

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 20232 to 2024 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 Academy |
| Number of pupils in school | 43 |
| Proportion (%) of pupil premium eligible pupils | 79% (34) |
| Academic year/years that our current pupil premium strategy plan covers | 1 year |
| Date this statement was published | 25.09.23 |
| Date on which it will be reviewed | 26.05.24 |
| Review and Recommendations for approval | Academy Council |
| Statement authorised by | Standards Committee |
| Pupil premium lead | Melanie Lyons- Principal |
| Governor / Trustee lead | Rosemary Nicholls |

Funding overview

| Detail | Amount |
|---|---------------------|
| Pupil premium funding allocation this academic year | £36,374 (estimated) |
| Recovery premium funding allocation this academic year | £12,180 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £48,554 |

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils

At Green Gates Academy we aspire to have all pupils:

- Access an ambitious and relevant national curriculum so that all pupils are better prepared for their next stage of education.
- Ensure that all pupils make academic progress but also further develop emotional resilience, form positive relationships and know their rights as an individual.
- Ensure that prior delays and gaps in learning are addressed to ensure a good foundation to further knowledge and skills
- That there is no distinguishable gap between our pupils receiving pupil premium and those that do not.

How does your current pupil premium strategy plan work towards achieving those objectives?

- The funding will provide the school the opportunity to purchase further staff time to deliver a range of interventions in class at various opportunities during the school day.
- Support children with dyslexia traits to increase engagement and achievement in learning.
- Provide the costs for a play therapist to carry out play therapy with targeted children who have experienced trauma.
- Provide funding to seek professional occupational therapist support, to support children with their emotional regulation and their development of fine motor skills to support with the development of their handwriting.
- Provide speech and language support to develop a range of communication strategies for our pupils with autism and pupils with speech and language difficulties
- Additional teaching assistant staff support will create smaller group sizes and allow for targeted, individualised learning.
- Following reviews from the EEF/DFE, our focus is to continue to embed phonics and reading opportunities to ensure all pupils have a solid phonetic base in order to progress their reading and spelling skills

What are the key principles of your strategy plan?

- Provide all pupils with personalised interventions to ensure all pupils can catch up towards national expectations to prepare them for the next stage of their lives. This will be delivered during Green Gates Gets Better Time each day to support with reading/writing and Maths.

- Support for children with dyslexia to increase engagement and achievement in learning.
- Provide all children with OT support to help support their emotional regulation throughout the day.
- Provide the costs for a play therapist to carry out play therapy with targeted children who have experienced trauma.
- Provide phonics and reading opportunities to ensure all pupils have a solid phonetic base in order to progress their reading and spelling skills.
- Provide speech and language support to develop a range of communication strategies for our pupils with autism and pupils with speech and language difficulties

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | All pupils make good or better progress with reading. Provide phonics and reading opportunities to ensure all pupils have a solid phonetic base in order to progress their reading and spelling skills. All year 6 pupils to achieve their CAT 4 target/DFE target in reading or better at the end of key stage two. |
| 2 | All pupils make good or better progress with maths. All year 6 pupils to achieve their CAT 4 target/DFE target in maths or better at the end of key stage two. |
| 3 | All pupils make good or better progress with writing. All year 6 pupils to achieve their CAT 4 target/DFE target in maths or better at the end of key stage two. |
| 4 | Support for children with dyslexia to increase engagement and achievement in learning. |
| 5 | Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning. |

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| 6 | Provide speech and language targeted support to develop a range of communication strategies for our pupils with autism and pupils with speech and language difficulties. |
| 7 | Provide play therapy for pupils to regulate and manage their emotions in order to break down barriers to learning and accessing next steps |

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 |
|---|---|
| <p>All pupils make good or better progress with reading.</p> <p>Provide phonics and reading opportunities to ensure all pupils have a solid phonetic base in order to progress their reading and spelling skills.</p> <p>All year 6 pupils to achieve their CAT 4 target/DFE target in reading or better at the end of key stage two.</p> | <ul style="list-style-type: none"> • All pupils achieve their targets in national tests in reading. • Pupils make good/outstanding progress in teacher assessments for reading. • All trust KPIs are met in reading • All pupils have a solid phonetic base in order to progress their reading and spelling skills. • Support for parents/carers to support their child with strategies that have been recommended by teaching staff for pupils to be able to develop their reading/phonetic base. |
| <p>All pupils make good or better progress with maths.</p> <p>All year 6 pupils to achieve their CAT 4 target/DFE target in maths or better at the end of key stage two.</p> | <ul style="list-style-type: none"> • Most pupils achieve their targets in national tests in reading. • Pupils make good/outstanding progress in teacher assessments for reading. • All trust KPIs are met in maths • Support for parents/carers to support their child with strategies that have been recommended by teaching staff for pupils to be able to develop their maths skills |
| <p>All pupils make good or better progress with writing.</p> | <ul style="list-style-type: none"> • Most pupils achieve their targets in national tests in writing. • Pupils make good/outstanding progress in teacher assessments for reading. |

