

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	50
Proportion (%) of pupil premium eligible pupils	33 pupils (66%)
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	7/10/25
Date on which it will be reviewed	31/5/26
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	£51,447 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,447 (estimated)

## 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. Ensuring pupils reduce any barriers that they have to learn effectively.
- 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 conduct 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 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 conduct play therapy with targeted children who have experienced trauma.
- Provide phonics and reading opportunities to ensure all pupils have a solid phonetic base 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	<p>All pupils make strong progress with reading.</p> <p>Provide phonics and reading opportunities to ensure all pupils have a solid phonetic base 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>
2	<p>All pupils make strong 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>
3	<p>All pupils make strong progress with writing.</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>
4	<p>Provide play therapy for pupils to regulate and manage their emotions to break down barriers to learning and accessing next steps.</p>
5	<p>All pupils to access OT support to assist with regulation to ensure all learners are ready for learning</p>

## 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 strong progress with reading.</p> <p>Provide phonics and reading opportunities to ensure all pupils have a solid phonetic base 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"><li>• All pupils achieve their targets in national tests in reading.</li><li>• Pupils make strong progress in teacher assessments for reading.</li><li>• All trust KPIs are met in reading.</li><li>• All pupils have a solid phonetic base to progress their reading and spelling skills.</li><li>• 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.</li></ul>
<p>All pupils make strong 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"><li>• All pupils achieve their targets in national tests in reading.</li><li>• Pupils make strong progress in teacher assessments for reading.</li><li>• All trust KPIs are met in maths.</li><li>• 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</li></ul>
<p>All pupils make strong progress with writing.</p> <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"><li>• All pupils achieve their targets in national tests in writing.</li><li>• Pupils make strong progress in teacher assessments for reading.</li><li>• All trust KPIs are met in writing.</li><li>• All pupils have a solid phonetic base to progress their reading and spelling skills.</li><li>• 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.</li></ul>
<p>Provide play therapy for pupils to regulate and manage their emotions to break down</p>	<ul style="list-style-type: none"><li>• 100% engagement of pupils with play therapy.</li></ul>

barriers to learning and accessing next steps.	<ul style="list-style-type: none"> <li>• Reduction in barriers that prevent pupils emotionally accessing the curriculum.</li> <li>• Support for parents/carers to support their child with strategies that have been recommended by the play therapist.</li> </ul>
All pupils to access OT support to assist with regulation to ensure all learners are ready for learning	<ul style="list-style-type: none"> <li>• Pupils targeted with regulation interventions have made progress with their self- esteem and engagement with learning. (Future Steps outcome report)</li> <li>• Pupils with SEMH difficulties/Autism can manage their behaviour better and reduce their barriers to learning and further develop self-regulation skills Pupils are emotionally ready to learn and make strong progress.</li> </ul>

### 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: £37,023

Activity Do you need to detail activities rather than targets?	Evidence that supports this approach	Challenge number(s) addressed
<p>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/phonics during Green Gates Gets Better time.</p> <p>(staffing costs/costs for interventions/costs for books/reading schemes) £12,341</p>	<p>EEF- Teaching Assistant Interventions EEF- Mastery Learning EEF Phonic</p> <ul style="list-style-type: none"> <li>• GL assessment outcomes</li> <li>• Magic Memory intervention outcomes</li> <li>• Dyslexia screening outcomes</li> <li>• Spelling Shed outcomes.</li> <li>• Nessie outcomes</li> <li>• Green Gates Better Intervention outcomes</li> <li>• Pupil/parent questionnaire feedback</li> <li>• Follow up interventions/support during a lesson</li> <li>• Outcomes from interventions</li> <li>• QA of interventions</li> <li>• Progress in phonics</li> <li>• All pupils are baselined at the beginning and the end of the year using PIRA.</li> <li>• Teacher assessment outcomes</li> <li>• SATs outcomes</li> <li>• Key stage one phonics outcomes</li> </ul>	1
<p>A range of interventions and staff support for children to improve their maths skills. This will include access to online tools for example times table rock stars, Numbots and daily maths sessions during Green Gates Gets Better time.</p>	<p>EEF- Teaching Assistant Interventions EEF- Mastery Learning</p> <ul style="list-style-type: none"> <li>• Times Table Rock Stars intervention outcomes</li> <li>• Numbots intervention outcomes</li> <li>• GL assessments outcomes</li> <li>• Green Gates Gets Better Intervention outcomes.</li> <li>• Follow up interventions/support during a lesson.</li> </ul>	2

