

# Pupil Premium Strategy

**Academic Year:** 2025-2026

**Review Date:** September 2026

Relating to Greenfield Academy Secondary School part of the Advanced Learning Partnership Multi Academy trust

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**This policy coordinates with:**

Teaching and Learning Policy  
Remote Education Policy  
Attendance Policy  
Behaviour Policy  
Safeguarding Policy

## Pupil premium strategy statement – Greenfield Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

The strategy outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact of last year's expenditure.

### School Overview

| Detail                                                                  | Data                 |
|-------------------------------------------------------------------------|----------------------|
| School name                                                             | Greenfield Academy   |
| Number of pupils in school                                              | 576                  |
| Proportion (%) of pupil premium eligible pupils                         | 63.02%               |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026            |
| Date this statement was published                                       | October 2025         |
| Date on which it will be reviewed                                       | May 2026             |
| Statement authorised by                                                 | J Keating/ A Aspland |
| Pupil premium lead                                                      | A Dixon / G Stead    |
| Governor / Trustee lead                                                 | Juliet Amos          |

### Funding Overview 2025-2026

| Detail                                                                                 | Amount             |
|----------------------------------------------------------------------------------------|--------------------|
| Pupil premium funding allocation this academic year                                    | £ 405, 415.0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                 |
| <b>Total budget for this academic year</b>                                             | <b>£405, 415.0</b> |

# Part A: Pupil premium strategy plan

## Statement of Intent

Ethos: Every Child, Every Opportunity, Every Day

At Greenfield Academy, our mission is to ensure that every pupil, regardless of background or socio-economic challenge, achieves academic success, personal growth and qualifications to open doors to future success. We aim to ensure our children are happy, feel a sense of belonging, are valued, supported and successful.

Serving two main communities facing significant and increasing socio-economic disadvantage, we strive to ensure our students grow into confident, capable, and responsible young people who can make meaningful contributions both locally and beyond. Our Pupil Premium strategy is underpinned by the principle that excellent teaching is the most powerful driver of progress, particularly for disadvantaged pupils

We prioritise high-quality teaching and learning for all, with targeted support to ensure students facing disadvantage receive the interventions they need to thrive. This commitment is supported by:

- A consistent emphasis on high expectations for all students underpinned by our values of being kind, ambitious and proud.
- Robust routines and systems reinforced by an emphasis on achievement and rewards.
- Rigorous use of assessment and data to identify barriers early and tailor provision effectively.

Our approach is closely aligned with whole-school priorities, ensuring Pupil Premium funding enhances the educational experience of all learners while delivering targeted support for those who need it most.

At Greenfield Academy, we recognise the importance of rich, meaningful experiences in transforming students' aspirations. Our offer includes:

- A diverse enrichment programme that exposes students to new ideas, activities, and opportunities.
- A strong commitment to character development, leadership, and resilience.
- High-quality, personalised careers education, helping students understand their potential and plan their pathways with confidence.

These elements ensure every student can explore their interests, identify their strengths, and build the skills valued by employers and further education providers

With over 63% of our pupils eligible for Pupil Premium, a figure which is increasing in Years 7 and 8 (67.33% and 72.48% respectively), we are committed to closing the attainment gap through a tiered strategy rooted in research from the Education Endowment Foundation (EEF). Our strategy is tailored to the specific needs and context of our school community. **40%** of Greenfield Academy students live within the **first decile** of the Index of Multiple Deprivation (IMD), **and 70% reside within the top three most deprived deciles** (Ministry of Housing, Communities and Local Government).

