



Pupil Premium Strategy Statement

1. Summary Information			
School	Green Gates Primary School		
Academic Year	2019-20	Total PP budget	£198,000
Total number of pupils	187	Number of pupils eligible for PP	150 (80%)

2. Current Attainment	
	<i>Pupils eligible for PP (our school)</i>
% achieving in reading, writing and maths	72%
% achieving in reading	84%
% achieving in writing	80%
% achieving in maths	84%

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 and their emotional needs, including self esteem.
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 and aspirations are low.
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
H.	Pupils do not have access to extra curricular activities outside of school and need to develop as active citizens.

4. Planned Expenditure					
Academic year		2019-20			
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?
Continue to improve the rate of attainment across the whole school, 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 Small classes in both year 5 and year 6. Ensure children in receipt of PP receive additional interventions and are able to access same day interventions alongside quality first teaching. 	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 feedback policy is consistently implemented by all staff and is making a positive impact on the children's learning. Intervention timetables in place Attainment and Progress monitored half termly and pupil progress meetings held meaning that pupils are identified early. 	KL (KS2 lead) CR (KS1 lead) RF (EYFS lead)	Half Termly data. Fortnightly monitoring based on Monitoring and Evaluation Schedule.

	<ul style="list-style-type: none"> • Small classes in year 2, with additional TA support. • Upskill TA's with HLTA training. 				
Ensure quality teaching during teacher's designated PPA time.	<ul style="list-style-type: none"> • Recruitment of 3 internal HLTAs for PPA cover. • CPD for HLTAs to be in place. 	We want to make sure children receive quality first teaching throughout the school day.	<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 HLTAs. 	KL (Headteacher)	<p>Mentor meetings</p> <p>Fortnightly monitoring based on Monitoring and Evaluation Schedule.</p>

Ensure enrichment opportunities are planned to enhance the curriculum and specialist teachers are used for specific areas.	<ul style="list-style-type: none"> Each team to be given an enrichment budget to provide opportunities to enhance the curriculum. Specialist music provision to be in place. Specialist French teacher to be in place. 	We want to invest PP in ensuring that our pupils have experiences that they may not get and ones which will provide them with the vocabulary and experiences that will enhance their learning. Specialist teachers will enthuse and engage the children and ensure they make progress.	<ul style="list-style-type: none"> Pupil Voice Curriculum books Monitoring and Evaluation Schedule in place to monitor the quality of teaching and learning. 	Subject leaders	Fortnightly monitoring based on Monitoring and Evaluation Schedule.
Developed communication and Language skills	<ul style="list-style-type: none"> Rachel Fellows to conduct research into speech and language development SENDco to source external support 	Children's limited speech and language can impact on their development and progress over time.	<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. 	RF (EYFS Lead) KS (SENDco)	RF, KS and KL to meet half termly.
Total budgeted cost					£157,821
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?
Developed communication and Language skills	<ul style="list-style-type: none"> Rachel Fellows and Clare Roberts to be trained as Oracy 	Children's limited speech and language can impact on their development and progress over time.	<ul style="list-style-type: none"> Regular meetings held with CR, RF, KL and SENDco. 	RF (EYFS Lead) KS	CR, RF, KS and KL to meet half termly.

	<p>Pioneers through Voice 21.</p> <ul style="list-style-type: none"> CPD to be rolled out across school. 		<ul style="list-style-type: none"> Senior Leaders to conduct learning walks to ensure impact. 	<p>(SENDco) CR (Deputy)</p>	
<p>Pupils will be resilient learners who persevere when they find things challenging.</p>	<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 Jigsaw PSHE to be rolled out across school 	<p>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 centre can help build skills such as resilience and perseverance. PSHE programme will help to build resilient learners whose self esteem in increased.</p>	<ul style="list-style-type: none"> Regular meetings held with Pastoral lead and HT. PSHE lead to monitor impact of Jigsaw – learning walks, books, pupil voice. 	<p>MD (Pastoral Lead) KL (HT) LOH (PSHE lead)</p>	<p>KL and MD to meet half termly.</p> <p>KL and LOH to meet termly</p>
Total budgeted cost					£30,646
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 – both after school and at lunchtime Supporting all families to pay for educational visits Breakfast club provision in place 	<p>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. Lots of children do not have access to breakfast at home and this gives our pupils a good start to the day.</p>	<p>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.</p>	KL (HT)	Termly

	and offered to families at low cost.				
Raise children's aspirations	<ul style="list-style-type: none"> Sign up to the University Brilliant club 	Very few parent members are graduates and children are not exposed to the possibilities that higher education can bring. They need to raise their aspirations.	Sign up and ensure the children participate fully with all events.	KL (HT)	Summer 2020
Continue to improve attendance	<ul style="list-style-type: none"> EWO to work with parents to ensure disadvantaged pupils attend regularly Rewards in place 	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"> Home Reading books to be bought for reward scheme 	Many disadvantaged children do not have access to reading books at home.	Continual monitoring	CR (English Lead)	Half termly
Continue to develop home-school links	<ul style="list-style-type: none"> Complete Parent Partnership award to see how this can be improved even further 	Parents are part of our school community and we will be able to provide opportunities better if we work as a team.	Action plan in place.	KL (HT)	Half termly
Continue to develop our children to be valuable members of their community and the wider world	<ul style="list-style-type: none"> Complete RRSA Gold status 	Children within school have already achieved RRSA Silver status which has given them a sense of pride and purpose.	Action plan in place.	KL (HT)	Half termly
Total budgeted cost					£9,500