(staffing costs/costs for interventions £12,341)	<ul style="list-style-type: none"> <li>• Pupil/parent questionnaire feedback</li> <li>• QA of interventions</li> <li>• All pupils are baselined at the beginning and the end of the year using PUMA</li> <li>• Teacher assessment outcomes</li> <li>• SATs outcomes</li> </ul>	
<p>A range of interventions and staff support for children to improve their extended writing skills and handwriting skills. This will include access to online tools for example nesy, spelling shed, SPAG interventions and Earth Handwriting programme during Green Gates Gets Better time.</p> <p>(staffing costs/costs for interventions £12,341)</p>	<p>EEF- Teaching Assistant Interventions</p> <p>EEF- Mastery Learning</p> <p>EEF- Mentoring</p> <p>EEF- One to One Tuition</p> <ul style="list-style-type: none"> <li>• SPAG intervention outcomes.</li> <li>• Nesy intervention outcomes</li> <li>• Earth handwriting programme outcomes</li> <li>• Green Gates Gets Better Intervention outcomes.</li> <li>• Follow up interventions/support during a lesson</li> <li>• All pupils are baselined at the beginning and the end of the year using SPAG</li> <li>• Teacher assessment outcomes</li> <li>• SATs outcomes</li> </ul>	3

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

Budgeted cost: £13,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide play therapy for pupils to regulate and manage their emotions to break down barriers to learning and accessing next steps.</p> <p>(total cost £12,000, for costs of a play therapist)</p>	<p>EEF – Improving behaviours in schools guidance.</p> <p>EEF – Behaviour interventions</p> <p>Play therapy session to support children that have suffered trauma</p> <p>OT assessments</p> <p>ABC assessments</p>	4

Provision of occupational therapy and associated equipment. (total cost £1422 towards costs of an OT)	EEF- Parental Engagement EEF- Individualised Instruction EEF- Behaviour Interventions EEF – Self regulation <ul style="list-style-type: none"> <li>• Sensory home programme for regulation of emotions</li> <li>• Class sensory programmes</li> </ul> Class regulation programmes	5

**Total budgeted cost:** £51,447 (estimated)



## 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 2023 to 2024 academic year.

Quality of Education	
<b><u>Teaching</u></b>	
<b><u>Staff training costs</u></b>	
<b>Teaching (for example, CPD, recruitment and retention)</b>	
<b>Budgeted cost: £1,000</b>	
Activity	Impact
Dyslexia training for all staff (twilight training for all staff costs £500)	<ul style="list-style-type: none"><li>All pupils have completed a dyslexia screening to identify dyslexia traits. Support given and where required pupils have accessed an identified intervention.</li><li>All staff have accessed training/staff meetings to discuss and implement support required for children with dyslexia traits.</li></ul>
Further phonics training (twilight training for all staff costs £500)	<ul style="list-style-type: none"><li>All staff have accessed Little Wandle training to increase knowledge and understanding of supporting and delivering phonics interventions and implementing phonics schemes in school.</li></ul>
<b>Targeted Academic Support</b>	
<b>1. Pupils make strong progress with reading.</b>	
<ul style="list-style-type: none"><li>All pupils have in place a personalised reading interventions programme where required. This is completed daily during Green Gates Gets Better time.</li><li>All pupils are engaging with their reading interventions.</li><li>All pupils have an opportunity to read every day to a member of staff.</li><li>All pupils have completed rising stars PIRA baseline for reading.</li><li>All pupils complete a dyslexia screening and identified support is put in place to support children</li><li>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.</li><li>All progress for interventions is reviewed termly and RAG rated for progress made.</li><li>Where required all pupils access phonics interventions use Little Wandle.</li><li>Reading and oracy opportunities are identified and incorporated across the curriculum.</li></ul>	

## **Impact – Pupil Progress/Outcomes (55 pupils' whole school) - READING**

### **Teacher Assessments – Whole School**

- Whole school (55 pupils in total) 96% (53 pupils) made strong progress (2024-5)
- Pupil Premium (39 pupils) 97% (38 pupils) made strong progress (2024-5)
- Interventions progress show that 89% of pupils made progress in their reading intervention

### **Reading - SATS – Outcomes**

- Nine pupils in year 6 accessed the year 6 Reading SAT assessment at the end of year 6
- Pupils meeting CAT/DFE score – 100% (9 pupils)
- 33% (3 pupils) of year 6 pupils achieved national expectations (1 LAC child, 2 pupil premium children)
- One child in year 2 accessed the optional reading paper at the end of Key Stage One and achieved expected standard (pupil premium child) (50% of cohort)

### **Year 6 Reading end of Key Stage Two teacher assessments (all pupils LAC/FSM)**

Reading	Cohort (16 pupils)	Pupil Premium Pupils (9 pupils)	LAC Pupils (2 pupils)
On Target	14 pupils (88%)	8 pupils (89%)	2 pupils (100%)
Below Target	2 pupils (12%)	1 pupil (11%)	0 pupil

### **Phonics Progress**

- 95% of pupils accessing a phonics interventions made strong progress
- 50% of Key Stage One pupils achieved national standard in their phonics screening
- 100% of Key Stage One pupils made strong progress with their phonics

### **Overall costings**

Staffing costs to deliver the intervention in class/Green Gates Gets Better to support reading/comprehensions skills (£10,851.33)