Through rigorous analysis of deprivation indices, alongside sustained engagement with families and the wider community, we have identified financial hardship as an increasingly significant barrier to students' attendance, engagement, and academic progress. In response, the school has established its own uniform hardship fund and has direct links to the Financial Inclusion Support Officer (FISO) Durham LA

### **Pupil Premium Data for 2025-2026**

63% Children eligible for pupil premium

Year 7: 68.04%    Year 8: 71.3%    Year 9: 58.78%    Year 10: 59.84%    Year 11: 57.14%

## **Key Challenges**

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

| <b>Challenge</b>                   | <b>Description</b>                                                                                     |
|------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1. Attendance                      | Persistent absence rates remain high, especially among disadvantaged pupils.                           |
| 2. Engagement & Behaviour          | Higher suspension rates and disengagement among disadvantaged pupils.                                  |
| 3. Literacy & Communication        | Many pupils enter Year 7 below national reading standards.                                             |
| 4. Aspirations                     | Disadvantaged pupils engage less in co-curricular activities and face barriers to post-16 progression. |
| 5. Physiological & Emotional Needs | Pupils face food insecurity, anxiety, and disrupted routines post-pandemic.                            |

| <b>Challenge number</b> | <b>Detail of challenge</b>                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                | <b>Attendance</b><br>Our school has historically faced challenged with attendance which is below the national average. The evidence overwhelmingly shows a complex interplay of individual, family, school and societal factors. Poor mental health is one of the most significant drivers of persistent and severe absence. Anxiety, depression, emotionally based school |

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|   | <p>avoidance (EBSNA) and social stressors frequently manifest as physical symptoms that keep children at home. Pupils with SEND, particularly autistic and ADHD learners struggle when the school environment feels inaccessible. National data shows much higher persistent absence among SEND pupils (33.3% for EHCP holders). Illness and physical health complaints – often linked to anxiety but also genuine health issues requiring coordination with families.</p> <p>The home environment is one of the strongest factors of attendance. Sleep routines, expectations around mild illness, and parental beliefs about school play a major role. Sometimes Children may stay home due to caring duties, illness of a family member, or family breakdown (On average 25% of children are open to Children’s social services)</p> <p>The school has seen an improving trend of attendance from academic year 2023/2024 to current with an overall increase of 5.36% (86.44-91.8%). Persistent absence has declined significantly in the same period from 42.1% to 26.7% (15.4%) and the severely absent rate from 5% - 3.3%. Attendance of DA/PP has also improved by 4.3% since 23/24 and the gap between PP and non-PP is also closing year on year- currently 90.3% PP compared with 94.2% Non-PP. This figure was 85.8% PP compared with 92.2 Non-PP in 23/24. The attendance of SEND children has also improved by 5.2% from 24/25.</p> <p>The DFE have ranked us 5/21 with similar schools and 3/21 for PA of similar schools.</p> |
| 2 | <p><b>Engagement &amp; Behaviour</b></p> <p>In 2024-2025 our behaviour data reveals that 84% of all suspensions are disadvantaged/PP students, with the rate of multiple exclusions also higher amongst disadvantaged students. This increase in negative behaviour aligns with wider research, including findings from the Education Endowment Foundation (EEF), which suggests the pandemic has exacerbated behavioural issues, especially among disadvantaged students.</p> <p>Observations and discussions with children show the difference in engagement, attitudes to learning between some disadvantaged children and non-disadvantaged children. Barriers to engagement for some children are linked to their social and emotional needs and can sometimes be linked to external factors such as adverse childhood experiences.