

Pupil Premium Strategy Statement (Primary)

1. Summary Information			
School	Green Gates Primary School		
Academic Year	2018-19	Total PP budget	£178,200
Total number of pupils	187	Number of pupils eligible for PP	135

2. Current Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	76.5%	67%
progress in reading	7.66	0.33
progress in writing	2.14	0.10
progress in maths	3.51	0.20

3. Barriers to Future Attainment (for pupils eligible for PP, including high ability)	
In-School Barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor Communication and Language Skills
B.	Very few PP children achieving at the higher standard in each Key Stage in Reading, Writing and Maths.
C.	Pupils' Learning behaviours such as resilience and perseverance.
External Barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
E.	Green Gates is located in a deprived area where unemployment is high.
F.	Being ready to learn – many children need support to develop independence, managing feelings and behaviour and self regulation when starting school.

G.	The number of pupils who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND or Families in Need	
4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of attainment in Early Years ensuring that more pupils achieve the higher standard in all subjects.	More PP children achieve GLD+ at the end of the academic year. Target = 15%
B.	Improve the rate of attainment at Key Stage 1 ensuring that more pupils achieve the higher standard in all subjects.	More PP children achieve Greater Depth at the end of Year 2. Target = 20%
C.	Improve the rate of attainment at Key Stage 2 ensuring that more pupils achieve the higher standard in all subjects.	More PP children achieve Greater Depth in R, W and M combined at the end of each year. Target for current year 6 = 20%
D.	Developed communication and Language skills	Children's communication skills improved. Impact of interventions is visible and ensures that all PP children make progress.

5. Planned Expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the rate of attainment in Early Years ensuring that more pupils achieve the higher standard in all subjects.	<ul style="list-style-type: none"> Ensure staff to pupil ratios are high and teachers have capacity to give disadvantaged pupils additional support in class 	We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers where they will be able to focus on specific areas	<ul style="list-style-type: none"> Monitoring and Evaluation Schedule in place to monitor the quality of teaching and learning. Senior Leaders to conduct learning walks and book scrutiny's, to ensure new 	RF (EYFS Lead)	Half Termly data. Fortnightly monitoring based on Monitoring and Evaluation Schedule.

	<ul style="list-style-type: none"> • Additional teacher for Reception Class each afternoon. • Ensure children in receipt of PP receive additional interventions - BLAST 		<p>feedback policy is consistently implemented by all staff and is making a positive impact on the children's learning.</p> <ul style="list-style-type: none"> • Intervention timetables in place • Attainment and Progress monitored half termly and pupil progress meetings held meaning that pupils are identified early. 		
<p>Improve the rate of attainment at Key Stage 1 ensuring that more pupils achieve the higher standard in all subjects.</p>	<ul style="list-style-type: none"> • Additional Class Teacher in KS1 to help accelerate progress. • Ensure children in receipt of PP receive additional interventions daily. • Quality First teaching – access CPD support from Academy School Improvement Partner. 	<p>We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers where they will be able to focus on specific areas</p>	<ul style="list-style-type: none"> • Monitoring and Evaluation Schedule in place to monitor the quality of teaching and learning. • Attainment and Progress monitored half termly and pupil progress meetings held meaning that pupils are identified early. • HT to provide coaching to newly appointed KS1 Leader. 	<p>KS (KS1 Lead)</p>	<p>Half Termly data.</p> <p>Fortnightly monitoring based on Monitoring and Evaluation Schedule.</p>

