

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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 Academy
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	37 pupils 88% of cohort
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year
Date this statement was published	14/10/21
Date on which it will be reviewed	18/12/21
Statement authorised by	Standards Committee
Pupil premium lead	Melanie Lyons
Governor / Trustee lead	Helen Dyson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£11,638
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	£60,058

## 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:**

- Provide for meaningful and relevant national curriculum related outcomes for all pupils to prepare them for the next stage of their education.
- Ensure that all pupils make academic progress but also further develop emotional resilience, form positive relationships and know their rights as an individual.

##### **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 the interventions in class. Also supporting children with dyslexia 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

##### **What are the key principles of your strategy plan?**

- Provide all pupils with personalised interventions to ensure all pupils are able to 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 regulation throughout the day.
- Provide the costs for a play therapist to carry out play therapy with targeted children who have experienced trauma.

### 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.

	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.

### 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
All pupils make good or better progress with reading. All year 6 pupils to achieve their CAT 4 target/DFE target in reading or better at the end of key stage two.	<ul style="list-style-type: none"> <li>• Most pupils achieve their targets in national tests in reading.</li> <li>• Pupils make good/outstanding progress in teacher assessments for reading.</li> <li>• All trust KPIs are met</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Most pupils achieve their targets in national tests in reading.</li> <li>• Pupils make good/outstanding progress in teacher assessments for reading.</li> <li>• All trust KPIs are met</li> </ul>
All pupils make good or better progress with writing. All year 6 pupils to achieve their CAT 4 target/DFE target in writing or better at the end of key stage two.	<ul style="list-style-type: none"> <li>• Most pupils achieve their targets in national tests in reading.</li> <li>• Pupils make good/outstanding progress in teacher assessments for reading.</li> <li>• All trust KPIs are met</li> </ul>
Support for children with dyslexia to increase engagement and achievement in learning.	<ul style="list-style-type: none"> <li>• Pupils make good progress with reading/writing</li> <li>• Diminish differences between PPG and non-PPG pupils nationally.</li> <li>• Raise attainment and achievement in Year 6 in reading and writing so that</li> </ul>

	PPG pupils attain in line with their peers
Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to 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 are able to manage their behaviour better and reduce their barriers to learning.</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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia training for all staff	The Trust EP will be giving staff training in relation to support for children with dyslexic traits	Whole school
<i>Talk for reading training</i>	To support with extended writing in school for staff knowledge and skills	Whole school

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

Budgeted cost: £43,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils make good or better progress with reading.</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>• Staff to deliver and support with interventions.</li> <li>• GL assessments to outline specific intervention work to highlight any gaps in learning.</li> <li>• Magic Memory intervention.</li> <li>• Dyslexia screening</li> <li>• Precision teaching.</li> <li>• Spelling Shed</li> <li>• Nessie</li> <li>• Green Gates Better Interventions</li> </ul>	1
<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"> <li>• Staffing to deliver interventions.</li> <li>• Times Table Rock Stars intervention</li> <li>• Numbots intervention</li> <li>• GL assessments to outline specific intervention work to highlight any gaps in learning</li> <li>• Green Gates Gets Better Interventions</li> </ul>	2
<p>All pupils make good or better progress with writing.</p>	<ul style="list-style-type: none"> <li>• Staffing to deliver interventions</li> <li>• SPAG intervention</li> <li>• Nessy Fingers intervention</li> <li>• Earth handwriting programme</li> <li>• Green Gates Gets Better Interventions</li> </ul>	3

	<ul style="list-style-type: none"> <li>• Further use of IT to support writing</li> </ul>	
Support for children with dyslexia to increase engagement and achievement in learning.	<ul style="list-style-type: none"> <li>• Nessy Dyslexia intervention</li> <li>• GL Assessments – dyslexia screening</li> <li>• Staffing to deliver interventions.</li> <li>• Green Gates Gets Better Interventions</li> <li>• Staff training in relation to dyslexia</li> <li>• Purchase of equipment and IT support to support children with dyslexia</li> </ul>	4

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

Budgeted cost: £16,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning.	<ul style="list-style-type: none"> <li>• Sensory home programme for regulation of emotions</li> <li>• Play therapy session to support children that have suffered trauma</li> </ul>	5

**Total budgeted cost: £60,058**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### **1. Pupils make good progress with reading.**

- 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 Set 2021**

##### **Teacher Assessments (50 pupils whole school)**

- Reading – 96% (48 pupils) made good progress (2020-21)

##### **Mock SATS (4 pupils) year 6 (all pupils were pupil premium)**

##### **Reading**

Pupils meeting CAT score – 100%

Pupils meeting DFE score 100%

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

	Whole of year 6	Pupil premium Pupils	LAC Pupils
	15 pupils	12 pupils	3 pupils
Above target	1 7%	1 8%	0
On Target	13	11	3

	86%	84%	100%
Below Target	1	1	0
	7%	8%	

## 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 Sept 2021

- **Teacher Assessments (50 pupils whole school)**
- 
- Maths – 90% (45 pupils) made good progress (2020-21)
- 
- **Mock SATS (4 pupils) year 6 (all pupils were pupil premium)**
- 
- **Maths**
- Pupils meeting CAT score – 100%
- Pupils meeting DFE score 50%
- 
- **Year 6 maths end of key stage two teacher assessments (all pupils LAC/FSM)**
- 

	Whole of year 6 15 pupils	Pupil premium Pupils 12 pupils	LAC Pupils 3 pupils
Above target	2 14%	2 17%	0 0%
On Target	13 79%	9 75%	3 100%
Below Target	1 7%	1 8%	0 0%

## 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 Sept 2021

#### **Teacher Assessments (50 pupils)**



- Writing – 86% (43 pupils) made good progress (2020-21)

**Mock SATS (4 pupils) year 6 (all pupils were pupil premium)**

**Writing**

- Pupils meeting CAT score – 100%
- Pupils meeting DFE score 50%

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

	Whole of year 6	Pupil premium Pupils	LAC Pupils
	15 pupils	12 pupils	3 pupils
Above target	0 0%	0 0%	0 0%
On Target	11 73%	8 67%	3 100%
Below Target	4 26%	4 33%	0 0%

**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 of pupil progress Sept 2021**

**Teacher Assessments (50 pupils)**

- Reading – 96% (48 pupils) made good progress (2020-21)
- Writing – 86% (43 pupils) made good progress (2020-21)

**Mock SATS (4 pupils) year 6 (all pupils were pupil premium)**

**Reading**

- Pupils meeting CAT score – 100%
- Pupils meeting DFE score 100%

**Writing**

- Pupils meeting CAT score – 100%
- Pupils meeting DFE score 50%

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

	Whole of year 6	Pupil premium Pupils	LAC Pupils

	15 pupils	12 pupils	3 pupils
Above target	1 7%	1 8%	0
On Target	13 86%	11 84%	3 100%
Below Target	1 7%	1 8%	0

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

	Whole of year 6 15 pupils	Pupil premium Pupils 12 pupils	LAC Pupils 3 pupils
Above target	0 0%	0 0%	0 0%
On Target	11 73%	8 67%	3 100%
Below Target	4 26%	4 33%	0 0%

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

- 30 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
- 12 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.
- All staff attended OT – sensory regulation training in Sept 2020.

- 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)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will 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

*For schools that receive this funding, you may wish to provide the following information:*

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)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*