

Pupil premium strategy statement: Greenbank 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	121 (commissioned 119)
Proportion (%) of pupil premium eligible pupils	29.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 2024/25
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	M. McCann
Pupil premium lead	J F Power
Governor / Trustee lead	M England

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£40,950

Part A: Pupil premium strategy plan

Statement of intent

The **Ethos** of Greenbank School is 'Learning and Succeeding Together' our ethos is driven by a strong vision supported by a clear set of lived values:

At Greenbank, we create a kind and caring environment. We are committed to growth and lifelong learning. We work to achieve success, build resilience, and embrace everyone's unique strengths. We learn and succeed together.



Our pupils and school council believe that these values are important to them.

It is what makes Greenbank School so special

The school ethos of 'Learning and Succeeding Together' is at the core of everything we do at Greenbank. We are committed to ensure that our students from disadvantaged backgrounds have the support, care and respect to achieve their full potential. We firmly believe that a whole school strategic approach to pupil premium results in a significant impact on school wide attainment. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for all disadvantaged pupils across our Dual Curriculum Model. School has used the Education Endowment Foundation's guide to the Pupil Premium to plan, implement, monitor and sustain an effective Pupil Premium strategy. In doing so we are confident that all strategies used are evidence based. The strategies in place focus on three key areas:

- High Quality Teaching
- Targeted Academic Support
- Wider Whole School Strategies

These initiatives, whilst being aimed at our pupil premium pupils, have a direct impact on all of our students, (e.g. staff professional development, a Family Liaison Advisor, investment in Cultural Capital experiences (Duke of Edinburgh Award) promoting our vision and values. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers

Challenges

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

Challenge number	Detail of challenge
1	Individual access needs linked to autism and other associated conditions
2	Individual sensory needs, anxiety, social and communication needs within setting
3	Communication issues associated with the 4 areas of need impacts directly on all students. Significant number of students receive SALT input. The vast majority of children enter Key Stage 3 reading and number ages significantly below that expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.
4	Parent engagement - hard to reach families
5	Rising SEND population within CWAC bringing pressure on rising class sizes and school population.
6	Rising levels of anxiety, mental health and well-being leading to attendance / refusal.

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
Identified pupils will receive necessary and timely support by trained ELSA in order to support MHW needs.	Pupils will be identified, based on a clear referral process. Personalised support will be offered by the ELSA, impact tracked via AET framework. Final Outcomes- Pupils self-regulation, communication, self-esteem is more robust supporting academic progress, attendance, EHCP Outcomes, Cultural Capital and potential life outcomes.
Family Liaison Advisor working directly with identified pupils offering families immediate and relevant support.	Parental interactions, case study outcomes and feedback will evidence and demonstrate a positive impact linked to the school setting. Final Outcomes- Strong consistent co-production between schools, families and pupils impacting positively on ambition, attendance, attaining EHCP Outcomes, Cultural Capital and potential life outcomes.
All pupils will have access to additional tailored support for their specific needs.	Following a clear referrals process, identified pupils will receive personalised, specialised and tailored experiences linked to their STO's and this will be demonstrated in observations and assessment via Arbor / AET Framework. Available Therapies- Music, Cultural Capital experiences and CBT. Case studies evidence the positive impact. Final Outcomes-

	Levelling up of academic and wider life & extra-curricular experiences promoting ambition of future pathways.
Professional development with a focus on further developing quality teaching and learning.	Scheduled staff training over a 3 year period with a focus on Literacy (3 days) Numeracy (3 days), in addition to CPD with the Maths Hub and The Literacy Company. Learning Walks, Lesson observations, Peer observation and work looks to gather evidence, share good practice on quality teaching and learning.

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: £11,126.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development with a focus on further developing quality teaching and learning.	EEF Phonics +4; Reading Comprehension Strategy +6; Feedback +8, Mastery Learning +5; Metacognition and Self Regulation +7	3,5,6
White Rose- CPD for teaching and TA staff with a focus on Numeracy teaching and learning.	EEF Homework (Secondary) +5; +4; Reading Comprehension Strategy +6; Feedback +8, Mastery Learning +5; Metacognition and Self Regulation +7	2,3,5,6
Literacy Company- CPD for teaching and TA staff with a focus on Literacy teaching and learning.	EEF Homework (Secondary) +4; Reading Comprehension Strategy +6; Feedback +8, Mastery Learning +5; Metacognition and Self Regulation +7	2,3,5,6

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

Budgeted cost: £15,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of in-house specialist ELSA team providing sessions for targeted pupils for an afternoon session per week.	EEF: Behaviour interventions, Feedback, Metacognition & Self-regulation, Social & Emotional learning +3	1,2,6

