

# Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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	Pine Green Academy
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	24-25 25-26 26-27
Date this statement was published	Sept 24
Date on which it will be reviewed	Sept 25
Statement authorised by	Daniel Hartley
Pupil premium lead	Stu Williams
Governor / Trustee lead	Academy Council

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87 300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87 300

## Part A: Pupil premium strategy plan

### Statement of intent

Due to the socio-demographics of the community our school serves, a large majority of our pupils are eligible for pupil premium. (13% LAC). Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our pupils.

At the heart of our approach is high-quality teaching focussed on areas that pupils require it most, targeted support based on robust diagnostic assessment of need, and giving pupils the skills and motivation to help them access a broad and balanced curriculum.

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, such as high-quality teaching. 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.

We will also provide pupils with support to develop independent life and social skills and continue to ensure that high-quality careers guidance and further education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require in order for them to be successful in later life.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by covid and the increase in the cost of living to a greater extent than for other pupils. These findings are backed up by several national studies. This has increased the significant knowledge gaps our pupils had. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4 - 7% lower than for non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have reading difficulties compared to non-disadvantaged pupils in our school.
5	Our assessments, observations and discussions with pupils and families suggest that our disadvantaged pupils have made less progress towards their EHCP targets

## 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
For pupils to show clear progress from their individual starting points	By 2026/27 all pupils will demonstrate clear progress from their individual starting points in all subjects as evidenced by school's internal assessment data
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Increased outcomes from PASS survey and Bounce surveys</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained improved attendance demonstrated by: <ul style="list-style-type: none"> <li>• ensuring that the whole school attendance exceeds 80% by 2024-25 and 84 by 2026-27</li> </ul>
To reduce the gap between disadvantaged and non-disadvantaged pupils in relation to their individual reading ages	By 2026/27 there will be a reduction in the reading age gap between disadvantaged and non-disadvantaged pupils based on NGRT assessment data. There will also be increased progress in reading ages based on individual starting points.
To ensure that the vast majority of a pupils EHCP outcomes show significant progress.	By 2026/27 90% of EHCP outcomes show significant progress as indicated from: <ul style="list-style-type: none"> <li>• qualitative data from pupil, parent and teacher feedback</li> </ul>

## 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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,4,5

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continued use of 2 extra positions in school for one-to-one or small group tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:	1, 2, 5
To continue with structured interventions to enable our pupils to improve how they self-manage themselves	There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal	2, 5
To implement structured interventions to	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits	All

improve individual pupils literacy and numeracy skills	from one to one tuition. Low attaining pupils are particularly likely to benefit	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund a family support worker	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels	3
Continue with the funding of an independent EWO	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
Contingency fund for acute issues.	Based on our experiences 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
To create opportunities for our pupils to address deficits in their cultural capital	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	2,3,4

**Total budgeted cost: £87 300**

## 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 2023 to 2024 academic year.

Last year the pupil premium activity allowed us to continue to fully engage with pupils. We were able to continue to deliver a program of interventions to support pupils both academically and also emotionally.

A range of activities were put in place which allowed pupils the opportunity to gain new experiences.

Diagnostic testing was used to help determine where pupils are with their learning and that information helped to inform targeted academic interventions. This allowed us to meet the needs of newer pupils quickly.

The above resulted in less behavior issues within school and an increase in the number of pupils meeting their EHCP targets

Confidence in the school continues to rise amongst parents/care givers. The results from the SET survey (Summer 24) showed that 100% thought their child was well looked after and 89% thought their child was taught well and the school was well managed.