<p>Improve the rate of attainment at Key Stage 2 ensuring that more pupils achieve the higher standard in all subjects.</p>	<ul style="list-style-type: none"> Additional Class Teacher in Year 4 and Year 6 to help accelerate progress. Quality First teaching – access CPD support from Academy School Improvement Partner. 	<p>We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers where they will be able to focus on specific areas</p> <p>An additional teacher within Year 4 will provide the Acting Deputy Head with capacity to coach and mentor newer members of staff, ensuring quality teaching and learning across school.</p>	<ul style="list-style-type: none"> Monitoring and Evaluation Schedule in place to monitor the quality of teaching and learning. Attainment and Progress monitored half termly and pupil progress meetings held meaning that pupils are identified early. School Improvement Director and Head of English to provide coaching to Acting Deputy Head. 	<p>CR (KS2 Lead)</p>	<p>Half Termly data.</p> <p>Fortnightly monitoring based on Monitoring and Evaluation Schedule.</p>
<p>Developed communication and Language skills</p>	<ul style="list-style-type: none"> Rachel Fellows to conduct research into speech and language development SENDco to source external support 	<p>Children’s limited speech and language can impact on their development and progress over time.</p>	<ul style="list-style-type: none"> Regular meetings held with EYFS lead and SENDco. Senior Leaders to conduct learning walks to ensure a vocabulary rich environment. 	<p>RF (EYFS Lead) KS (SENDco)</p>	<p>RF, KS and KL to meet half termly.</p>
Total budgeted cost					£101,926
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implementation?
Improve the rate of attainment in Early Years ensuring that more pupils achieve the higher standard in all subjects.	<ul style="list-style-type: none"> Additional teacher for Reception Class each afternoon. Ensure children in receipt of PP receive additional interventions - BLAST 	Interventions which are closely monitored and adapted as necessary will ensure that our children receive the targeted support they require to make progress.	<ul style="list-style-type: none"> Intervention timetables in place Attainment and Progress monitored half termly and pupil progress meetings held meaning that pupils are identified early. 	RF (EYFS Lead)	Half Termly data. Fortnightly monitoring based on Monitoring and Evaluation Schedule.
Improve the rate of attainment at Key Stage 1 ensuring that more pupils achieve the higher standard in all subjects.	<ul style="list-style-type: none"> Ensure children in receipt of PP receive additional interventions daily. New Feedback Policy Target feedback for more able pupils as a key strategy to be used by teachers. 	Feedback and use of AfL is well documented by EEF as having significant impact. An additional teacher within KS1 will provide capacity for teachers to give personalised feedback on a daily basis and same day interventions.	<ul style="list-style-type: none"> Senior Leaders to conduct learning walks and book scrutiny's, to ensure new feedback policy is consistently implemented by all staff and is making a positive impact on the children's learning. Intervention timetables in place 	KS (KS1 Lead)	Half Termly data. Fortnightly monitoring based on Monitoring and Evaluation Schedule.
Improve the rate of attainment at Key Stage 2 ensuring that more pupils achieve the higher standard in all subjects.	<ul style="list-style-type: none"> Ensure children in receipt of PP receive additional interventions daily – additional TA's New Feedback Policy Target feedback for more able pupils as a key strategy to be used by teachers. 	Feedback and use of AfL is well documented by EEF as having significant impact. An additional teacher within Year 6 will provide capacity for teachers to give personalised feedback on a daily basis and same day interventions.	<ul style="list-style-type: none"> Senior Leaders to conduct learning walks and book scrutiny's, to ensure new feedback policy is consistently implemented by all staff and is making a positive impact on the children's learning. Intervention timetables in place 	CR (KS2 Lead)	Half Termly data. Fortnightly monitoring based on Monitoring and Evaluation Schedule.

Pupils will be resilient learners who persevere when they find things challenging.	<ul style="list-style-type: none"> Pastoral Coordinator to provide support both through ELSA sessions and in class to help pupils develop their learning behaviours. Outdoor Residential visit 	Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. A number of disadvantaged pupils struggle socially or emotionally. Nurture times can ensure that they feel safe and happy in school and so, ready to learn. The activities at the outdoor learning	<ul style="list-style-type: none"> Regular meetings held with Pastoral lead and HT. 	MD (Pastoral Lead) KL (HT)	KL and MD to meet half termly.
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Total budgeted cost £64,156

