



Pupil Premium Strategy

2017-18

Introduction

The Pupil Premium funding is designed to ensure that funding to tackle disadvantaged students reaches those who need it most and has a positive impact upon narrowing the outcome gaps. The funding is allocated to Local Authorities and schools with students from Early Years to Year 11 who are looked after or have parents currently in the Armed Forces or are eligible for free school meals (FSM), including those eligible for FSM at any point in the last six years. This is known as the Ever 6 FSM measure.

The attainment gap between students from deprived backgrounds and their more affluent peers is well documented through all stages of education. After prior attainment, poverty is the single most important factor in predicting a child's future life chances. Even the highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by the end of the Key Stage 1 (KS1) and the likelihood of a pupil eligible for FSM achieving the expected levels of progress are one third those of non-FSM student. The gap continues to widen through secondary education and persists into higher education. The Government therefore believes that making additional funds available to schools will give the poorest children who achieve less well a better start in life.

The Government does not prescribe how pupil premium should be spent, believing that schools are in the best position to decide- on the basis of available evidence of what works well elsewhere- the appropriate strategies in their particular circumstances. This report highlights how the funding has been used and the impact that this has had, as well as highlighting what plans are in place for future spending.

In 2016-2017 we received £35,033 of Pupil Premium funding (including LAC Pupil Premium from a number of Local Authorities). In 2017 -2018 it is estimated that we will receive £36,761.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free meals (FSM) at any point over the last six years (known as Ever 6FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 per year for each of their pupils eligible for free meals. In 2015-2016, this has increased to £935 per eligible pupil (Y7-11). Children of service personnel receive a lower amount of £300.

Principles

All members of staff and the Directors accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

The proportion of disadvantaged pupils, those supported by the pupil premium, at Green Gates Academy is much higher than average.

Leaders and Directors focus consistently on improving outcomes for all students and in particular, disadvantaged students. The Provision and Achievement meetings are held termly where the Directors in relation to outcomes hold staff accountable for children. Leaders carefully track students' progress across the academy. They use this information to good effect to ensure that there are no marked differences in the progress of different groups of students and to ensure equality of opportunity for all. Leaders make good use of the pupil premium funding to ensure that disadvantaged students achieve as well as other students. Provision is monitored very carefully and students are given well- targeted extra support to help them improve their skills, particularly in reading.

Identifying the barriers to learning for pupil premium students

Through careful analysis of academic and pastoral data, students who might be underachieving are identified.

The following academic data is analysed to look for areas where eligible students are achieving less than their peers:

- Reading
- Writing
- Numeracy

As Green Gates Academy exists for pupils with a range of special needs the data on engagement is also analysed. This includes:

- Boxall Profiles
- Attendance
- Records of detentions/ sanctions
- Records of exclusions
- Advice from professionals such as Occupational Therapists, Speech and Language Therapists and Educational Psychologists etc.
- Support for Emotional Health, Mental Health & Well Being
- The use of achievement data is also used to check the impact of intervention programmes and adjustments are made accordingly.

Pupil Premium Strategies

Following the analysis of data, Senior Leaders consider how best to support the students eligible for pupil premium funding.

In previous years pupil premium funding has been used in the following ways:

- Facilitating students' access to education
Specialist Teaching Assistants for supporting emotional needs
- Facilitating students' access to broader curriculum opportunities such as residential visits and pantomime
- Literacy/Numeracy Interventions
- Trips subsidised for identified pupil premium students
- After School Clubs/Holiday Clubs
- Additional teaching and learning opportunities
- Alternative support and intervention
- Therapeutic approaches from own staff.
- Employing an Occupational Therapist for 1 day a week to improve learning
- Employing a part time Speech and Language therapist to work with pupils who need support
- Children's passports/celebration events

Pupil Premium Strategy 2017-18 – Green Gates Academy

1. Summary information					
School	Green Gates Academy				
Academic Year	2017-18	£36,761 (estimate)		Date of most recent PP Review	September 2017
Total number of pupils	37	Number of pupils eligible for 'ever 6' Pupil Premium	22	Date for next internal review of this strategy	January 2018

2. Current attainment 2016-17		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	0% Combined GPS – 60% Maths – 25% Reading – 60%	0% Combined GPS – 25% Maths – 25% Reading – 50%
% making progress in reading	73%	75%
% making progress in writing	79%	60%
% making progress in maths	86%	75%

5. Planned expenditure

Academic year 2017-18

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.

