental engagement of students from disadvantaged backgrounds to be in line with that of other parents	Engagement with parents evenings, Arbor app, surveys and other events improves and continues to maintain good engagement.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ staff to deliver literacy and numeracy sessions during form and lunch times to promote progress in these areas.	Teachers can plan to respond to the needs and misconceptions of pupils with multiple barriers, resulting in greater progress for pupils in these groups.	2, 4, 8, 9
Targeted CPD for the staffing body.	EEF 'Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class,	2, 3, 8, 9

	<p>and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'</p> <p>Also accessing new online bespoke programmes that can be tailored to staff such as National College and Step lab.</p>	
<p>Assistant Headteacher responsible for outcomes. This role includes identifying actions required in order to address issues arising and working with subject leaders to ensure appropriate and effective actions are put in place. The Assistant Headteacher will be responsible for tracking and monitoring the progress of students in the school, including those who receive Pupil Premium funding.</p>	<p>Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EEF Implementation Guide states that; 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.</p>	1, 2, 3, 4, 5, 6, 8
<p>Support with the FLO's salary with the FLO having a large impact on attendance, progress and well-being. Expanding the safeguarding team.</p>	<p>As in the EEF guidance, they state, consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships.</p>	6, 7, 8, 10
<p>Online platforms to support staff in creating resources for all students to access – Teach Mate AI.</p>	<p>To attract high-quality candidates to the profession and reduce attrition, teaching needs to be an attractive and fulfilling career. Work-life balance is a key consideration, and despite the government's commitment to addressing excessive and unnecessary workload, teachers' hours are higher than for similar graduates (McLean et al., 2023).</p>	3, 9

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions.	EEF: 'For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well trained and supported – for example, delivering a structured intervention.'	1, 2, 4, 8, 9
<p>Homework – SENECA.</p> <p>All students having access to devices and homework club. All students were asked regarding internet access at home.</p>	<p>Homework and revision is fundamental to increasing knowledge and retaining information. Evidence suggests that pupils can add 5+ months to their learning. Pupils will be given access to online applications and resources which avoids students needing to print or “hand-in” homework.   Homework   Education Endowment Foundation   EEF.</p> <p>Homework is being set on SENECA and Teams, which all students have access to. This is a clear way of monitoring homework and a uniformed approach for all.</p> <p>As advised by the EEF - Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a</p>	2, 4, 5

	punishment or penalty for poor performance.	
Scholarship funds for DofE, sporting activities, art activities and Music lessons.	EEF – Arts Participation + 2 – 3 months impact  EEF – Sports Participation +2 months impact Research by ‘A New Direction’ shows the importance of cultural and arts opportunities to support wider learning of PP students.	1, 5, 6, 8

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural impact is an area we need to develop upon to raise aspirations, awareness, opportunities. Trips will be run throughout each academic year to allow for disadvantaged pupils to experience activities they may otherwise not be able to do-theatre trips, museums, oversea trips, exploration trips will all be included.	EEF ‘enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’	5, 8, 10
Events aimed at improving parent’s engagement and relationships with the school, in addition support for engagement in school life such as charity events, coffee mornings, parent forum etc.	EEF – Parental Engagement = + 4 months positive impact ‘Providing practical strategies with tips, support and resources to assist learning at home may be more beneficial to pupil out- comes than simply gifting a book to pupils or asking parents to provide generic help to their children.’	1, 5, 6, 10
Supporting pupils’ social, emotional and behavioural needs including behaviour	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support	2, 6, 8, 9



interventions through using AP.	greater engagement in learning + 4 months positive impact.	
Extended school time, including for breakfast clubs, interventions etc.	Evidence shows that providing a healthy breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration and improved well-being and behaviour. EEF – evidence suggests that summer school promotes positive progress of 3+ months.	1, 2, 5, 8
To work closely with attendance team and year teams to identify and support students with low attendance. Looking at rewards and incentives to improve student attendance.	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.”	1, 8, 10
Sanitary Products provided for students in school.	As stated by the EEF and gov.uk guidance. Period products should be available for all who need them, when they need them, so they can access education. Having periods should not be a barrier to education for anyone.  Girls, women, and pupils and students who identify as non-binary or transgender, who have periods may all need to access this scheme. All pupils and students in schools and 16 to 19 organisations should be able to access period products if they need them.	1, 5, 11

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The academic year 2023/24 was transformative for the school, marking a significant shift from its structure in September 2023 to a newly unified organisation by the end of the year. The merger of the boys' and girls' provisions in January 2024 set a new foundation for the school, integrating previously separate teams, including teachers, administrative staff, and even the social spaces for students.

With the appointment of a new Headteacher to lead this unified vision, a restructured Senior Leadership Team (SLT) emerged, designed to support both provisions as a cohesive unit. This strategic change in leadership created a framework for addressing the distinct needs of the newly merged school community.

However, merging the physical spaces and social environments was a substantial challenge. The two buildings, each with their own histories and layouts, needed to become a singular, harmonious space for all students. Every step forward required creative solutions to overcome logistical and cultural hurdles, as the school worked to foster a sense of unity and shared identity.

By year's end, the school had made tremendous strides, positioning itself to fully embrace the benefits of this merger while setting the stage for a stronger, more inclusive environment.