</p> <p>Parental engagement is also a strong factor with notably less parents of PP children attending parent evenings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3 | <p><b>Communicative Skills and Reading Ability</b></p> <p>Standardised reading assessments for Year 7 this year reveal that 49% of students are not reading at chronological age. 74% of these students are disadvantaged. According to the <i>COVID-19 Support</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|   | <p><i>Guide for Schools</i> (EEF, 2020), the pandemic has significantly exacerbated existing inequalities in literacy, with more students entering school with reading ages below the expected level. This disparity impacts students' performance across all subjects, as reading proficiency is crucial to academic success.</p> <p>Additionally, evidence from the EEF's <i>Improving Literacy in Secondary Schools: Guidance Report</i> (2021) emphasizes the importance of developing writing and oracy skills, especially for disadvantaged pupils, as these areas have a strong influence on overall academic achievement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4 | <p><b>Pupil Aspiration and Ambition</b></p> <p>Current data recorded in class charts indicate that enrichment activity attendance is 55.4%. This aligns with the Education Endowment Foundation's (EEF) research, which highlights that disadvantaged students often face more obstacles to engaging in extracurricular opportunities, despite their positive impact on academic and personal development (EEF, <i>Improving Social and Emotional Learning in Secondary Schools</i>.2021).</p> <p>Additionally, our latest progression data reveals that 4 students in 2024 (the most recent data available) did not remain in education, employment, or training (NEET) two terms after leaving school. All of these students are classified as Disadvantaged. This underscores the long-term impact of these disparities. To counterbalance this, the school has developed a robust careers, personal development and enrichment programme as EEF research suggests that disengagement from extracurricular activities is linked to greater risk of overall academic disengagement and poorer post-education outcomes (EEF, COVID-19 Support Guide for Schools 2020).</p> |
| 5 | <p><b>Physiological &amp; Emotional Needs</b></p> <p>Our data shows that we have a significant number of children accessing high level support for their mental health needs. The school has a full-time trained counsellor currently working with 48 students over a two-week cycle and 13 children on a waiting list. The main reasons for support are Anxiety, Low mood, Family issues, Self-harm, Bereavement &amp; loss, Anger, Bullying, Exam stress, Friendship issues, worries around current world news issues.</p> <p>In addition, our school is supported by MHST a service which comes into school weekly as well as weekly one day offer from the Emotional Resilience Nurse. Both services have waiting lists.</p> <p>We work closely with CAMHS, particularly with our most vulnerable children and those who are awaiting diagnosis via the Neuro Development pathway.</p> <p>Educational research in the UK highlights significant barriers faced by disadvantaged students, particularly concerning their physiological and emotional needs, which have been exacerbated by the Covid-19</p>                                                              |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|  | <p>pandemic. Prolonged school closures disrupted access to free school meals, leaving many children experiencing food insecurity, as documented by the Child Poverty Action Group (CPAG, 2020). Additionally, economic pressures on low-income households, as reported by the Institute for Fiscal Studies (IFS, 2021), heightened stress levels and contributed to a lack of safe and supportive learning environments. The Education Policy Institute (EPI, 2021) also noted a rise in anxiety, depression, and loneliness among disadvantaged students, who faced limited access to school-based mental health services. These findings collectively illustrate the deepening of existing inequalities, creating significant physiological and emotional barriers to both learning and well-being for vulnerable students.</p> |
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## Intended Outcomes & Success Criteria