1. Quality of teaching for all: total Cost £11,761

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact to date
Pupils make good progress with reading £500	Books and comics purchased for the school library.	Impact of last year's funding Narrowing the gap for pupils not working at chronological age. Comments from pupil voice	Regular monitoring Regular reporting Regular meetings Include pupil voice in purchase of materials	
Pupils are able regulate their sensory needs on a daily basis £4,261	Sensory support interventions for individual pupils	Pupils have a diagnosis of sensory processing and require regulation and the ability to be able to self-regulate	Staff training with Future Steps. Pupils given a sensory intervention programme. Monitoring of sensory intervention programme. Integration of support through behaviour plan	
Improved communication skills for pupils. £5,000	Pupils are provided with communication assessments / Intervention aids and specific resources to support teaching and learning opportunities. SALT Support EP support	A number of pupils admitted to Green Gates have a diagnosis of Autism/SEMHD/Learning difficulties and have difficulties in expressing their feelings and their worries and struggles	Completion of a communication audit. Staff training Further development of five-point scale. Further development of signs and symbols	

Implementing small group sessions to cover social and emotional skills £2,000	Pupils have increased knowledge and strategies on improving their behaviours and addressing their anxieties.	Impact of last years funding Comments from pupil voice.	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback Analysis of data Discussion at review meetings	
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5. Planned expenditure

Academic year 2017-18

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.

2.Targeted Support: total Cost £14,500

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact to date:
Pupils make good progress with reading £500	Project x Reading Intervention package	Impact of last years funding Narrowing the gap for pupils not working at chronological age. Comments from pupil voice	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback Analysis of data Discussion at review meetings Termly assessments	
Pupils make good progress with Maths £5,000	Maths intervention programme	Impact of last years funding Narrowing the gap for pupils not working at chronological age. Comments from pupil voice	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback Analysis of data Discussion at review meetings Termly assessments	
Pupils make good progress with Writing £5,000	Writing intervention programme	Impact of last years funding Narrowing the gap for pupils not working at	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings	

		chronological age. Comments from pupil voice	Include pupil voice feedback Analysis of data Discussion at review meetings Termly assessments	
Raise pupil achievement through giving parents training resources and support to complete specific homework and learning experiences at home £4000	Reading/Writing/ Maths parent support plan	Pupil survey Parent survey Comments from parents evening Comments from PEP meetings	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback Analysis of data Discussion at review meetings Termly assessments Parent surveys	
Pupils have high aspirations £500	Assertive mentoring	Outcomes from Boxall Profiles Pupils Voice comments through reviews	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback	
Raise self esteem and confidence £500	Further develop a range of rewards to celebrate success	Impact of last years funding Comments from pupil voice.	Impact of last years funding Comments from pupil voice.	

5. Planned expenditure

Academic year 2017-18

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.

3.Other Approaches: total Cost £10,500

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact to date:
Ensure correct diagnosis for pupils is in place for pupils learning £3,000	Educational psychologist support	A number of pupils have a diagnosis of SEMHD, but have other underlying problems which affect their learning	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback	

Increase the range of activities, visits a pupil can access in order to raise self esteem and positive behaviour within a community settings £1,000	Children's Passports	Impact of last years funding Comments from pupil voice.	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback.	
Improve pupil's concentration levels ready for learning £1,000	Healthy start Programme	Success from previous years funding	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback.	
Improve emotional and mental health levels of pupils, allowing them to be ready for learning £2,000	Counselling/ Group work	Pupils have social and emotional difficulties through EHCP. Children require support to allow them to be ready to learn and prepare for the future	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback.	
Pupils are encouraged to know how to keep themselves safe £500	Safety workshops	Comments from pupil voice	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback	
Pupils experience learning outside the classroom and access a range of Arts/Culture opportunities £500	Access to theatre/film productions	Impact of last years funding. Comments from pupil voice.	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback	
Pupils have high aspirations and know what they need to do to achieve their goals £500	Careers Guidance	Pupils have low levels of self-esteem identified through Boxall profiles	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback	

Ensure that pupils are inspired to learn and have access to a range of after school/holiday enrichment/ Residential and educational packages £2,000	Access to residential After school clubs Lunch time clubs. Holiday clubs Master SAT classes	Impact of last years funding. Comments from pupil voice.	Regular monitoring through classroom monitor Regular reporting to stakeholders Regular meetings Include pupil voice feedback	
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5. Review of expenditure

Previous Academic Year 2016-17	Year 2016-17
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Quality of Teaching for All £8033

Desired outcome	Chosen action / approach	Impact to date (June 2017):	Lessons Learned Will we continue with this approach
Pupils make good progress with reading £500	Books and comics purchased for the school library.	63% of pupils in year 6 achieved national expectations in their SAT exam.	This intervention was successful and it will be continued
Pupils are able regulate their sensory needs daily £3,000	Sensory support interventions for individual pupils	Three pupils receive regular support daily to support their sensory needs, which shows an increase in their concentration levels in learning. Staff training complete for further skills and awareness.	This intervention was successful and it will be continued