Accelerated Reader-baselines, reading assessment, MyON aimed at developing and securing a love of reading.	EEF: Reading and Comprehension Strategy +6	3,5
Purchase retro arcade edu handsets that provide opportunities for pupils to learn coding, download games designed by them	EEF Digital Technology +4	3,5

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

Budgeted cost: £15,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yr7 and targeted access to group/individual music therapy. Use of external specialist music therapist, 1 day per week.	EEF: Small group tuition +4	1,2,3,6
Full-time Family Liaison Officer (partially funded by Pupil Premium) to target support for families in need but also available for all school families.	EEF: Parental engagement +3, Metacognition & Self-regulation +7, Social & Emotional learning +4	1,2,3,4,5,6
Duke of Edinburgh Award Scheme (Bronze and Silver) providing personal equipment and fees associated with the award providing full access to the award.	EEF: Behaviour interventions +3; Outdoor Adventure Learning +4; Metacognition and Self Regulation +7	1,2,4,6
Conway Residential trip (KS4-5)- participation in outdoor adventure activities promoting team building, communication, resilience and self esteem.	EEF: Behaviour interventions +3; Outdoor Adventure Learning +4; Metacognition and Self Regulation +7	1,2,3,6

Total budgeted cost: £ 41,388.80

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium comparison

Paragraph 244 from School Inspection Handbook says:
Inspectors will use outcomes cautiously (including any measures that use this data as a basis) and will only use data to inform discussions with the schools about pupils' outcomes. No schools will be marked down on the basis of the data alone.

Year group (121)	Numeracy	Attendance (%) Taken 16.12.24	Pupil Premium	% of students	Year group (121)	Literacy	Attendance (%) Taken 16.12.24	Pupil Premium	% of students
7 (19) 19	AA (BE)	74.8	8 students PP 1 student outside of E on PP	12.5	7 (19) 19	AA (BE)	74.8	8 students PP 1 student outside of E on PP	12.5
8 (17) 17	ES (SBE) JJ (BE) JasI(BE)	99.3 82.0 76.3	8 students PP 2 student outside of E on PP	25	8 (17) 17	ES (SBE) JJ (BE)	99.3 82.0	8 students PP 2 student outside of E on PP	25
9 (25) * 25	JP (SBE)	16.3	9 students PP	0	9 (25) * 25	JP (SBE)	16.3	9 students PP	0
10 (12) 12	AE (AE)	85.7	7 students PP 1 student outside of E on PP	14.3	10 (12) 12	AE (AE)	85.7	7 students PP 1 student outside of E on PP	14.3
11 (22) 22	CA (BE) GC (BE)	70.4 88.1	10 students PP 1 student outside of E on PP	10	11 (22) 22	CA (BE)	70.4	10 students PP 1 student outside of E on PP	10
12 (13) 13	none	N/A	PP not available post-16	N/A	12 (13) 13	none	N/A	PP not available post-16	N/A
13 (13) 13	none	N/A	PP not available post-16	N/A	13 (13) 13	none	N/A	PP not available post-16	N/A
White FLP (0)	N/A	N/A	N/A	N/A	White FLP (0)	N/A	N/A	N/A	N/A

Discuss around students needed as
1 student is AE
3 student BE linked to attendance
1 student attendance is 99.3% but is SBE - engagement in lessons

Pupil premium pupils are making as much progress as their peers. Where pupils accessing Pupil Premium are making below or above expected progress, regular monitoring of the causes of this with appropriate actions, review and evaluations take place to provide every opportunity to for pupils to succeed in line with their peers.

End of KS4 & KS5: Destination 2023/2024

Destination	Number of Students (Yr 13)	Number of Students (Yr 12)	Number of Students (Yr 11)
Greenbank Sixth Form			12
Petty Pool College	7		1
Cheshire College South & West - Crewe Campus	3		2
Cheshire College South & West - Ellesmere Port Campus	1		
Reaseheath College	2	1	
Coleg Cambria - Deeside Campus	2		
Pinc College - Macclesfield Campus	1		
Employment	1	1	
NEET			

The number of student leavers for the academic year 2023 - 2024 in Year 11 – 15; Year 12 – 2; Year 13 - 17
Where the cell is left blank, there are zero students for that destination

The majority of pupils leaving KS4 move into schools sixth form provision with 100% completion rates, before progressing to college, employment or internships, evidence of successful outcomes for young people, regardless of background.

NEET pupils = 0%

During the academic year 2024-25 school is completing an evaluation and review exercise of its Pupil Premium philosophy looking at how it plans, implements, monitors the impact Pupil Premium has on socio-economically disadvantaged pupils in order to write a 3 year plan. The plan objective will look to break the link between family income and educational achievement.