| Intended Outcome                    | Success Criteria                                                               |
|-------------------------------------|--------------------------------------------------------------------------------|
| Improved engagement                 | Attendance improves; exclusions decrease; behaviour support is effective.      |
| Increased academic progress         | EBacc subject attainment improves; gap between PP and non-PP narrows.          |
| Raised aspirations                  | NEET rates decline; increased co-curricular participation and post-16 success. |
| Improved literacy and communication | Structured interventions show improved reading scores and fluency.             |
| Enhanced wellbeing                  | More pupils access mental health support; improved emotional indicators.       |

The following outlines 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Disadvantaged pupils show significant progress in relation to their literacy and communication skills.  | <p><b>Structured interventions show improved reading scores and fluency.</b></p> <ul style="list-style-type: none"> <li>• A high-impact, structured intervention programme is implemented for disadvantaged pupils who are below or significantly below age-related expectations.</li> <li>• Standardised assessments show improved reading fluency and comprehension skills, resulting in the reduction in the disparity of reading scores compared to peers.</li> <li>• Curriculum planning includes strategically planned opportunities for all pupils to improve reading, writing and oracy with an emphasis on literacy across subjects.</li> <li>• Monitoring of reading interventions and progress through regular formative assessments and analysis of termly reading scores.</li> </ul> |
| Increased academic progress for pupil premium pupils at the end of KS4, with a focus on EBacc subjects. | <p><b>EBacc subject attainment improves; gap between PP and non-PP narrows.</b></p> <ul style="list-style-type: none"> <li>• Staff CPD and training focus on the intent and implementation of the curriculum to meet the needs of all pupils, with particular emphasis on supporting disadvantaged students.</li> <li>• Intervention programmes are strategically used to close gaps in</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                                                                       | <p>attainment for pupil premium pupils.</p> <ul style="list-style-type: none"> <li>• Reduction in the disparity of achievement between disadvantaged and non-disadvantaged pupils, with progress tracked regularly through internal assessments and external exam data.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Disadvantaged pupils develop greater personal confidence, aspirations, and cultural capital, resulting in improved post- 16 outcomes. | <p><b>NEET rates decline; increased co-curricular participation and post-16 success.</b></p> <ul style="list-style-type: none"> <li>• The careers programme ensures that all students are supported in securing an appropriate place for their next stage in education, reducing the percentage of disadvantaged pupils classified as NEET (Not in Education, Employment, or Training).</li> <li>• The personal development programme and introduction of a Character programme equips students with the essential skills, knowledge, and confidence to become well-rounded citizens.</li> <li>• Reward and Incentive programmes ensure that all disadvantaged pupils are offered and encouraged to participate in a range of extracurricular activities including school visits every year to enrich their cultural capital and personal growth.</li> <li>• Regular monitoring and feedback on pupils' engagement with the personal development programme and post-16 transition rates for disadvantaged pupils.</li> </ul> |
| Disadvantaged pupils are more engaged in their learning, attending better and there are fewer exclusions.                             | <p><b>Attendance improves; exclusions decrease; behaviour support is effective.</b></p> <ul style="list-style-type: none"> <li>• Overall attendance and persistent absence rates improve, in-line with national averages for attendance, with the gap between disadvantaged pupils and their peers narrowing further.</li> <li>• Suspension data shows a reduction in the number of suspensions for disadvantaged pupils in order to reduce the disparity between disadvantage and non- disadvantaged groups.</li> <li>• A range of mental health support, including counselling, is provided to identified pupils.</li> <li>• Analysis of attendance data and trends through ALP ActiveDash and DFE to identify pupils at risk and ensure timely intervention to prevent persistent absence.</li> <li>• Regular review of exclusion data to ensure that targeted support interventions are reducing suspension rates for disadvantaged pupils.</li> </ul>                                                                   |
| Disadvantaged pupils receive the mental health support                                                                                | <p><b>More pupils access mental health support; improved emotional indicators.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>they need to thrive academically and personally.</p> | <ul style="list-style-type: none"> <li>• The provision of targeted mental health support for disadvantaged, and well-being initiatives such as Support for Success ensures pupils' emotional needs are met.</li> <li>• Increased engagement with mental health services, measured by the number of pupils accessing support and the outcomes of targeted interventions.</li> <li>• Improved emotional well-being indicators for disadvantaged students, such as increased participation in school activities and improved behaviour and attendance.</li> </ul> |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Activity 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.

### **Tier 1: High-Quality Teaching Budgeted Cost: £190, 545.05**

- Recruit specialist teachers in core subjects
- Bespoke CPD focused on assessment, communication, and cognitive challenge
- Pen Profiles for PP pupils to personalise support

### **Tier 2: Targeted Academic Support £32, 433.02**

- Literacy & numeracy interventions
- Structured EBacc subject support by specialist staff
- Diagnostic assessments (e.g., GL testing) to tailored interventions
- Pen Profiles for Year 10 pupils to guide support

### **Tier 3: Wider Strategies £182,436.75**

- Attendance strategy led by SLT and supported by pastoral team
- Mental health support via counsellors and CBT-based programmes
- Rewards and incentives including enrichment visits to build cultural capital
- Behaviour support via heads of year, a senior head of year and non-teaching pastoral managers.
- NEET prevention programme and careers guidance (Durham Works)
- Character Education
- Mentoring and parental engagement workshops
- Emotional resilience workshops for targeted pupils