<p>Improved communication skills for pupils. £3,000</p>	<p>Pupils are provided with communication assessments / Intervention aids and specific resources to support teaching and learning opportunities. SALT Support EP support</p>	<p>Staff training complete for further skills and awareness. Further development of displays and individual 5-point scales which has shown a significant increase in the use of the 5-point scale for staff and pupils. Allowing pupils to communicate their feelings better</p> <p>Use of 5-point scale to support pupil voice.</p> <p>Further development of pictorial timetables across all classes, preparing pupils for transitions and reducing anxiety levels</p>	<p>This intervention was successful and it will be continued</p>
<p>Implementing small group sessions to cover social and emotional skills £1,533</p>	<p>Pupils have increased knowledge and strategies on improving their behaviours and addressing their anxieties.</p>	<p>Positive impact shown through boxall profile data in development and emotional resilience.</p> <p>Pupils using the five-point scale to communicate feelings appropriately</p> <p>Reduction in the number of MIR data over time for pupils</p> <p>100% Positive feedback from pupil questionnaires/parent questionnaires</p> <p>Pupils could develop their emotional literacy to further describe their feelings</p>	<p>This intervention was successful and it will be continued</p>

2.Targeted Support: total Cost £13,000

Desired outcome	Chosen action / approach	Impact to date:	Lessons Learned Will we continue with this approach?
<p>Pupils make good progress with reading £500</p>	<p>Project x Reading Intervention package</p>	<p>63% of pupils in year 6 achieved national expectations in their SAT exam.</p>	<p>This intervention was successful and it will be continued</p>
<p>Pupils make good</p>	<p>Maths intervention programme</p>	<p>SAT results showed an increase in performance in line with national progress measures and an</p>	<p>This intervention was successful and it will be continued</p>

progress with Maths £5,750		increase in the progress score to bring the school in line with national floor targets 2017	
Pupils make good progress with Writing £5,750	Writing intervention programme	SAT results showed an increase in performance in line with national progress measures in line with national floor targets for 2017	This intervention was successful and it will be continued
Pupils have high aspirations £500	Assertive mentoring	100% pupils have taken part in an assertive mentoring programme which has helped raise self-esteem, develop organisation skills and plan for future aspirations. Pupils questionnaires show 100% pupil satisfaction with the programme	This intervention was successful and it will be continued
Raise self-esteem and confidence £500	Further develop a range of rewards to celebrate success	All pupils have gained points towards their university passport All pupils have accessed a range of opportunities including; swimming/horse-riding/forest schools. 15 pupils completed their 25 metre swimming certificate. All pupils in school developed their confidence and skills riding horses. All pupils developed their skills and confidence in outdoor learning and aware of what dangers they need to consider when accessing a forest. This in turn provided opportunities for success for pupils to help raise self esteem	This intervention was successful and it will be continued

3. Other Approaches: total Cost £14,000

Desired outcome	Chosen action / approach	Impact to date:	Lessons Learned Will we continue with this approach?
Ensure correct diagnosis for pupils is in place for pupils learning £3,000	Educational psychologist support	Specific support received to ensure 100% of year 6 pupils where needed had support from a scribe/reader for final SAT exam	This intervention was successful and it will be continued
Increase the range of activities, visits a pupil can access to raise self-esteem and positive behaviour within some	Children's Passports	Holiday clubs offered every holiday with 100% attendance, which included a range of access to community facilities 100% of year 6 pupils attended a theatre performance	This intervention was successful and it will be continued

community settings £1,000		All pupils in school attended an animation workshop through Children's Passport	
Improve pupil's concentration levels ready for learning £1,000	Healthy start Programme	100% of pupils in school access breakfast every morning and fruit during all break periods. Pupils showed improvements in concentration for learning readiness in the morning.	This intervention was successful and it will be continued
Improve emotional and mental health levels of pupils, allowing them to be ready for learning £4,000	Counselling/Group work	In progress – positive engagement from 100% of pupils	This intervention was successful and it will be continued
Pupils are encouraged to know how to keep themselves safe £1000	Safety workshops	100% of pupils have accessed: e safety workshop Police safety work shop Bullying workshop NSPCC Workshop Allowing pupils to increase their knowledge and understanding of how to keep themselves safe	This intervention was successful and it will be continued
Pupils experience learning outside the classroom and access a range of Arts/Culture opportunities £500	Access to theatre/film productions	Holiday clubs offered every holiday with 100% attendance, which included a range of access to community facilities 100% of year 6 pupils attended a theatre performance All pupils in school attended an animation workshop through Children's Passport	This intervention was successful and it will be continued
Pupils have high aspirations and know what they need to do to achieve their goals £500	Careers Guidance	Careers workshop held in the summer	This intervention was successful and it will be continued
Ensure that pupils are inspired to learn and have access to a range of after school/holiday enrichment/	Access to residential After school clubs Lunch time clubs. Holiday clubs Master SAT classes	Holiday clubs offered every holiday with 100% attendance, which included a range of access to community facilities 100% of year 6 pupils attended Master SATS class to prepare for SAT exams	This intervention was successful and it will be continued

Residential and educational packages £3,000			
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