



Pupil premium strategy statement 2021 -2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Green Gates Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	1st September 2021
Date on which it will be reviewed	31st July 2022
Statement authorised by	Mrs Katie Lowe, Head Teacher
Pupil premium lead	Mrs Katie Lowe, Head Teacher
Governor / Trustee lead	Mrs Hilary Love

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,370
Recovery premium funding allocation this academic year	£21,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,327.83 (plus £7333 covid catch up)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£259,055.83

Part A: Pupil premium strategy plan

Statement of intent

At Green Gates, our intent is to enrich the lives of all of our pupils irrespective of their background or prior attainment. We believe that by holding high expectations and providing a range of experiences, we can raise the achievement of all. All pupils can be successful learners. At Green Gates, we have a much higher than national average number of pupils with Pupil Premium funding and we use the grant in various ways to help us overcome the barriers to learning that we have identified.

Challenges

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

Challenge number	Detail of challenge
1	Green Gates is located in a deprived area where unemployment is high and aspirations are low.
2	Enrichment opportunities are not often undertaken by lots of our families due to the cost and availability within the local area.
3	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.
4	Pupils' starting points as they enter EYFS are significantly below where they should be. These low starting points mean that pupils have to make rapid progress.
5	Missed learning opportunities due to school closures linked to Covid 19 resulting in gaps in poor resilience in learning.
6	Pupils have a range of social and emotional needs and have experienced a range of traumatic experiences, which can hinder their learning.
7	Pupils' Learning behaviours such as resilience and perseverance and their emotional needs, including self-esteem, have all been affected.
8	Delayed play and social skills for many children which impacts on learning behaviours.

Intended outcomes

This explains 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
Rates of progress are maximised and individual progress data shows enhanced rates of progress.	<ul style="list-style-type: none"> • Ambitious PP target setting to ensure progress rates are maximised. • Evidence of successful interventions demonstrating clear impact on individual's progress. • Effective utilisation of data to target intervention precisely and with notable impact. • Improvements in Quality First teaching to enhance the opportunities and experiences for all. • Excellent deployment of support staff. • Impact of school closure is minimised.
Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.	<ul style="list-style-type: none"> • Pupils will be resilient learners who persevere when they find things challenging. • Pupils will be able to concentrate on their learning and this will be reflected in the progress they make. • Impact of new playtime routines results in increased mental wellbeing and positive play experiences for children, impacting on rates of progress. • Evidence of successful interventions. • Referrals to other agencies result in positive support being provided. • Children, staff and parent surveys reflect effective lunchtime provision. • A safe and engaging outdoor environment that supports children's wellbeing through structured play activities is in place.
Children who enter EYFS develop characteristics of effective learning and make good or better rates of progress from their starting points.	<ul style="list-style-type: none"> • Pupils make good or better rates of progress from their baseline assessment. • Children develop school readiness in Nursery and settle quickly in Reception – due to a smooth transition. • Regular progress checks ensure rapid interventions for those needing it and data is used to inform planning. • Successful staff training to help develop pedagogical understanding.
Varied and enriching opportunities are offered to PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.	<ul style="list-style-type: none"> • Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free of charge provisions offered to enrich personal life experiences. • Support for families to attend holiday clubs, ensuring ongoing contact with school during holidays. • Support for pupils to attend breakfast club and after school clubs – to support attendance and personal / family circumstances.

	<ul style="list-style-type: none"> Funding in order to widen the clubs programme delivered in school results in wider opportunities for PP children.
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Activity in 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 172,175.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the rate of attainment across the whole school, ensuring that pupils reach at least the expected standard in Reading, Writing and Maths and gaps are filled, by ensuring staff to pupil ratios are high and teachers have capacity to give disadvantaged pupils additional support in class. Small class sizes across targeted year groups – Reception, Year 1, Year 4, year 6.	<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>Our pupils benefit from small group teaching and make gains in their knowledge because of this.</p> <p>DFE report 2021 found: Primary-aged pupils have experienced a learning loss in reading and mathematics. This was typically equivalent to between 2.0 and 2.3 months of progress in reading, and between 3.1 and 3.6 months in mathematics. There was further learning loss in primary schools in England, particularly in reading, following restrictions to in-person learning in early 2021.</p>	4,5
Ensure enrichment opportunities are planned to enhance the curriculum and specialist teachers are used for specific areas. 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.	1,2,8
Further improve the quality of teaching within school by	EEF report states that, "Great teaching is the most important lever	3,4,5

providing coaching sessions for all staff.	schools have to improve outcomes for their pupils.” Effective use of Teaching Assistants Guidance also used.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 62,880.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. • Time 4U counselling service. 	<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.</p> <p>EEF Research states that, On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment.</p>	6,7
<p>Ensure children in receipt of PP receive additional interventions and are able to access same day interventions alongside quality first teaching – additional teaching assistants.</p>	<p>EEF report states that: “There is extensive evidence supporting the impact of high- quality one to one and small group tuition as a catch-up strategy.” And “In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.”</p>	4,5,6
<p>Continue to improve the rate of attainment across the whole school, helping pupils to catch up with lost learning – particularly those with SEN – by employing an additional teacher to work within school.</p>	<p>EEF report states: “Tuition delivered by qualified teachers is likely to have the highest impact.”</p>	4,5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise children’s aspirations by completing Positive Footprints work.	Very few parent members are graduates and children are not exposed to the possibilities that higher education can bring.	1
Provide a range of after school, before school and holiday activities.	<p>Support for families to attend holiday clubs, ensures ongoing contact with school during holidays.</p> <p>Support for pupils to attend breakfast club and after school clubs – to support attendance and personal / family circumstances.</p> <p>Funding in order to widen the clubs programme delivered in school results in wider opportunities for PP children.</p>	2,8
Continue to develop Reading across the whole school with reading reward scheme and books as prizes.	There is a large amount of evidence which suggests that reading attainment and reading for pleasure are clear indicators of academic success.	3
Work towards making playtimes and lunchtimes enjoyable experiences for the children, creating opportunities for them to build their resilience.	Pupils need time to play and interact with their peers. They need to re-engage with their social skills after a significant length of time in lockdown.	7,8

Total budgeted cost: £259,055.83

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
Continue to improve the rate of attainment across the whole school, ensuring that more pupils achieve the higher standard in all subjects.	No national data due to COVID. Attainment through school has been affected due to COVID impact and this needs to be targeted going forward.
Ensure enrichment opportunities are planned to enhance the curriculum and specialist teachers are used for specific areas.	The pandemic has affected some areas of the curriculum. However, pupils have received French tuition and some music tuition. In addition to this, enrichment opportunities were undertaken when restrictions allowed. However, this was not as much as usual.
Developed communication and Language skills	This has been affected due to COVID. EYFS trialling NELI and BLAST – this has continued but at a slower pace due to the children not in school.
Pupils will be resilient learners who persevere when they find things challenging.	Time 4 U has continued. Outdoor education sessions also in place. Pupils' resilience has been affected by the pandemic and will need to be an ongoing focus.
Inclusion for all by raising pupils' cultural capital.	Unable to complete actions due to COVID restrictions.
Raise children's aspirations	The Brilliant Club was completed virtually. Achieved.
Continue to improve attendance	Attendance has remained good, within the context of the pandemic.
Continue to develop Reading across the whole school	Reading has continued to be given a high priority and rewards have continued.
Continue to develop our children to be valuable members of their community and the wider world	Unable to complete RRSA due to the pandemic.