#### **Attendance**

The average percentage attendance for disadvantaged pupils was lower than non-disadvantaged, with the gap narrowing as the year progressed. The improving trend in attendance was supported by the effectiveness of the new attendance hub and The Pastoral Team working alongside the attendance officers. The attendance, pastoral and safeguarding team worked closely to ensure safeguarding remained effective. Multiple referrals for low attendees, were submitted and placed with the local authority, referrals were also made to children services for those not accessing regular education. The aim this year is to eliminate the gap in attendance in all year groups, for all students and to continue to work as a cohesive unit across pastoral, attendance and safeguarding, putting in early interventions.

#### **Behaviour & Attitudes**

Strategies have been implemented to support the behaviour, mental health, and well-being of students. We as a school have tried to take holistic approach and made improvements around supporting mental health and well-being. This type of support is crucial all year round however particularly vital during the public examination season, where tailored assistance has proved invaluable. Our in-school counsellors have played a pivotal role in supporting students in need,

alongside the success of our anger management program and alternative provision offerings, such as mental health workshops, a larger safeguarding team, outreach support etc.

In addition to these initiatives, we have allocated funds to strengthen our pastoral support system. This includes increasing the capacity of our support staff and Pastoral Support Assistants (PSAs) to better address the diverse needs of our students. Moreover, we have expanded our reward budget to recognise and celebrate students who consistently uphold our school values, further fostering a positive and inclusive environment.

### **Attainment KS3**

Supporting and pushing academic progress in Key Stage 3 pupils, particularly those eligible for Pupil Premium, requires a multi-faceted approach to address specific barriers and unlock a student's full potential.

Firstly, our focus on Quality First Teaching is instrumental to ensure that students eligible for Pupil Premium are supported in all areas of the curriculum. Staff plan carefully for misconceptions, stretch students and ensure that the relevant levels of scaffolding are implemented to ensure progress at all levels, in all subjects.

Many teaching and learning strategies have been implemented as whole school practice to support our understanding of our pupil's attainment, ensuring that we bridge gaps in learning through targeted intervention. The use of subject specific mentors, teaching assistants and after-school clubs offer the chance for students to grow both academically and culturally. Exposure and invitations to learn outside of the classroom is key when delivering certain aspects, enriching students throughout their school journey.

Changes to our homework policy has promoted the use of applications to support learning, outside of the classroom. Seneca has changed the way that we implement homework, allowing staff to tailor tasks to individual students. We encourage resilience in our student's school life, celebrating effort as well as excellence, teaching pupils to see mistakes as opportunities to grow.

WGSP now has more clubs and competitions than ever. We also provide experiences beyond the curriculum to raise our students' aspirations.

### **Attainment KS4**

Our GCSE results for 2023/24 suggested that the performance of disadvantaged students compared to their counterparts (non-PP) within the same cohort had a gap. When analysing the reasons behind the gap last academic year we recognise there were issues surrounding behaviour, attendance and attitudes to learning and have looked this academic year as to how we can intervene earlier with mentoring to support our PP students with their engagement. Also encouraging students to access

incentives such as the 100-day challenge. Academic staff are also encouraged to work with pastoral teams to support with poor attendance.

### **Teaching and Learning**

There has been a new focus on teaching and learning, with the understanding that high quality teaching in classrooms, across the curriculum is vital in ensuring that all students can close gaps in their knowledge and make progress, but with a greater focus on disadvantaged students. We have an AHT who is responsible for overseeing teaching and learning, across the school and has been working with Heads of Faculty/Subject to ensure that the curriculum offer is inclusive and ambitious for all students, but with a focus on the provision in place for disadvantaged students and vulnerable learners. Quality CPD has been put in place through the Beyond Schools Trust, focusing on best practice in classrooms to promote the engagement, progression and attainment of all students. The role of Raising Standards Lead (RSL) is now embedded in school practice and assigned to two Assistant Headteachers, one for KS3 and one for KS4. They have been working collaboratively with the T&L lead, overseeing Teaching and Learning on assessing progression. This important piece of work, has enabled a reporting system to be put in place which will allow student progression to be mapped and importantly allow for gaps in knowledge and a lag in expected progression to be highlighted quickly and appropriate interventions put into place to support a positive progression. This means that vulnerable learners, with a focus on disadvantaged students can be supported in a timely fashion and progression supported across the curriculum. We have also recently moved to using 'Step Lab' this is going to help shape our CPD, coaching for staff and support staff drop in's.

One of the teaching strands that all teachers should incorporate into their lessons in adaptive teaching and challenge, this ensures that all students are challenged, and support and scaffolding is put in place to ensure that progress is not impacted by different starting points or needs.

Additionally, all staff receive CPD on developing their practice to ensure all students, including vulnerable and disadvantaged students can access the curriculum and make the same levels of progress as students who are not disadvantaged.

### **Wider Strategies**

The school has now significantly increased the range of extra-curricular activities and trips on offer to all students. The process ensures that all disadvantaged students are offered financial support to participate in these events, such as payment plans and early advertisement.

Overall, we remain focused on high quality lessons, staff CPD, and ensuring attendance and positive behaviour provides not only pupil premium students, but all students at the academies, the effective message that we expect them to succeed and together as a community, working alongside parents/carers, we can overcome any barriers to achievement.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Accelerated reader and start reading	Accelerated reader
Seneca	Seneca Ltd
Spellzone	Spellzone Ltd
Attendance Advisory Service	Medway Council