### **Monitoring & Evaluation**

- Termly data reviews on attendance, exclusions, and academic progress
- Pupil voice surveys and engagement tracking
- Regular SLT and governor oversight of strategy implementation

## Tier 1: High-Quality Teaching

| Activity                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Recruitment and retention of specialist teachers                                        | <p><b>Evidence:</b> Specialist teachers in core subjects can better support disadvantaged students in mastering key subject content. Research shows that high-quality teaching in these subjects, particularly in subjects like maths and English, is crucial for improving outcomes for disadvantaged pupils (<i>Teaching and Learning Toolkit</i> (EEF)).</p> <p><u>Teaching and Learning Toolkit   EEF</u></p>                                                            | <p><b>Challenge 1:</b> Physiological and emotional factors (ensuring high- quality subject- specific support to meet academic needs).</p> <p><b>Challenge 3:</b> Communicative skills and reading ability (improving literacy and numeracy).</p> |
| 2. Autonomous CPD to ensure bespoke staff development to cater for all groups of students. | <p><b>Evidence:</b> Tailored, ongoing professional development ensures that teachers have the specific skills needed to meet the needs of all students, especially disadvantaged pupils. The effectiveness of tailored CPD is supported by research from the EEF, showing that high-quality professional development leads to better outcomes for pupils (<i>Effective Professional Development</i> (EEF, 2016)).</p> <p><u>Effective Professional Development   EEF</u></p> | <p><b>Challenge 1:</b> Physiological and emotional factors (empowering teachers to support diverse learning needs).</p> <p><b>Challenge 5:</b><br/>Pupil engagement (helping staff foster better engagement strategies for all students).</p>    |
| 3. Embedding the Teaching and Learning Framework in all lessons                            | <p><b>Evidence:</b> Consistent use of a structured teaching and learning framework ensures clarity, progression and high expectations across all subjects. EEF research highlights that structured approaches and clear routines improve engagement and attainment for disadvantaged pupils.</p> <p><b>Effective Professional Development   EEF</b></p>                                                                                                                      | <p><b>Challenge 2:</b> Cognitive load and working memory (providing clear, sequenced instruction to reduce overload).</p> <p><b>Challenge 5:</b> Pupil engagement (creating predictable, supportive classroom environments).</p>                 |
| 4. Adaptive teaching strategies to meet diverse needs                                      | <p><b>Evidence:</b> Adaptive teaching, including scaffolding and responsive feedback, is shown to improve outcomes for pupils with varied starting points. EEF guidance on</p>                                                                                                                                                                                                                                                                                               | <p>Challenge 1: Physiological and emotional factors (personalised support to reduce barriers).</p> <p>Challenge 4: SEND and additional</p>                                                                                                       |

|                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                                                                              | metacognition and scaffolding supports this approach as a way to close gaps for disadvantaged learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | needs (ensuring inclusive practice).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>5. Bespoke SEND interventions integrated into mainstream lessons</p> <p>OR:</p> <p>Curriculum development to identify and sequence key knowledge, with assessment embedded throughout</p> | <p>Evidence: Targeted interventions for SEND pupils, when combined with high-quality teaching, are effective in improving progress. EEF SEND guidance emphasises that interventions should complement classroom teaching rather than replace it.</p> <p>OR:</p> <p>Evidence: A carefully planned curriculum that prioritises essential knowledge and builds in regular formative assessment helps pupils retain and apply learning. EEF research on 'Cognitive Science Approaches' and 'Assessment and Feedback' shows that structured sequencing and responsive assessment improve progress, particularly for disadvantaged learners.</p> | <p>Challenge 4: SEND and additional needs (providing tailored strategies to support learning).</p> <p>Challenge 3: Communicative skills and reading ability (addressing specific literacy and language needs).</p> <p>OR:</p> <p>Challenge 2: Cognitive load and working memory (sequencing reduces overload and supports retention).</p> <p>Challenge 3: Communicative skills and reading ability (clear progression supports literacy).</p> <p>Challenge 5: Pupil engagement (well-structured curriculum builds confidence and motivation).</p> |

## Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

| Activity                           | Evidence that supports this approach                                                                     | Challenge number addressed                           |
|------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Year 11 Maths, English and Science | EEF research shows that small-group and targeted interventions can accelerate progress, particularly for | Challenge 1: Closing attainment gap in core subjects |

|                                                                                                              |                                                                                                                                                                         |                                                                  |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| intervention sessions on mornings                                                                            | disadvantaged pupils. Morning sessions maximise engagement and reduce disruption to core lessons.                                                                       |                                                                  |
| Phonics and fluency intervention for Year 7 and Year 8 students                                              | Strong evidence from EEF and DfE guidance indicates phonics and reading fluency interventions improve literacy, which underpins success across the curriculum.          | Challenge 2: Low literacy levels impacting access to curriculum  |
| Year 11 Maths designated intervention teacher/programme for three days a week, supported by Maths Trust Lead | Targeted teaching and specialist input have high impact on progress in maths (EEF toolkit: +5 months). Consistent, structured sessions improve confidence and outcomes. | Challenge 1: Underperformance in maths                           |
| English Trust Lead working one afternoon per week with key Year 11 pupils                                    | Expert-led interventions provide high-quality feedback and targeted support, which EEF identifies as a key driver of pupil progress                                     | Challenge 3: Improving English outcomes for disadvantaged pupils |

## Tier 3: Wider strategies (for example, related to attendance, behaviour and wellbeing)

Budgeted cost £

| Activity                                                                                                                                                                                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                       | Challenge number addressed                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Embedding principles of good practice in DfE's <a href="#">Improving School Attendance</a> advice. A designated SLT lead oversees the strategy and provides support to school attendance officer.</p> <p>Attendance is everyone's responsibility and there is a whole school tiered approach to ensure high levels of attendance for all pupils.</p>                  | <p>Improving school attendance requires a whole- school approach, with targeted interventions for persistently absent students. The DfE's "Improving School Attendance" advice emphasises the importance of collaboration between attendance officers and wider staff teams (DfE, 2022). <a href="#">Improving School Attendance   Department for Education   DfE</a></p>                                                  | <p><b>Challenge 2:</b> Attendance (reducing absence and persistent absenteeism).</p>                                                                                  |
| <p>Structured mental health and emotional well-being support (for example, counselling provided by 2 in house counsellors, The Piece of Mind team (MHST POM) and Emotional Resilience nurse (ER). Support is also accessed via school nursing team</p> <p>A structured programme of mental health awareness is delivered through the PD calendar and PSHE programme.</p> | <p>Evidence from the EIF and EEF highlights the effectiveness of structured mental health support in reducing anxiety, depression, and social isolation, improving both attendance and academic engagement (EIF, <i>Adolescent Mental Health</i>, 2021). <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> | <p><b>Challenge 1:</b> Physiological and emotional factors (mental health support).<br/><b>Challenge 2:</b> Attendance (emotional barriers to school attendance).</p> |
| <p>A structured Rewards and incentive</p>                                                                                                                                                                                                                                                                                                                                | <p>Structured rewards and team-based</p>                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Challenge 4:</b> Pupil aspirations (improving</p>                                                                                                               |