## **2.Pupils make strong 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 PUMA baseline 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 – Pupil Progress/Outcomes (55 pupils' whole school) - MATHS**

### **Maths – Teacher Assessments**

- Whole school (55 pupils in total) 96% (53 pupils) made strong progress (2024-5)
- Pupil Premium (39 pupils) 97% (38 pupils) made strong progress (2024-5)
- Interventions progress show that 78% of pupils made progress in their maths intervention

### **Maths - SATS - Outcomes**

- Pupils meeting CAT/DFE score – 100% (12 pupils)
- Twelve pupils in year 6 accessed the year 6 Maths SAT assessment at the end of year 6
- Pupils meeting CAT/DFE score – 100% (12 pupils)
- 17% (2 pupils) of year 6 pupils achieved national expectations (1 LAC child, 1 pupil premium children)
- One child in year 2 accessed the optional reading paper at the end of Key Stage One and achieved expected standard (pupil premium child) (50% of cohort)

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

<b>Maths</b>	<b>Whole of year 6</b>	<b>Pupil premium Pupils</b>	<b>LAC Pupils</b>
	<b>16 pupils</b>	<b>9 pupils</b>	<b>2 pupils</b>
On Target	15 (94%)	9 pupils (100%)	2 (100%)
Below Target	1 (6%)	0	0

### **Year 4 – Multiplications Screening**

- 36% of year 4 pupils (9 pupils) accessed the year 4 Multiplications Screening Check (7 pupils pupil premium)

### **Overall costings**

Staffing costs to deliver the intervention in class/Green Gates Gets Better (£10,551.33)

Costs for Rockstars/Numbots (£300)

**Total £10,851.33**

### 3. All pupils make strong 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 is reviewed termly and RAG rated for progress made.
- OT interventions are in place for pupils to support handwriting though Earth Handwriting programme and OT exercises to improve fine motor skills.

### Impact – Pupil Progress (55 pupils' whole school) – Writing/GPS

#### Writing – Teacher Assessments

- Whole school (55 pupils in total) 96% (52 pupils) made strong progress (2024-5)
- Pupil Premium (39 pupils) 97% (37pupils) made strong progress (2024-5)
- Interventions progress show that 89% of pupils made progress in their writing intervention

#### GPS – SATS – Outcomes

- Ten pupils in year 6 accessed the year 6 Maths SAT assessment at the end of year 6
- Pupils meeting CAT/DFE score – 100% (10 pupils)
- 20% (2 pupils) of year 6 pupils achieved national expectations (1 LAC child, 1 pupil premium child)
- One child in year 2 accessed the optional writing paper at the end of Key Stage One and achieved expected standard (pupil premium child) (50% of year 2 cohort)
- Pupils meeting CAT/DFE score – 100% (16 pupils) in Writing

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

	Whole of year 6	Pupil premium Pupils	LAC Pupils
	16 pupils	9 pupils	2 pupils
On Target	14 pupils (88%)	8 pupils (89%)	2 pupils (100%)
Below Target	2 pupils (12%)	1 pupil (11%)	0

#### Overall costings

Staffing costs to deliver the intervention in class/Green Gates Gets Better (£10,300.33)

Costs for Nessie (£300)

Costs for spelling shed (£200)

**Total £10,851.33**

## **Behaviour and Attitudes**

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

#### **Occupational Therapy**

- All classes have a sensory regulation programme in place.
- Ten pupils have been screened by the OT to support with sensory and emotional regulation.
- Seven pupils have accessed individual programme for regulation from OT
- Personalised programme created and implemented in Pine Class/Birch Class
- Pupils engage positively with interventions in relation to Occupational Therapy programmes where 100% of all pupils access a regular sensory regulation programme on site. When children access this provision on site their barriers to learning are reduced and they are ready for learning through the access to the bespoke regulation programmes accessible in school. Pupils also access home programmes to access their sensory interventions when required to support challenging behaviours at home. Parents/carers were given guidance through training phone calls/face to face meetings by the occupational therapist to support with the programme if required. Programmes were shared using clear pictures of the OT demonstrating the therapy interventions required.

#### **Play Therapy**

- Fourteen pupils and fully engaged with play therapy (100% of pupils accessing Play Therapy)
- 100% of pupils attending play therapy sessions engaged well, 100% of attendance throughout the sessions and based on initial baselines show a significant improvement in the SDQ Goodman's Strengths and Difficulties Questionnaire.
- Identified children have shown a decrease in the number of physical interventions from the previous year where they have accessed OT and or play therapy

#### **Case Study Example (pupil premium child)**

Pupil (Y2) accessed two terms of ABC counselling interventions and a personalized OT programme. Over the year in comparison to 2023-24 his number of physical interventions reduced by 55%.

#### **Overall costings**

staffing costs/costs for interventions

Play therapist £12,000.

Occupational therapist £3,000

**Total £15,000**

### 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)

N/A
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