



## Greenhill Academy

### Pupil Premium Report Academic Year 2015-16

At Greenhill we aim to improve both the attainment and achievement of all our pupils regardless of their circumstance. Raising the aspiration, attainment and self-esteem of our least financially advantaged students is a major priority of the school.

#### Context

- St Mary's ward of Oldham is in the **top 10% of the most deprived** wards in England (55.2% of pupils in most deprived 3%)
- **Free School Meals** is at **19%** but many parents decide not to take up their entitlement.
- **Percentage of pupils eligible for the deprivation premium is 31%.**
- **Indicators of acute deprivation** include - adults without qualifications, health issues, high level of social disadvantage where English is not the functional language.

#### Allocation of Funding 2015-16

Funding Allocated to school is **£191,300** (£1,300 per eligible pupil).

We have taken into account research papers by the DFE, The Education Endowment Foundation and OFSTED on how to use funding to raise achievement for disadvantaged pupils. This has enabled us to consider use of the funding and how to ensure best practice.

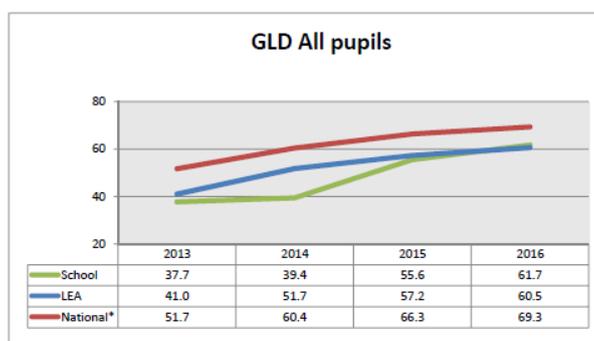
Provision	Costings
• Early Intervention - Reduce class sizes in Reception to 20 per class – to develop Language and basic skills, raise attainment at end of EYFS	£24,000
• Specific phonic interventions to support Y1 and Y2 children who may be at risk of falling behind delivered by TAs (portion)	£1,400
• 3 Learning Mentors to boost confidence, raise self-esteem and attainment. Also to monitor and improve attendance and punctuality	£74,700
• Steel Pan tutor for Gifted and Talented and target children	£2,500
• Subsidised Curriculum enhancement such as visits to the theatre, museums and outdoor education enabling all children to participate	£20,000
• Improve Extra-curricular offer, engage with Oldham Children's University to improve learning outside the school hours	£1,000
• Subsidised residential trip for Year 6 children to Robin Wood Outdoor Pursuits Centre	£5,000
• Yoga Classes to develop well-being and calming techniques (1 per half term)	£2,000
• Early Intervention programmes such as NUMICON	£2,000
• Staff development- Inclusion Manager CPD- Effect use of Pupil Premium (Focus Education)	£250
• Leadership and Management – Inclusion Manager	£47,500
• Delivery of interventions for identified children across school	£22,000
• Free Wake 'n' Shake and Breakfast Club provision	£1,200
• Free CPG Revision Books for Year 6 pupils	£140
• Easter School Provision	£700
• Drama specialist to run drama club	£350
• Brass lessons for G and T pupil premium children	£300
<b>Total</b>	<b>£205,040</b>