|                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                 |
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| programme including enrichment visits to build cultural capital                                                                                                                     | <p>systems promote engagement, teamwork, and a sense of belonging. Evidence suggests that positive reinforcement strategies motivate pupils to engage more fully in school life (EEF, Behaviour and Rewards Toolkit, 2021).</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p>                                                                                        | <p>cultural capital and confidence).</p> <p><b>Challenge 5:</b><br/>Pupil engagement (increasing participation and belonging).</p>                                                              |
| <p>Structured behaviour and pastoral support system provided by heads of year, senior head of year and non-teaching pastoral leaders.</p> <p>Bespoke CPD for key staff members.</p> | <p>A tiered behaviour support programme ensures early identification of at-risk pupils and tailored support for emotional regulation.</p> <p>Evidence from the EEF shows that structured behaviour interventions improve engagement and reduce exclusion rates (EEF, <i>Improving Behaviour in Schools</i>, 2021).</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p> | <p><b>Challenge 5:</b><br/>Pupil engagement (reducing exclusions and improving behaviour).</p>                                                                                                  |
| NEET (Not in Education, Employment, or Training) prevention programme                                                                                                               | <p>Our tailored careers support and post-16 transition programme helps disadvantaged students make informed decisions about their futures.</p> <p>The EEF highlights that robust guidance and targeted support reduce NEET rates and improve long-term outcomes (EEF, <i>Careers Education and NEET Prevention</i>, 2021).</p> <p><a href="#">Careers education   EEF</a></p>      | <p><b>Challenge 4:</b><br/>Pupil aspirations (improving post-16 outcomes).</p>                                                                                                                  |
| Introduction of structured mentoring for targeted students identified through the creation of student PP Pen Portraits.                                                             | <p>Mentoring programs, especially those focused on building aspirations and addressing barriers, have shown positive impacts on disadvantaged pupils' engagement, attendance, and confidence (EEF, <i>Mentoring Toolkit</i>, 2021).</p> <p><a href="#">Mentoring   EEF</a></p>                                                                                                     | <p><b>Challenge 4:</b><br/>Pupil aspirations (mentorship to raise goals and ambitions).</p> <p><b>Challenge 5:</b><br/>Pupil engagement (fostering connections and positive relationships).</p> |
| Parental engagement initiatives (calendared events and workshops)                                                                                                                   | <p>Research indicates that engaging parents in their child's education improves attendance, behaviour, and attainment. The EEF's <b>Parental</b></p>                                                                                                                                                                                                                               | <p><b>Challenge 2:</b> Attendance (parental support for school participation).</p>                                                                                                              |

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                                                                                                                                 | <p><b>Engagement Toolkit</b> highlights the importance of home-school partnerships in reducing barriers to learning (EEF, 2021).<br/> <a href="#">Parental engagement   EEF</a></p>                                                                                                                                                                                      | <p><b>Challenge 5:</b><br/> Pupil engagement (building stronger home-school links).</p>                        |
| <p>Implementation of tailored emotional resilience workshops delivered by school counsellor (ALE/S4S) to targeted students.</p> | <p>Workshops on emotional resilience equip students with tools to manage stress, build self-esteem, and cope with challenges. Evidence from the EEF emphasizes the role of emotional resilience in improving attendance and academic performance (<i>EEF, Social and Emotional Learning Toolkit, 2021</i>).<br/> <a href="#">Social and emotional learning   EEF</a></p> | <p><b>Challenge 1:</b> Physiological and emotional factors (building resilience and emotional well-being).</p> |

## **Part B: Review of Outcomes in the previous academic year (website summary)**

This section provides a comprehensive evaluation of the outcomes for disadvantaged students at Greenfield Academy during the 2024-2025 academic year. It includes an analysis of the activities, interventions, and assessment processes that contributed to these outcomes.

### **Attendance and Behaviour**

Attendance rates for disadvantaged students have shown improvement, with the overall attendance gap between pupil premium and non-pupil premium students narrowing to 3.85%—below the national average. The 2024-2025 overall attendance rate for disadvantaged students was 85.93%, slightly below the national average, but early indicators from the current academic year show a promising increase to 90.2% and this is reflective of a positive three-year trend, moving from 83.44 in 23/24 to 85.93 24/25 to current 90.2%. This demonstrates an improvement of over 6%.

A robust system for tracking and improving attendance, aligned with DfE guidance, ensures a collaborative approach. Pupil premium students receive more than 80% of targeted attendance interventions.