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| <p>All year 6 pupils to achieve their CAT 4 target/DFE target in writing or better at the end of key stage two.</p> | <ul style="list-style-type: none"> • All trust KPIs are met in writing • All pupils have a solid phonetic base in order to progress their reading and spelling skills. • Support for parents/carers to support their child with strategies that have been recommended by teaching staff for pupils to be able to develop their writing/phonetic base. |
| <p>Support for children with dyslexia to increase engagement and achievement in learning.</p> | <ul style="list-style-type: none"> • Pupils make good progress with reading/writing and have a solid phonetic base in order to progress their reading and spelling skills. • Diminish differences between PPG and non-PPG pupils nationally. • Raise attainment and achievement in Year 6 in reading and writing so that PPG pupils attain in line with their peers |
| <p>Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning.</p> | <ul style="list-style-type: none"> • Pupils targeted with regulation interventions have made progress with their self- esteem and engagement with learning. (Future Steps outcome report) • Pupils with SEMH difficulties can manage their behaviour better and reduce their barriers to learning. • Pupils are emotionally ready to learn and make good progress. |
| <p>Provide speech and language targeted support to develop a range of communication strategies for our pupils with autism and pupils with speech and language difficulties.</p> | <ul style="list-style-type: none"> • All classrooms provide signage to support an autistic friendly environment. • All pupils have a range of signs and symbols to express their worries and wishes but also have a range of supportive communication tools to support with their learning and accessing the curriculum. • Pupils make good progress with their speech development. • All pupils have a solid phonetic base in order to progress their reading and spelling skills. • Support for parents/carers to support their child with strategies that have been recommended by the speech and language therapist. |

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| <p>Provide play therapy for pupils to regulate and manage their emotions in order to break down barriers to learning and accessing next steps</p> | <ul style="list-style-type: none">• 100% engagement of pupils with play therapy.• Reduction in barriers that prevent pupils emotionally accessing the curriculum.• Support for parents/carers to support their child with strategies that have been recommended by the play therapist. |
|---|--|

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: £1,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Further phonics training (twilight training for all staff costs £1000) | EEF- Reading Comprehension Strategies To support with extended writing in school for staff knowledge and skills | 1,4 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,554

| Activity Do you need to detail activities rather than targets? | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| A range of interventions and staff support for children to improve their reading /phonic skills and confidence. This will include access to on-line tools for example nesy, spelling shed and daily reading sessions and comprehension skills/phonic skills during Green Gates Gets Better time. (staffing costs/costs for interventions/costs for books/reading schemes) £12,554) | EEF- Teaching Assistant Interventions EEF- Mastery Learning EEF Phonic <ul style="list-style-type: none"> • GL assessment outcomes • Magic Memory intervention outcomes • Dyslexia screening outcomes • Spelling Shed outcomes • Nessie outcomes • Green Gates Better Intervention outcomes • Pupil/parent questionnaire feedback • Follow up interventions/support during a lesson | 1 |
| A range of interventions and staff support for children to improve their maths | EEF- Teaching Assistant Interventions EEF- Mastery Learning | 2 |

| | | |
|---|--|---|
| <p>skills. This will include access to on line tools for example times table rock stars, Numbots and daily maths sessions during Green Gates Gets Better time. (staffing costs/costs for interventions £10,000)</p> | <ul style="list-style-type: none"> • Times Table Rock Stars intervention outcomes • Numbots intervention outcomes • GL assessments outcomes • Green Gates Gets Better Intervention outcomes. • Follow up interventions/support during a lesson • Pupil/parent questionnaire feedback | |
| <p>A range of interventions and staff support for children to improve their extended writing skills and handwriting skills. This will include access to on line tools for example nesy, spelling shed, SPAG interventions and Earth Handwriting programme during Green Gates Gets Better time. (staffing costs/costs for interventions £10,000)</p> | <p>EEF- Teaching Assistant Interventions EEF- Mastery Learning EEF- Mentoring EEF- One to One Tuition</p> <ul style="list-style-type: none"> • SPAG intervention outcomes • Nesy intervention outcomes • Earth handwriting programme outcomes • Green Gates Gets Better Intervention outcomes • Follow up interventions/support during a lesson | 3 |