## Enhancement of Provision

- **Early Intervention** – delivery of BLAST and BLAST 2 interventions to develop early language and communication skills
- **Learning Mentors** focussed on attainment, behaviour for learning, self-esteem, confidence, attendance and punctuality across KS 1 and 2
- Providing **first hand experiences** unlikely to receive outside of school as well as nurturing talent, supporting children to make progress.
- **Curriculum Innovation** – Curriculum Weeks, first-hand experiences to give experience and opportunities in other areas of the curriculum and everyday life
- Developing children's want to be involved in the wider life of school; **experience alternative experiences and developing confidence**
- **Residential visit Y6** to develop self-esteem, confidence, widen their experiences outside the local community
- **Trips and Visitors** – significant contribution to cost funded by school enabling all children to attend
- **Well-being** – Yoga Classes to promote calming techniques and discipline
- Professional Development for Year 2 teacher and Maths Leader – **NUMICON training** to support the implementation of Maths teaching in Key Stage 1 and for vulnerable groups
- **Enhancing staff knowledge and development** on effective use of Pupil Premium in order to have intended impact.
- Ensure that the day to day running of Pupil Premium and the **inclusion of all children is consistent and to high standard**
- **Interventions for lowest attaining pupils** delivered by funded staff- Read, Write Inc. 5 Min Box – Literacy and Maths, Rapid Maths
- Provision of **free BREAKFAST CLUB** to ensure children are awake and ready to learn at the start of the day. Learning Mentors target children to attend and are encouraged to participate in an active activity before eating.
- Year 6 pupils given **free CPG Revision** books to support home learning and a raise attainment
- **Easter School** ran by 3 Learning Mentors for 4 days to build up self-esteem and raise Year 6 disadvantaged pupils attainment
- **Drama Summer School** ran by Drama Specialist for 5 days to raise self-esteem and self-confidence
- **Extra-Curricular Clubs** after school and at lunchtimes at no-cost to parents- Steel Pan and Brass, Boxing, Dance
- Becoming a **flagship status** school for inclusion

## Impact

- A wide range of appropriate **teaching and learning strategies** contribute to the quality of pupils' work and learning. Feedback and Marking constructively contribute to children's learning.
- Introducing **smaller Reception classrooms** has led to raised attainment at the end of Reception. GLD has risen from 20% (2011/12) to 39% (2013/14) to 56% in 2014/15 and **62% in 2015/16** (closing the gap to National for the third year running).



- The **use of a Teaching Assistants** to deliver Read, Write Inc phonic intervention has led to improved phonics screening test results, from 48% (2012) to 67% (2013) to 77% (2014) to 79% in 2015 and **81% in 2016**, maintaining school meeting National average. Our Disadvantaged Pupils being at above similar pupils Nationally, or in 2016 2 children below (who were both identified on the SEND Register).

	Year 1					
	2014		2015		2016	
	School	National	School	National	School	National
All Pupils	74	74	77	77	81	81
Boys	63	70	80	73	77	77
Girls	82	78	74	81	84	84
Disadvantaged	65	63	73	66	67	70
Other	77	78	78	80	84	83

- Almost all pupils demonstrate high levels of interest, enthusiasm and engagement in teaching and learning across the curriculum.

The behaviour of the children is excellent and the children are polite and well mannered. There is a fully inclusive ethos and a commitment to the following: *“We strive to be the best we can be and are determined that everyone; children and staff can reach their full potential.”* It is clear to see the high standards across the school and all displays reflect the excellence achieved; they certainly have the ‘wow factor.’ Greenhill is most successful in its aim *“to be a leading example of excellence.”*

During discussions with pupils, the group were asked to describe Greenhill Academy and they responded that it is ... *Outstanding, Intelligent, Excellent and Lovely!* They also shared:

- “Our Pupil Council is good. They share all of their ideas and they make changes.”*
- “We could go to Mrs Eccles with any worry. She always has time for us.”*
- “We enjoy all of the trips and special events.”*
- “All of the teachers help me. I’m profoundly deaf and I told my friends all about it; they learned a lot.”*

IQM Assessment Report- November 2015

- Additional support** is used very effectively to enhance the quality of learning and progress of DSEN and Disadvantaged pupils. In 2016 this was particularly evident in Writing and Spelling, Punctuation and Grammar at the end of Key Stage 2 and in all areas at the end of Key Stage 1.