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Inclusion for all	<ul style="list-style-type: none"> Support all pupils to access clubs Supporting some families to pay for educational visits 	Accessing clubs and experiencing success can raise confidence. Green Gates' ethos is fully inclusive. We are committed to ensuring all pupils can access all aspects of school life.	KL/EJ will monitor attendance at clubs. They will ensure that the clubs provided are appealing to disadvantaged pupils and encourage parents to use the clubs. Trips will be taken by all year groups and will be subsidised by school.	KL (HT)	Termly
Continue to improve attendance	<ul style="list-style-type: none"> EWO to work with parents to ensure disadvantaged pupils attend regularly 	Pastoral provision is excellent, so pupils and parents feel supported, allowing children to be ready to learn. Build relationships with parents. Liaise with relevant services to provide/locate support.	Attendance will be monitored	KL (HT)	Half termly
Continue to develop Reading across the whole school	<ul style="list-style-type: none"> Lexia to be purchased for targeted year groups. Home Reading books to be bought for reward scheme 	Lexia is an online reading intervention programme that children can access in school and at home. It is personalised to each individual and can offer targeted support to help increase progress and attainment. Many disadvantaged children do not have	Staff CPD to be provided. Continual monitoring	CR (English Lead)	Half termly

		access to reading books at home.			
Quality First Teaching	<ul style="list-style-type: none"> CPD opportunities to be sought and staff to be given opportunity to attend. 	Staff need to develop and keep up to date with new initiative that will help PP children make progress.	HT to determine relevant CPD alongside academy. CPD Feedback to be given by staff.	KL (HT)	Half termly
Total budgeted cost					£17,400

6. Review of Expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To improve attainment in all subjects. To accelerate progress in all subjects. To ensure quality first teaching throughout the whole week. To provide a broad and balanced curriculum and ensure correct coverage of MFL.</p>	<p>Additional teaching staff to facilitate small class sizes. Additional teacher to cover PPA and subject release time. French teacher used to deliver French sessions in KS2.</p>	<p>More support for PP children More opportunities for guided work Improved attainment More quality teaching for PP children</p> <p>PP progress across majority of school was good or better.</p> <p>Children given a broad and balanced curriculum.</p>	<p>Look at flexibility in terms of class sizes and opportunities for teachers to deliver targeted AFL – same day intervention.</p> <p>Teacher CPD to be looked at – where PP children did not make as much progress, support is needed to help develop approaches.</p>	<p>£124,000</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To provide additional support to our vulnerable children.</p>	<p>Pastoral Coordinator</p>	<p>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</p>	<p>Works well. Develop role further to help support prior to incidents. CPD for pastoral coordinator.</p>	<p>£20,736</p>
<p>To provide additional support to our vulnerable children.</p>	<p>Funding for counselling service</p>	<p>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</p>	<p>Impact needs to be measured more closely – need to invest in in-school support.</p>	<p>£8,190</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To ensure that all children have access to enrichment activities which can help develop their self esteem, social skills and aspirations.	Funding school trips / residential visits and experiences	Pupils 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	Valuable experiences for our children which have helped develop them. Continue to provide opportunities like this.	£10, 000
To ensure that all children have access to enrichment activities which can help develop their self esteem, social skills and aspirations.	Outdoor Education Specialists	Learning is enhanced and life skills are learnt. Social skills, self esteem and perseverance are developed through participation with activities	Valuable experiences for our children which have helped develop them. Continue to provide opportunities like this.	£9, 000
To provide additional support to our SEN children.	Funding for Educational Psychology Service	Assessments carried out to identify needs Support given to pupils requiring additional help Improved self esteem and behaviour	Much needed resource for PP children within school.	£1500
To provide additional support to our SEN children or those children who are not making progress	Specialist Teaching Service	Assessment carried out to identify needs Support given to pupils requiring additional help Improved self esteem and behaviour	Continue to 'dip-in' when needed. Look at in house specialisms also.	£2835
To ensure that we have resources in school which will engage pupils and enhance learning.	ICT resources	Pupils enthused and engaged with learning Pupils equipped with the necessary skills needed in the modern world	Look at CPD opportunities for staff so that we get the best out of new resources.	£7500

