



**Pupil Premium Strategy  
Impact report July 2019**

## 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- based on available evidence of what works well elsewhere- the appropriate strategies in their 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 2017-2018 we received £36,761. of Pupil Premium funding (including LAC Pupil Premium from several Local Authorities). In 2018 -2019 it is estimated that we will receive £39,600

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 based on 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 £1,320 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 '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, 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

1. Summary information					
<b>School</b>	Green Gates Academy				
Academic Year	2018-19	£39,600 (estimate)		Date of most recent PP Review	July 2018
Total number of pupils	30	Number of pupils eligible for 'ever 6' Pupil Premium	30	Date for next internal review of this strategy	N/A

2. Attainment 2018-19		
	<i>Pupils eligible for PP 12 pupils (9 for reading)</i>	<i>Pupils not eligible for PP (3 pupils year 6)</i>
<b>% achieving in reading, writing and maths</b>	Combined 0% GPS – 0% Maths – 0% Reading – 11%	Combined 0% GPS – 30 % Maths – 30% Reading – 100%
<b>% making progress in reading Whole school cohort 44</b>	77% (39 pupils)	100% (5 pupils)
<b>% making progress in writing Whole school cohort 44</b>	82% (39 pupils)	100% (5 pupils)
<b>% making progress in maths Whole school cohort 44</b>	82% (39 pupils)	100% (5 pupils)

5. Planned expenditure
Academic year 2018-19
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 £4,161

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
Develop support for children with attachment difficulties so they can improve their engagement in learning.	Self-regulation opportunities Bespoke behaviour plans written with input from	At least 50% of the school population have attachment needs, these children require further support in relation to	<ul style="list-style-type: none"> <li>Staff training</li> <li>Adaption of pupil's behaviour plans</li> <li>Adaptions in relation to</li> </ul>	<ul style="list-style-type: none"> <li>100% of staff have attended whole school training in relation to attachment.</li> <li>From recent lesson observations it is clear that 100% of staff are</li> </ul>

<p>£4,161</p>	<p>professionals /parent/care and child</p>	<p>regulation and behaviour support to ensure their full engagement within learning</p>	<p>teaching and learning pedagogy</p> <ul style="list-style-type: none"> <li>• Opportunities to further develop self- regulation in relation to attachment needs</li> </ul>	<p>using these strategies from the training to support teaching and learning and behaviour management.</p> <ul style="list-style-type: none"> <li>• 100% of pupils are engaging in self-regulation activities at targeted points throughout the day</li> <li>• Level 3 TA is ensuring that all regulation activities are monitored and adapted to suit the needs of individual pupils.</li> <li>• Pupils have regulation activities linked to their behaviour plans.</li> <li>• Pupils are engaging in regulation activities positively.</li> <li>• MIR data has reduced by 43% from initial baseline in Autumn 2018</li> <li>• Sensory interventions including ear defenders, sensory cushions and weighted jackets for students with sensory needs. Future Steps screenings has been carried out for individual students with directed Occupational Therapist support given.</li> <li>• Mental Health and Well Being sessions have been successfully integrated into school timetable at the end of every day.</li> </ul>
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## 5. Planned expenditure

Academic year 2018-19

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 £26,839

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 £8,946.33	Project x Reading Intervention package  Use of Nessie Programme	Impact of last year's funding Narrowing the gap for pupils not working at chronological age. Comments from pupil voice	<ul style="list-style-type: none"> <li>• Regular monitoring through classroom monitor</li> <li>• Regular reporting to stakeholders</li> <li>• Regular meetings</li> <li>• Include pupil voice feedback</li> <li>• Analysis of data</li> <li>• Discussion at review meetings</li> <li>• Termly assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Each child has a reading folder with teacher assessments, reading records. These records are QA on a termly basis to ensure that all reading ages are monitored and recorded accurately</li> <li>• 79% of year 6 pupils have shown an increase in their reading mock score from initial baseline in Sept 2018</li> <li>• 79% of year 6 pupils have met their CAT4 reading target from initial baseline in Sept 2018</li> <li>• 89% of pupils in years 2-5 have made good progress in reading from their initial baseline in Sept 2018</li> <li>• All pupils are given reading interventions where required. These interventions are delivered in class and reviewed termly to support individual pupil progress in reading overall</li> <li>• The following reading interventions have been implemented successfully in school and children</li> </ul>

				<p>are engaging positively:</p> <ul style="list-style-type: none"> <li>○ <i>Targeted interventions to improve inference skills in reading comprehension</i></li> <li>○ <i>Nessy dyslexia programme purchased to support students with reading and spelling</i></li> </ul>
<p>Pupils make good progress with Maths £8,946.33</p>	<p>Maths intervention programme Rock Stars Timetables</p>	<p>Impact of last year's funding Narrowing the gap for pupils not working at chronological age. Comments from pupil voice</p>	<ul style="list-style-type: none"> <li>• Regular monitoring through classroom monitor</li> <li>• Regular reporting to stakeholders</li> <li>• Regular meetings</li> <li>• Include pupil voice feedback</li> <li>• Analysis of data</li> <li>• Discussion at review meetings</li> <li>• Termly assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teaching and learning is good or better from maths lessons observations</li> <li>• 79% of year 6 pupils have shown an increase in their maths mock score from initial baseline in Sept 2018</li> <li>• 79% of year 6 pupils have met their CAT4 maths target from initial baseline in Sept 2018</li> <li>• 79% of pupils in years 2-5 have made good progress in maths from their initial baseline in Sept 2018</li> <li>• All pupils are given maths interventions where required. These interventions are delivered in class and reviewed termly to support individual pupil progress in maths overall</li> <li>• The following maths interventions have been implemented successfully in school and children</li> </ul>