## Key Stage 2 Results (at Expected or above)

Writing							
		All		Dis			
Cohort		62	29				
Score		3.63	3.03				
CI +/-		1.57	2.30				
Rank		10	14				
		Low		Middle		High	
		All	Dis	All	Dis	All	Dis
Cohort		10	5	44	22	8	2
Score		5.27	3.43	3.45	2.98	2.53	2.58
National %		0	0.34	0	0.10	0	0.11
Difference %		5.27	3.09	3.45	2.88	2.53	2.47
CI +/-		3.92	5.54	1.87	2.64	4.38	8.76
Rank				11	14		

English grammar, punctuation and spelling													
		A/T		All		Dis				All		Dis	
Cohort		0		63	30			63	30				
School %				81	77			22	17			22	27
National %				72	78			0	-10				
Difference %				9	-1								
		Low		Middle		High		Low		Middle		High	
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis
Cohort		10	5	44	22	8	2	10	5	44	22	8	2
School %		40	40	86	82	100	100	0	0	16	14	88	100
National %		17	19	73	76	98	99	1	1	12	13	55	57
Difference %		23	21	13	6	2	1	-1	-1	4	1	32	43
Diff (no of pupils)		2	1	5	1	0	0	0	0	1	0	2	0

## Key Stage 1 Results (at Expected or above)

Reading									
		A/D		All		Dis			
Cohort		0		66	17				
School %				80	88				
National %				74	78				
Difference %				6	10				
		Emerging		Expected		Exceeding			
		All	Dis	All	Dis	All	Dis	All	Dis
Cohort		31	7	32	9	3	1		
School %		65	71	94	100	100	100		
National %		36	39	85	87	99	99		
Difference %		29	33	8	13	1	1		
Diff (no of pupils)		8	2	2	1	0	0		

Writing									
		A/D		All		Dis			
Cohort		0		66	17				
School %				67	76				
National %				65	70				
Difference %				1	7				
		Emerging		Expected		Exceeding			
		All	Dis	All	Dis	All	Dis	All	Dis
Cohort		35	8	30	9	1	0		
School %		46	50	90	100	100	-		
National %		30	33	82	83	98	99		
Difference %		16	17	8	17	2	-		
Diff (no of pupils)		5	1	2	1	0	-		

Mathematics									
		A/D		All		Dis			
Cohort		0		66	17				
School %				82	100				
National %				73	77				
Difference %				9	23				
		Emerging		Expected		Exceeding			
		All	Dis	All	Dis	All	Dis	All	Dis
Cohort		35	8	31	9	0	0		
School %		69	100	97	100	-	-		
National %		36	40	86	87	99	99		
Difference %		33	60	11	13	-	-		
Diff (no of pupils)		11	4	3	1	-	-		

## RAISEOnline Report 2016

- Effective deployment of staff and targeting support staff / HLTA/ mentors to key groups is a strong feature of the school.

Inspirational leadership is provided by the dedicated Principal and she is inspirational in her approach and determination to provide the very best for each and every learner in the Academy. The Principal is well supported by a team of valued and experienced teachers and

Teaching Assistants. The committed IQM Coordinator has led the IQM process in a thorough manner and the IQM paperwork and supporting evidence file are comprehensive and clear to read; excellent practice here. Strong relationships and team working are evident throughout the Academy, with members of the Trust, staff, Governors and parents working professionally together, united in their aims and with a clear commitment to Inclusion.

## Quote from IQM Report- November 2015

- The school has a very effective policy, systems and strategy for assessing, recording and reporting pupils' progress that meets the needs of all.
- Investors in Pupils award has worked in partnership with our Inclusion Quality Mark to ensure that ALL pupils are more involved in their learning, raising attainment and achievement, boosting self-esteem and increasing attendance and punctuality rates.

*Pupil premium funding is used extremely well. As a result the progress over time of disadvantaged pupils has accelerated to such an extent that there is no attainment gap at the end of Key Stage 2 and pupils often reach standards that are higher than other pupils nationally.*

## Quote from Trust Review in October 2015

- School has been awarded the status of being a **CENTRE OF EXCELLENCE** for Inclusion during 2013/14 for our on-going work on inclusion and supporting other schools, which was re-assessed and re-awarded in September 14/2015 and November 2015. We have also been nominated as a **FLAGSHIP SCHOOL OF EXCELLENCE** for INCLUSION, we are being assessed for this in November 2016.