



## Pupil Premium Strategy Statement 2020-2023

1. Summary Information			
School	Green Gates Primary School		
PP Lead Person	Katie Lowe	Total PP budget (2020-21)	£195,465
Total number of pupils	191	Number of pupils eligible for PP	144 (75%)

2. Current Attainment	
The data below is based on 2019 National data	<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)	
<b>In-School Barriers</b> ( <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.
<b>External Barriers</b> ( <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

<b>H.</b>	Pupils do not have access to extra curricular activities outside of school and need to develop as active citizens.
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#### 4. Long term Plan (3 Year Timescale)

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach is made up of 3 categories:

- Quality Teaching for all
- Targeted support
- Wider strategies

Within each strategy, we have chosen a number of interventions which are outlined below.

Quality Teaching for all			Targeted Support			Wider Strategies		
Continue to improve the rate of attainment Ensure enrichment opportunities are accessible for all			Improve communication and language skills Develop pupils' perseverance			Increase pupils' cultural capitalism Raise aspirations and pupils' contribution to the wider world Improve attendance Improve reading at home		
Expected Cost			Expected Cost			Expected Cost		
<b>2020-21</b> £151,576.59	<b>2021-22</b> £34,476.45	<b>2022-23</b> £9,411.96	<b>2020-21</b> £151,576.59	<b>2021-22</b> £34,476.45	<b>2022-23</b> £9,411.96	<b>2020-21</b> £151,576.59	<b>2021-22</b> £34,476.45	<b>2022-23</b> £9,411.96

#### 5. Planned Expenditure

**Academic year**      **2020-21**

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.

##### 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"> <li>• Ensure staff to pupil ratios are high and teachers have capacity to give disadvantaged pupils additional support in class</li> </ul>	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"> <li>• Monitoring and Evaluation Schedule in place to monitor the quality of teaching and learning.</li> <li>• Senior Leaders to conduct learning walks and book scrutiny's, to ensure</li> </ul>	LOH (KS2 lead)  CR (KS1 lead)  RF (EYFS lead)	Termly data.  Fortnightly monitoring based on Monitoring and Evaluation Schedule.

	<ul style="list-style-type: none"> <li>• Small classes in Reception, Year 2, Year 3 and Year 6</li> <li>• Ensure children in receipt of PP receive additional interventions and are able to access same day interventions alongside quality first teaching.</li> <li>• Small classes in year 3 and year 6, with additional TA support.</li> <li>• Coaching to be provided for all staff to help develop practice.</li> </ul>		<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"> <li>• Intervention timetables in place</li> <li>• Attainment and Progress monitored half termly and pupil progress meetings held meaning that pupils are identified early.</li> </ul>		
Ensure enrichment opportunities are planned to enhance the curriculum and specialist teachers are used for specific areas.	<ul style="list-style-type: none"> <li>• Each team to be given an enrichment budget to provide opportunities to enhance the curriculum.</li> <li>• Specialist music provision to be in place.</li> <li>• Specialist French teacher to be in place.</li> </ul>	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"> <li>• Pupil Voice</li> <li>• Curriculum books</li> <li>• Monitoring and Evaluation Schedule in place to monitor the quality of teaching and learning.</li> </ul>	Subject leaders	Fortnightly monitoring based on Monitoring and Evaluation Schedule.
<b>Total budgeted cost</b>					£151,576.59
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Developed communication and Language skills	<ul style="list-style-type: none"> <li>• Rachel Fellows and Clare Roberts to be trained as Oracy Pioneers through Voice 21.</li> </ul>	Children's limited speech and language can impact on their development and progress over time.	<ul style="list-style-type: none"> <li>• Regular meetings held with CR, RF, KL and SENDco.</li> <li>• Senior Leaders to conduct learning walks to ensure impact.</li> </ul>	RF (EYFS Lead) KS (SENDco) CR (Deputy)	CR, RF, KS and KL to meet half termly.

	<ul style="list-style-type: none"> <li>CPD to be rolled out across school.</li> </ul>				
Pupils will be resilient learners who persevere when they find things challenging.	<ul style="list-style-type: none"> <li>Pastoral Coordinator to provide support both through ELSA sessions and in class to help pupils develop their learning behaviours.</li> <li>Outdoor Residential visit</li> <li>Time 4U counselling service</li> </ul>	<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.</p> <p>The activities at the outdoor learning centre can help build skills such as resilience and perseverance.</p>	<ul style="list-style-type: none"> <li>Regular meetings held with Pastoral lead and HT.</li> <li>KL to work closely with Time4U counsellor</li> </ul>	MD (Pastoral Lead) KL (HT)	<p>KL and MD to meet half termly.</p> <p>KL and counsellor to meet half termly</p>
<b>Total budgeted cost</b>					£34,476.45
<b>Wider Strategies</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Inclusion for all by raising pupils' cultural capital.	<ul style="list-style-type: none"> <li>Support all pupils to access clubs – both after school and at lunchtime</li> <li>Supporting all families to pay for educational visits</li> <li>Breakfast club provision in place and offered to families at low cost.</li> </ul>	<p>Accessing clubs and experiencing success can raise confidence. Green Gates' ethos is fully inclusive.</p> <p>We are committed to ensuring all pupils can access all aspects of school life.</p> <p>Lots of children do not have access to breakfast at home and this gives our pupils a good start to the day.</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.	KL (HT)	Termly
Raise children's aspirations	<ul style="list-style-type: none"> <li>Sign up to the University Brilliant club</li> </ul>	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)	Spring 2021
Continue to improve attendance	<ul style="list-style-type: none"> <li>EWO to work with parents to ensure disadvantaged pupils attend regularly</li> <li>Rewards in place</li> </ul>	<p>Pastoral provision is excellent, so pupils and parents feel supported, allowing children to be ready to learn</p> <p>Build relationships with parents</p> <p>Liaise with relevant services to provide/locate support</p>	Attendance will be monitored	KL (HT)	Half termly