The school's structured behaviour and pastoral system, managed by senior leadership, pastoral leaders and year leaders ensures that suspension rates have been significantly reduced and are currently below the national average.

### **Reading attainment:**

On entry testing using a National standardised test (NGRT) shows that approximately 50% of our children are reading below their chronological age with 40-50% not achieving a functional literacy level.

The universal offer for all children (tier one) takes place as part of the tutor programme where a weekly topical non-fiction text is shared with a class using guided reading principles with the children being provided with time to reflect on the text's meaning and wider context.

Our current year 8- 2029 leavers have the most significant gap between chronological age and reading age. In response to this the school delivers the 'read, write, re-start' in years 7 and 8 for those children requiring phonic intervention. For children not requiring phonics but requiring further support to develop fluency and understanding in order to close the reading age gap are in receipt of fluency intervention.

The reading programme in place is beginning to demonstrate positive impact. There is still a gap between chronological and reading age however 69% of children are showing at least expected progress with 19% showing higher or much higher than expected progress.

In 2024-25 96% of the children who accessed the phonics programme showed improvement with 57% showing good progress.

## **Targeted academic interventions**

GEMs sessions in all subject areas (child and development areas- gaining extra marks)

Morning interventions for core subjects

Bespoke targeted small group interventions from QLA

## **Emotional and wellbeing services**

Greenfield has a full time counsellor dedicated to supporting children in all year groups and a further fully trained counsellor who operates a bespoke 'support for success' unit.

Greenfield also works closely with MHST and links with CAMHS services both on and offsite.

The counselling service at Greenfield Academy continues to meet a critical need, with 48 students accessing a total of 936 sessions during 2024-2025. Of these students, 40 were pupil premium, demonstrating the service's essential role in supporting disadvantaged students. Common themes for referrals included anxiety, exam stress, and low mood.

## **Careers Support and post -16 progression**

2024: 130 Total Education, Employment and Training (including Employment without Training, Re-engagement and Other) 93.5%

Greenfield Academy delivers a comprehensive and tailored careers programme for all students, with a specific focus on pupil premium students. Support during Key Stage 4 ensures students transition successfully into appropriate qualifications and providers. This provision includes a bespoke transition programme for those SEN students requiring additional support.

## **Safeguarding**

Safeguarding remains a cornerstone of Greenfield Academy's ethos.

Staff vigilance is reflected in the reported 2172 safeguarding cases logged since September 2024, a significant increase from the previous year. This increase underscores the proactive culture of vigilance and the effectiveness of staff training.

Comprehensive safeguarding policies and procedures ensure that every child feels secure and supported.

## **Equality and Diversity**

Greenfield Academy upholds the principles of the Equality Act 2010, ensuring no student is disadvantaged based on any protected characteristic. This commitment is integrated across all policies and practices, fostering a fair and inclusive environment for all.

## **Complaints**

The school encourages open dialogue to address concerns. For formal complaints, the process is outlined in the School Complaints Policy.

## **Appendix A**

### **Safeguarding**

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the safeguarding policy.

### **Complaints**

All complaints should be raised with the school in the first instance.

The details of how to make a formal complaint can be found in the School Complaints Policy.

### **Equality and Diversity**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

### **Modern Slavery Act**

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain. The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

### **Accessibility Statement**

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large

print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.

## Control Log

| <b>Description</b>                | <b>Name/title</b>            | <b>Signature</b> | <b>Date</b>     |
|-----------------------------------|------------------------------|------------------|-----------------|
| <b>Prepared by</b>                | <b>SLT Lead</b>              | <b>A Dixon</b>   | <b>19.10.25</b> |
| <b>1<sup>st</sup> Approved by</b> | <b>Executive Headteacher</b> | <b>J Keating</b> |                 |
| <b>2<sup>nd</sup> Approved by</b> | <b>Chair of Governors</b>    | <b>W Marsh</b>   |                 |