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

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Provision of occupational therapy and associated equipment. (total cost £3,000 towards costs of an OT)</p> | <p>EEF- Parental Engagement EEF- Individualised Instruction EEF- Behaviour Interventions EEF – Self regulation</p> <ul style="list-style-type: none"> • Sensory home programme for regulation of emotions • Class sensory programmes • Class regulation programmes | 5 |
| <p>Provide play therapy for pupils to regulate and manage their emotions in order to break down barriers to</p> | <p>EEF – Improving behaviours in schools guidance EEF – Behaviour interventions Play therapy session to support children that have suffered trauma</p> | 7 |

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|---|--|--|
| learning and accessing next steps (total cost £12,000, for costs of a play therapist) | | |
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Total budgeted cost: £48,554

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 2022 to 2023 academic year.

| Quality of Education | |
|--|--|
| <p><u>Teaching</u></p> <p><u>Staff training costs</u></p> <p>Teaching (for example, CPD, recruitment and retention) Budgeted cost: £2,000</p> | |
| Activity | Impact |
| Dyslexia training for all staff (twilight training for all staff costs £500) | <ul style="list-style-type: none"> All pupils have completed a dyslexia screening to identify dyslexia traits. Support given and where required pupils have accessed an identified intervention. All staff have accessed training/staff meetings to discuss and implement support required for children with dyslexia traits |
| Further phonics training (twilight training for all staff costs £500) | <ul style="list-style-type: none"> All staff have accessed Little Wandle training to increase knowledge and understanding of supporting and delivering phonics interventions and implementing phonics schemes in school |
| Training for staff to support new writing programme (twilight training for all staff costs £500) | <ul style="list-style-type: none"> All staff have accessed further Talk for Writing training to increase knowledge and understanding to deliver Talk for Writing in class |
| Communication for autism training (twilight training for all staff costs £500) | <ul style="list-style-type: none"> All staff have accessed communication training to increase knowledge and understanding of supporting children with autism. All classrooms have been developed as autism friendly with clear consistent signage across school |
| <p><u>Targeted Academic Support</u></p> <p>1. Pupils make good progress with reading. - impact</p> <ul style="list-style-type: none"> All pupils have in place a personalised reading interventions programme where required. This is completed daily during Green Gates Gets better time. All pupils are engaging with their reading interventions. All pupils have an opportunity to read every day to a member of staff. All pupils have completed rising stars assessment for reading. All reading book bands are baselined at the beginning of each term and progress is reviewed at the end of each term in relation to which book band they have | |

achieved. When children increase their book band, their achievements are celebrated.

- All progress for interventions in place for all children are reviewed termly and RAG rated for progress made.

Impact – Pupil Progress (44 pupils whole school)

Reading – Teacher Assessments

Whole school 93% (41 pupils) made good progress (2022-23)

Pupil Premium 88 % (24/27 pupil premium pupils) made good progress (2022-3)

SATS

Reading

Pupils meeting CAT score – 100% (7 pupils)

Pupils meeting DFE score 71% (7 pupils)

Year 6 Reading end of key stage two teacher assessments (all pupils LAC/FSM)

| | Whole of year 6 | Pupil premium Pupils | LAC Pupils |
|--------------|-----------------|----------------------|------------|
| | 14 pupils | 5 pupils | 3 pupils |
| On Target | 18 (93%) | 4(80%) | 3(100%) |
| Below Target | 1 (7%) | 1(20%) | 0 |

Overall costings

Staffing costs to deliver the intervention in class/Green Gates Gets Better to support reading/comprehensions skills (£13,500)

2.Pupils make good progress with maths

- All pupils have in place a personalised maths interventions programme where required. This is completed daily during Green Gates Gets better time.
- All pupils are engaging with their maths interventions.
- All pupils have completed rising stars assessment for maths.
- All pupils have been screened for dyscalculia – interventions have been put into place for children where required.
- All progress for interventions in place for all children is reviewed termly and RAG rated for progress made.