				<p>are engaging positively:</p> <ul style="list-style-type: none"> <li>• <i>Times Table Rock Stars</i> to support students' engagement, fluency and recall of times table facts.</li> <li>• Resources including <i>Cuisenaire</i> and <i>Numicon</i> to use in all year groups. Staff have used these to support students' understanding of mathematical concepts alongside stretching and challenging more able.</li> </ul>
<p>Pupils make good progress with Writing £8,946.33</p>	<p>Writing intervention programme</p>	<p>Impact of last year's funding Narrowing the gap for pupils not working at chronological age. Comments from pupil voice</p>	<ul style="list-style-type: none"> <li>• Regular monitoring through classroom monitor</li> <li>• Regular reporting to stakeholders</li> <li>• Regular meetings</li> <li>• Include pupil voice feedback</li> <li>• Analysis of data</li> <li>• Discussion at review meetings</li> <li>• Termly assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of staff have attended whole school training in relation to talk for writing</li> <li>• 100% of staff have attended whole school training in relation to VR Training</li> <li>• 100% of staff have attended whole school training in relation to the earth hand writing programme</li> <li>• 79% of pupils in years 2-5 have made good progress in writing from their initial baseline in Sept 2018.</li> <li>• 67% of year 6 pupils have met their CAT4 score in writing target in their final mock.</li> <li>• From recent lesson observations it is clear that 100% of staff are using these</li> </ul>

				<p>strategies from the training to support teaching and learning</p> <ul style="list-style-type: none"><li>• 100% of teaching and learning is good or better from writing lesson observations</li><li>• All pupils are given a writing interventions where required. These interventions are delivered in class and reviewed termly to support individual pupil progress in writing overall</li><li>• The following Writing interventions have been implemented successfully in school and children are engaging positively:<ul style="list-style-type: none"><li>○ <i>Nessy dyslexia programme purchased to support students with reading and spelling</i></li><li>○ <i>Nessy Fingers to teach touch typing for children with poor fine motor skills</i></li><li>○ <i>Precision teaching to support in both spelling and reading of key word fluency</i></li></ul></li></ul>
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## 5. Planned expenditure

Academic year 2018-19

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 £8,000

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 £5,000	Educational psychologist support	Several pupils have a diagnosis of SEMHD, but have other underlying problems which affect their learning	<ul style="list-style-type: none"> <li>• Regular monitoring through classroom monitor</li> <li>• Regular reporting to stakeholders</li> <li>• Regular meetings</li> <li>• Include pupil voice feedback</li> </ul>	<ul style="list-style-type: none"> <li>• The EP has delivered support to SLT lead for dyslexia support for children</li> <li>• The following Writing interventions have been implemented successfully in school and children are engaging positively:</li> <li>• The SLT lead for writing has delivered training sessions in relation to dyslexia support for children within lessons</li> <li>• <i>Nessy dyslexia</i> programme purchased to support students with reading and spelling</li> <li>• <i>Nessy Fingers to teach touch typing for children with poor fine motor skills</i></li> <li>• <i>Precision teaching</i> to support in both spelling and reading of key word fluency</li> <li>• All pupils are given a writing interventions where required as highlighted through dyslexia screenings in class. These interventions are delivered in class and reviewed termly to support individual pupil progress in writing overall</li> </ul>

				<ul style="list-style-type: none"> <li>All pupils have been screened through GL dyslexia screenings</li> </ul>
Pupils experience learning outside the classroom and access a range of Arts/Culture opportunities Holiday clubs and after school clubs £3,000	Access to theatre/film productions	Impact of last year's funding. Comments from pupil voice.	<ul style="list-style-type: none"> <li>Regular monitoring through classroom monitor</li> <li>Regular reporting to stakeholders</li> <li>Regular meetings</li> <li>Include pupil voice feedback</li> </ul>	<ul style="list-style-type: none"> <li>75% of pupils in school have attended an after school club/holiday club</li> <li>12 pupils have attended an animation workshop</li> <li>All pupils have had access to horse riding/forest schools</li> <li>All pupils have attended a pantomime</li> </ul>