Continue to develop Reading across the whole school	<ul style="list-style-type: none"> <li>Home Reading books to be bought for reward scheme</li> </ul>	Many disadvantaged children do not have access to reading books at home.	Continual monitoring	CR (English Lead)	Half termly
Continue to develop our children to be valuable members of their community and the wider world	<ul style="list-style-type: none"> <li>Complete RRSA Gold status</li> </ul>	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
<b>Total budgeted cost</b>					£9,411.96

## 6. Review of Expenditure

Previous Academic Year		2019-20		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
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"> <li>Ensure staff to pupil ratios are high and teachers have capacity to give disadvantaged pupils additional support in class</li> <li>Small classes in both year 5 and year 6.</li> <li>Ensure children in receipt of PP receive additional interventions and are able to access same day interventions alongside quality first teaching.</li> <li>Small classes in year 2, with additional TA support.</li> <li>Upskill TA's with HLTA training.</li> </ul>	<p>More support for PP children and non PP children  More opportunities for guided work  Improved attainment – particularly in Reading  More quality teaching for all children  Children given a broad and balanced curriculum</p> <p>National data not available due to COVID 19 but predictions looked promising.</p>	<p>Additional adult support has helped raised attainment, particularly in reading.  Small group, targeted support works.</p>	£157,821
Ensure quality teaching during teacher's designated PPA time.	<ul style="list-style-type: none"> <li>Recruitment of 3 internal HLTAs for PPA cover. CPD for HLTAs to be in place.</li> </ul>	Provision across the whole curriculum has been good. Pupils have been provided with quality first teaching	Provision across the whole school day helps ensure teachers get quality planning time and pupils get quality lessons.	
Ensure enrichment opportunities are planned to enhance the curriculum and specialist teachers are used for specific areas.	<ul style="list-style-type: none"> <li>Each team to be given an enrichment budget to provide opportunities to enhance the curriculum.</li> <li>Specialist music provision to be in place.</li> <li>Specialist French teacher to be in place.</li> </ul>	<p>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.</p>	Valuable experiences for our children which have helped develop them. Continue to provide opportunities like this.	
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost

Developed communication and Language skills	<ul style="list-style-type: none"> <li>Rachel Fellows and Clare Roberts to be trained as Oracy Pioneers through Voice 21.</li> <li>CPD to be rolled out across school.</li> </ul>	Research carried out. RF and CR to continue developing this in September through oracy pioneers programme.	Continue next year due to COVID 19	
Pupils will be resilient learners who persevere when they find things challenging.	<ul style="list-style-type: none"> <li>Pastoral Coordinator to provide support both through ELSA sessions and in class to help pupils develop their learning behaviours.</li> <li>Outdoor Residential visit</li> <li>Jigsaw PSHE to be rolled out across school</li> </ul>	<p>Social skills, self esteem and perseverance are developed through participation with activities at Peat Rigg.</p> <p>Jigsaw is now fully embedded and pupils have raised self esteem.</p> <p>Pastoral support has ensured that pupils' wellbeing is paramount.</p>	Invaluable. Continue with next year.	£30,646

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Inclusion for all	<ul style="list-style-type: none"> <li>Support all pupils to access clubs – both after school and at lunchtime</li> <li>Supporting all families to pay for educational visits</li> <li>Breakfast club provision in place and offered to families at low cost.</li> </ul>	<p>Pupils able to participate fully in all enrichment activities – trips, experience days and residential visits. Heavily subsidised by school.</p> <p>Learning is enhanced through the use of trips</p> <p>Social skills, self esteem and perseverance are developed through participation with activities</p> <p>After school clubs are in place – parent and pupil voice both very positive.</p>	Valuable experiences for our children which have helped develop them. Continue to provide opportunities like this.	
Raise children's aspirations	Sign up to the University Brilliant club	Unable to complete due to COVID 19	Develop further next year	
Continue to improve attendance	<ul style="list-style-type: none"> <li>EWO to work with parents to ensure disadvantaged pupils attend regularly</li> </ul> <p>Rewards in place</p>	School attendance is just below National – pupils targeted for support.	Continue to promote next year.	

Continue to develop Reading across the whole school	<ul style="list-style-type: none"> <li>Home Reading books to be bought for reward scheme</li> </ul>	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.	
Continue to develop home-school links	Complete Parent Partnership award to see how this can be improved even further	Award created action plan which helped develop relationships – now very strong.		
Continue to develop our children to be valuable members of their community and the wider world	Complete RRSAs Gold status	Unable to complete due to COVID 19	Develop further next year	
				£9500

