



Green Gates Primary School



Pupil Premium

What is Pupil Premium?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children registered for a free school meal and children that have been in care for more than six months.

The aim of the Pupil Premium funding, which is additional to main school funding, is allocated to help address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish online information about how we have used the Premium.

Our purpose

At Green Gates Primary School, we are committed to helping every child achieve their very best and to have high aspirations for their future. We strive to achieve a stimulating, creative and engaging learning environment where all children are valued.

Our objectives

Our key objective when using the Pupil Premium funding is to help diminish the difference between PP and Non PP children. As a school, we have a very good track record for ensuring that all groups of pupils make at least expected progress or better. We have identified several barriers to learning which are affecting our Pupil Premium children. These barriers are:

- Access to appropriate grammar – especially orally
- The number of pupils who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND or Families in Need
- Pupils with specific social and emotional needs which can affect their learning
- Low self-esteem / aspirations
- Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities
- Access to stimulating resources, specifically reading books
- Attendance and in particular punctuality
- Parental engagement with school and their children's readiness for learning

The total amount of Pupil Premium money for the 2016 – 17 year was £192,680.

The number of pupils currently eligible for Pupil Premium is 147 (77%)

Focus	Area of spend	Objectives	Outcome	Funds allocated
English and Maths	Additional teaching staff to facilitate small class sizes in year 4 and 6	To improve outcomes in reading, writing and maths.	More support for PP children More opportunities for guided work More opportunities for focused AFL Improved attainment	£124,196
English and Maths	Additional TA support in classrooms and for targeted interventions	To improve outcomes in reading, writing and maths.	More support for PP children More opportunities for guided work More opportunities for focused AFL Planned 1:1 and small group interventions to help improve attainment Pre teaching sessions to prepare pupils for new learning Careful tracking of home reading and homework	£15,068
Social and Emotional	Pastoral coordinator / ELSA support	To provide additional support to our vulnerable children.	Support given to pupils and families requiring additional help so that they are ready to learn Vulnerable pupils closely monitored and tracked Early intervention to meet the needs of the child Multi agency sessions to liaise with families and outside agencies to provide the best care for each child	£11,655
Enrichment	Funding school trips / residential visits and experiences	To ensure that all children have access to enrichment activities which can help develop their self esteem, social skills and aspirations.	Pupils are able to participate fully in all enrichment activities – trips, experience days and residential visits Learning is enhanced through the use of trips Social skills, self esteem and perseverance are developed through participation with activities	£10,764
Social and Emotional	Funding for counselling service	To provide additional support to our vulnerable children.	Support given to pupils requiring additional help so that they are ready to learn Dedicated time to help develop pupils' emotional needs Improved self esteem and behaviour	£8190
English	Specific targeted	To improve learning outcomes in reading.	Small group specialised support given with Sound Training	£2844

	interventions		Intervention programme Children able to achieve Improved self esteem and engagement with reading	
English	Reading resources	To improve learning outcomes in reading.	Improved engagement with reading, using stimulating, relevant materials which motivate the children Improved self esteem Stronger engagement with home through promotion of the home – school reading initiative	£2381.35
English and Maths	Staff CPD to improve the quality of Teaching and Learning	To improve outcomes in reading, writing and maths.	Teachers more able to plan and deliver quality lessons which will engage and inspire learners Curriculum enjoyment Improved attainment	£3360
Social and Emotional	Breakfast Club provision	To ensure that children are ready to learn	Children are focused and ready to learn in lessons Children will have better outcomes	£6423
Social and Emotional	Funding for Educational Psychology Service	To provide additional support to our SEN children.	Assessment carried out to identify needs Support given to pupils requiring additional help Improved self esteem and behaviour	£2596
Curriculum	ICT resources	To ensure that we have resources in school which will engage pupils and enhance learning.	Pupils enthused and engaged with learning Pupils equipped with the necessary skills needed in the modern world	£5000
Total spend				£192,477.35
Funds remaining				£202.65

How will the school measure the impact of the funding?

Pupil progress is monitored rigorously within each year group. Data is collated half termly and teachers can identify pupils who are falling behind and exceeding. Data analysis identifies vulnerable groups and targeted support and interventions are fluid so that arising needs can be addressed. Review meetings take place every half term where individual children are discussed. At each review, the impact of actions taken will be discussed and allocated appropriately.

We use lots of evidence to measure the impact of the funding including:

- End of key stage data
- Phonics outcomes

- EYFS data
- Current data
- Intervention analysis
- Outcomes of book scrutinies, observations and learning walks
- Pupil voice

What is the impact of the funding so far?

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Inspection Dashboard



The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of progress and attainment at key stages 1 and 2 for 2016 and other data for the last three years. It shows progress first, including from the main starting points. It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils, overall and by prior attainment. SEN group progress is compared with the national for all pupils, which is zero. The front page summarises strengths and weaknesses based on only the 2016 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2016, highlighting consistency across starting points and subjects.

Strengths in 2016

- KS2 progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- Disadvantaged KS2 pupils' progress was not significantly below national other* overall or for any prior attainment group in any subject. *and not below -3.
- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures.*within one pupil below national.
- KS1 attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures.*within one pupil below national.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.
- Attendance for all pupils and the FSM group was high (in the highest 10%) and no group had low attendance (in the lowest 10%).
- Persistent absence was low for all pupils and the FSM group (in the lowest 10%) and no group had high persistent absence (in the highest 10%).

2015		
National Floor Standards	School	
Level 4+ RWM	65%	84%
EP reading	94%	100%
EP writing	97%	92%
EP mathematics	93%	100%

Floor standards met?

Weaknesses in 2016

- No weaknesses were identified in this dataset

Weaknesses are indicated for cohorts of at least three (six for absence & phonics). Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally. Where attainment is identified as well below the national figure, this is by an amount equivalent to two or more pupils. Data for very small groups should be treated with caution. In progress strengths, 'significantly' refers to statistical significance based on a 95% confidence interval.