Impact of pupil progress (44 pupils whole school)

Maths – Teacher Assessments

Whole school - 93% (41 pupils) made good progress (2022-23)

Pupil Premium 88 % (24/27 pupil premium pupils) made good progress (2022-3)

SATS

Maths

Pupils meeting CAT score – 87.7% (7 pupils)

Pupils meeting DFE score 37.5% (13pupils)

Year 6 maths end of key stage two teacher assessments (all pupils LAC/FSM)

| | Whole of year 6 | Pupil premium Pupils | LAC Pupils |
|--------------|-----------------|----------------------|------------|
| | 14 pupils | 5 pupils | 3 pupils |
| On Target | 13 (93%) | 4(80%) | 3(100%) |
| Below Target | 1 (7%) | 1(20%) | 0 |

Overall costings

Staffing costs to deliver the intervention in class/Green Gates Gets Better (£9,700)

Costs for Rockstars/Numbots (£300)

3. All pupils make progress in writing

- All pupils have in place a personalised writing interventions programme where required. This is completed daily during Green Gates Gets Better time.
- All pupils are engaging with their writing interventions.
- All progress for interventions in place for all children are reviewed termly and RAG rated for progress made.
- OT interventions are in place for pupils to support hand writing though Earth Hand Writing programme and OT exercises to improve fine motor skills

Impact of pupil progress (44 pupils in total)

Writing – Teacher Assessments

Whole school 91% (40 pupils) made good progress (2022-23)

Pupil Premium 85 % (23/27 pupil premium pupils) made good progress (2022-3)

SATS

Writing

- Pupils meeting CAT score – 86% (7 pupils)
- Pupils meeting DFE score 71% (5 pupils)

Year 6 Writing end of key stage two teacher assessments (all pupils LAC/FSM)

| | Whole of year 6 | Pupil premium Pupils | LAC Pupils |
|--------------|-----------------|----------------------|------------|
| | 14 pupils | 5 pupils | 3 pupils |
| On Target | 13 (93%) | 4(80%) | 3(100%) |
| Below Target | 1 (7%) | 1(20%) | 0 (0%) |

Overall costings

Staffing costs to deliver the intervention in class/Green Gates Gets Better (£12,500)

Costs for Nessie (£300)

Costs for spelling shed (£200)

4. Support for children with dyslexia to increase engagement and achievement in learning.

- All pupils have been screened for dyslexia – interventions have been put into place for children where required.
- All progress for interventions in place for all children is reviewed termly and RAG rated for progress made.

Impact – Pupil Progress (44 pupils whole school)

Reading – Teacher Assessments

Whole school 93% (41 pupils) made good progress (2022-23)

Pupil Premium 80 % (5 pupils) made good progress (2022-3)

SATS

Reading

Pupils meeting CAT score – 100% (7 pupils)

Pupils meeting DFE score 71% (7 pupils)

Year 6 Reading end of key stage two teacher assessments (all pupils LAC/FSM)

| | Whole of year 6 | Pupil premium Pupils | LAC Pupils |
|--------------|-----------------|----------------------|------------|
| | 14 pupils | 5 pupils | 3 pupils |
| On Target | 18 (93%) | 4(80%) | 3(100%) |
| Below Target | 1 (7%) | 1(20%) | 0 (0%) |

Overall costings

Staffing costs to deliver the intervention in class/Green Gates Gets Better to support reading/comprehensions skills (£10,000)

Overall cost

Costs for interventions £1,000:

- Dyslexia screening for every child (GL assessments) (£300 cost of testing/administration and analysis)
- Resources to support dyslexia in the classroom (£800 development of writing boxes in classrooms, iPad apps)

Behaviour and Attitudes

5. Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning.

- 10 pupils have home programmes in place for sensory regulation
- 15 OT assessments have been completed in school.
- All classes have a sensory regulation programme in place
- 8 personalised sensory programmes have been completed for more complex children.
- OT staff have continued to work in school during the whole academic year
- Eleven pupils and fully engaged with play therapy.
- Play therapy staff have continued working in school during the whole academic year.
- Play therapist has provided training for staff in school to support trauma and bereavement. Develop support for children with attachment difficulties so they can improve their engagement in learning.
- Groups identified through internal data – wide range of attainment considered.
- Regulation activities to be tailored to meet the needs of the individual pupils
- Pupils targeted with regulation interventions have engaged positively with interventions.
- Pupils targeted with regulation interventions have made progress with their self-esteem and engagement with learning. (Future Steps outcome report)

Overall costings

staffing costs/costs for interventions

Play therapist £12,000

Occupational therapist £5,000

Externally provided programmes

Detailed below are the names of any non-DfE programmes that were purchased in the previous academic year. This information has been included to help the Department for Education identify which ones are popular in England.

| Programme | Provider |
|----------------------|--------------|
| Play therapy | ABC |
| Occupational therapy | Future Steps |

Service pupil premium funding (optional) – N/A

| Measure | Details |
|---------|---------|
|---------|---------|

| | |
|--|-----|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

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| N/A |
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