## 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 £4,761

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
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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	<ul style="list-style-type: none"> <li>Regular monitoring</li> <li>Regular reporting</li> <li>Regular meetings</li> <li>Include pupil voice in purchase of materials</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have accessed a range of comics which they have been able to take home and read.</li> <li>Encouraging parents to read with children.</li> <li>Encouraging children to read at home.</li> <li>Children's reading ages are increasing evident through CDS data</li> </ul>
Improved communication skills for pupils. £4,261	Pupils are provided with communication assessments / Intervention aids and specific resources to support teaching and learning opportunities. SALT Support EP support	Several 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	<ul style="list-style-type: none"> <li>Completion of a communication audit.</li> <li>Staff training</li> <li>Further development of five-point scale.</li> <li>Further development of signs and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Further development of communication in relation to 5-point scale and managing feelings.</li> <li>Further development of communication aids and symbols within classroom environment.</li> <li>Communication practices built in to support teaching and learning practices and pedagogy, for example now and next frames and, pictorial instructions and timetables</li> <li>Staff have attended training with SALT staff</li> </ul>

## 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 £24,000

Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Impact to date:
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		rationale for this choice?		
Pupils make good progress with reading £8,000	Project x Reading Intervention package	Impact of last year's funding Narrowing the gap for pupils not working at chronological age. Comments from pupil voice	<ul style="list-style-type: none"> <li>Regular monitoring through classroom monitor</li> <li>Regular reporting to stakeholders</li> <li>Regular meetings</li> <li>Include pupil voice feedback</li> <li>Analysis of data</li> <li>Discussion at review meetings</li> <li>Termly assessments</li> </ul>	<ul style="list-style-type: none"> <li>Increased reading ages scores through CDS</li> <li>Development of individual reading files to monitor progress and show progress for individual pupils</li> <li>Pupils have used Lexia to improve reading ages which is evident through CDS scores</li> </ul>
Pupils make good progress with Maths £8,000	Maths intervention programme Rock Stars Timetables	Impact of last year's funding Narrowing the gap for pupils not working at chronological age. Comments from pupil voice	<ul style="list-style-type: none"> <li>Regular monitoring through classroom monitor</li> <li>Regular reporting to stakeholders</li> <li>Regular meetings</li> <li>Include pupil voice feedback</li> <li>Analysis of data</li> <li>Discussion at review meetings</li> <li>Termly assessments</li> </ul>	<ul style="list-style-type: none"> <li>Pupils showing good/outstanding progress in maths through classroom monitor data</li> <li>Development of maths boxes with resources to support teaching and learning.</li> <li>Implementation of Times Table Rock Stars to support with knowledge of times table. Pupils have reported they enjoy the intervention and they feel that it helps with their learning and progress. Data shows that pupils are increasing the speed that they can perform their times tables.</li> <li>Dyscalculia screenings have taken place for all children to provide accurate assessments for individual support</li> </ul>
Pupils make good progress with Writing £8,000	Writing intervention programme	Impact of last year's funding Narrowing the gap for pupils not working at chronological age. Comments from pupil voice	<ul style="list-style-type: none"> <li>Regular monitoring through classroom monitor</li> <li>Regular reporting to stakeholders</li> <li>Regular meetings</li> <li>Include pupil voice feedback</li> <li>Analysis of data</li> </ul>	<ul style="list-style-type: none"> <li>Development of writing boxes to support children with their writing</li> <li>Implementation of Nessie to support with spelling to increase knowledge of common exception words,</li> </ul>

			<ul style="list-style-type: none"> <li>• Discussion at review meetings</li> <li>• Termly assessments</li> </ul>	<p>pupils have reported they enjoy the intervention and they feel that it helps with their learning and progress.</p> <ul style="list-style-type: none"> <li>• Dyslexia screenings have taken place for all children to provide accurate assessments for individual support</li> <li>• Support from EP to further develop teaching and learning strategies to support SEN pupils in relation to writing</li> </ul>
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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.

3.Other Approaches: total Cost £8,000

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 £5,000	Educational psychologist support	Several pupils have a diagnosis of SEMHD, but have other underlying problems which affect their learning	<ul style="list-style-type: none"> <li>• Regular monitoring through classroom monitor</li> <li>• Regular reporting to stakeholders</li> <li>• Regular meetings</li> <li>• Include pupil voice feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Dyslexia screenings have taken place for all children to provide accurate assessments for individual support</li> <li>• Support from EP to further develop teaching and learning strategies to support SEN pupils in relation to writing</li> <li>• EP has completed class/individual assessments to support and develop teaching and learning further to support pupils with weak literacy skills/dyslexia traits/learning difficulties.</li> <li>• Targeted pupils have made outstanding progress in writing this academic year</li> </ul>
Pupils experience learning	Access to theatre/film productions	Impact of last year's funding.	<ul style="list-style-type: none"> <li>• Regular monitoring through classroom monitor</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of pupils have accessed holiday</li> </ul>

outside the classroom and access a range of Arts/Culture opportunities Holiday clubs and after school clubs £3,000		Comments from pupil voice.	<ul style="list-style-type: none"><li>• Regular reporting to stakeholders</li><li>• Regular meetings</li><li>• Include pupil voice feedback</li></ul>	clubs and after school clubs <ul style="list-style-type: none"><li>• Year 5/6 pupils have attended an animation workshop</li><li>• Pupils have accessed a study of artists during golden time</li></ul>
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