5. Review of Expenditure				
Previous Academic Year		2018 - 19		
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
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 Additional teacher for Reception Class each afternoon. Ensure children in receipt of PP receive additional interventions - BLAST 	<p>More support for PP children and non PP children</p> <p>More opportunities for guided work</p> <p>Improved attainment – particularly in Reading</p> <p>More quality teaching for all children</p> <p>Children given a broad and balanced curriculum</p>	<p>Additional adult support has helped raised attainment, particularly in reading.</p> <p>Small group, targeted support works.</p>	
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"> 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>More PP children achieved GD at the end of Year 2 – 14% in Reading, Writing and Maths (4 children). This is an improvement on the previous year’s attainment.</p> <p>Progress for these children was accelerated as only 1 pupil achieved exceeding in EYFS.</p>	<p>Targeted interventions, alongside same day interventions worked well.</p> <p>Continue with next year.</p>	

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"> 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>Progress within Year 4 has been outstanding, meaning more children are now in line with age expectations.</p> <p>Progress scores in year 6 are strong, particularly in reading.</p> <p>Staff CPD has continued – quality of teaching is improving and is consistently good across school.</p>	<p>Small classes and high expectations are paramount for this cohort. Continue with accelerated progress</p> <p>CPD to continue next year – build on existing good practice.</p>	£101,926
Developed communication and Language skills	<ul style="list-style-type: none"> Rachel Fellows to conduct research into speech and language development SENDco to source external support 	<p>Research carried out. RF and CR to continue developing this in September through oracy pioneers programme.</p>	<p>Continue next year.</p>	

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
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 	<p>More support for PP children and non PP children</p> <p>More opportunities for guided work</p> <p>Improved attainment – particularly in Reading</p> <p>More quality teaching for all children</p> <p>Children given a broad and balanced curriculum</p> <p>Interventions are quality and targeted to individual needs.</p>	<p>Additional adult support has helped raised attainment, particularly in reading.</p> <p>Small group, targeted support works.</p>	
Improve the rate of attainment at Key Stage 1 ensuring that more pupils achieve	<ul style="list-style-type: none"> Ensure children in receipt of PP receive additional interventions daily. 	<p>More PP children achieved GD at the end of Year 2 – 14% in Reading, Writing and Maths (4 children). This is an improvement on the previous year's attainment.</p>	<p>Additional adult support has helped raised attainment.</p> <p>Small group, targeted support works.</p>	

the higher standard in all subjects.	<ul style="list-style-type: none"> New Feedback Policy Target feedback for more able pupils as a key strategy to be used by teachers. 	Progress for these children was accelerated as only 1 pupil achieved exceeding in EYFS. Feedback policy in place and having an impact on progress.		
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. 	GD in Reading and Writing were particularly strong. Maths was good. Feedback policy in place and having an impact on progress.	Look at how to improve maths GD.	
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 	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 ELSA has helped children to build their self esteem and ensure emotional needs are met.	Valuable experiences for our children which have helped develop them. Continue to provide opportunities like this.	£64,156

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned	Cost
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		pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Inclusion for all	Support all pupils to access clubs Supporting some families to pay for educational visits	Pupils able to participate fully in all enrichment activities – trips, experience days and residential visits. Heavily subsidised by school. Learning is enhanced through the use of trips Social skills, self esteem and perseverance are developed through participation with activities After school clubs are in place – parent and pupil voice both very positive.	Valuable experiences for our children which have helped develop them. Continue to provide opportunities like this.	£17,400
Continue to improve attendance	EWO to work with parents to ensure disadvantaged pupils attend regularly	Attendance in in line with National	Develop further next year to include breakfast club provision.	
Continue to develop Reading across the whole school	Lexia to be purchased for targeted year groups. Home Reading books to be bought for reward scheme	Lexia in place – reading attainment and progress good across the board. Books in place – positive impact on home reading.	Much needed resource for PP children within school.	
Quality First Teaching	CPD opportunities to be sought and staff to be given opportunity to attend.	CPD programme in place – quality feedback is given.	Continue to ‘dip-in’ when needed. Look at in house specialisms also.	

