

Pupil Premium Plan -

Draft Copy Oct 2019

1. Summary information					
School	Green Gates Academy				
Academic year	2019-20	Pupil Premium Grant (PPG) received per pupil	£42,600	Indicative PPG as advised in School Budget Statement	£42,600
Total number of pupils	45	Number of pupils eligible for PPG	32	Actual PPG budget	£42,600
2. Summary of the PPG					
<p>The pupil premium report is a statutory document that outlines how much pupil premium grant (PPG) Green Gates Academy received and how the grant was spent and used during 2018-2019.</p> <p>This report is intended to help staff members, governors, external organisations and parents understand how the PPG was spent, and whether the money was used in a way to help eligible pupils make sufficient educational progress and close the attainment gap between themselves and non-disadvantaged pupils.</p> <p>The Pupil Premium 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 their childhood.</p> <p>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.</p>					

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 2019/20 Green Gates Academy received £42,600 Pupil Premium funding (including LAC Pupil Premium from several Local Authorities) compared to £39,600 in 2018-2019.

3. Key priorities

OUR VISION:

At Green Gates Academy we aspire for all pupils to “**strive**” towards being the best they can be, “**believe**” that they have the skills and the confidence to be successful in the future and “**achieve**” outstanding progress both academically and emotionally. Allowing pupils to gain confidence to make positive contributions to the local community.

OUR VITALS:

Safety and Well Being: Our vulnerable children will be protected from harm and supported to keep themselves and others safe

Education Excellence: Every child will receive a high quality of education and will achieve

Preparation for adult life: We will provide opportunities for our children to become confident when interacting with others and to fully participate in society.

OUR VALUES: Responsive – Responding to changing contexts, the needs of the individuals, families and communities. **Autonomy** – Encouraging collaboration and embracing diversity. **Inclusive** – Supporting the individual needs of our children and developing our staff. **Successful** – Being ambitious for our children and enabling our professionals to achieve the best possible outcome. **Empowering** – Having the confidence to do more and do it better.

A number of pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their previous attainment. This will support and direct in the following areas:

- Ensure that the attachment framework is embedded within the rewards and behaviour framework, policies and practices
- Pupils to have bespoke interventions to further support their SEMH needs
- Pupils achieve their targets in national tests in Maths/Reading/Writing.
- Pupils make good/outstanding progress in teacher assessments for Maths/Reading and Writing

4. Barriers to future attainment (for pupils eligible for PPG)

Pupils are admitted from the whole of the Stockton area including Billingham and Thornaby. Almost all pupils come from the lower socio-economic areas of the town and often have had poor attendance prior to admission. The total number of pupils on Green Gates' roll is 45 (aged 5 – 11). All current pupils are White British, 16% (7) of the cohort are girls, 77% (36 pupils) of the children are entitled to free school meals 9% (4 pupils) are LAC. Pupils are from a range of local authorities, which include Stockton, Middlesbrough and Redcar & Cleveland and Darlington 91% (40 pupils) have Social, Emotional and Mental Health difficulties identified as their primary need. 9% (4 pupils) have Autism or Speech/ Language and Communication as their primary need. All the children at Green Gates Academy have an Education Health and Care Plan. Attendance for 2018-19 was 92%. Six pupils received short term exclusions for 2018-19.

Green Gates Academy is a primary school for pupils ranging from Year 1 to Year 6. Pupils attending our school have an Education Health and Care Plan due to their social, emotional and mental health difficulties. Some of the conditions our pupils are diagnosed with are ASD, ADHD, Attachment, Sensory Processing Disorder, ODD, ADD and Mental Health difficulties. We presently offer 50 places in our academy.

Experienced and dedicated staff ensure that the individual needs of each pupil are met. Staff recognise that each child is different, and staff access a range of support from professional's for example: Educational Psychologist, Speech and Language Therapist, Occupational Therapist and a Play Therapist. This allows us as a school to put a wide range of different interventions in place when a child is struggling to deal with their emotions and manage their behaviour. These interventions allow our children to have:

- A stimulating and nurturing environment with small classes.
- A creative curriculum designed to inspire pupils to achieve their best.
- High expectations.
- Access to a range of interventions to support the individual needs
- A love for learning and the desire to be the best that they can, and to be confident, polite and happy.

These outcomes are achieved by having:

- Highly skilled, dedicated and caring staff
- Mutual respect between students and staff.
- A clear pastoral system underpinned through clear boundaries and school rules
- High levels of progress and achievement for pupils
- Pupils that feel safe in a nurturing and supportive environment.
- Staff who are dedicated to working with their families.

Academic achievement and developing each individual pupil's thirst for learning is a priority. We prioritise this by ensuring all our pupils feel valued, safe and very important all the time. Pupil's physical, emotional and mental well-being is paramount, as is our desire to build confidence, resilience and creative individuals.

Academic barriers

A	High levels of deprivation and free school meals
B	Pupils join Green Gates Academy historically following attending a range of different schools following poor behaviour leading to acquiring an EHCP due to social, emotional and mental health difficulties. Pupils engagement into lessons have been poor and attendance has been poor in previous schools, using following a part time timetable. Pupils also have low levels of self esteem and high levels of attachment issues.
C	Due to pupil's education history many pupils join Green Gates Academy with many gaps within their education due to historical problems with behaviour. When pupils join Green Gates Academy it is essential that we narrow the gap and fill any gaps of learning that the children may have

Additional barriers (including issues which also require action outside the school such as low attendance rates)

D	Increase in persistent attendance last year from previous academic year
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5. Intended outcomes (specific outcomes and how they will be measured)

A number of pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their attainment and that of all pupils nationally'.

- Ensure that the attachment framework is embedded within the rewards and behaviour framework, policies and practices
- Pupils to have bespoke interventions to further support their SEMH needs
- Pupils achieve their targets in national tests in Maths/Reading/Writing.

Success criteria

	<ul style="list-style-type: none"> Pupils make good/outstanding progress in teacher assessments for Maths/Reading and Writing 	
A	Ensure that the attachment framework is embedded within the rewards and behaviour framework, policies and practices	<p>Pupils to be regulated, higher levels of self-esteem and ready for learning in the classroom.</p> <p>Pupils targeted with regulation interventions have made progress with their self- esteem and engagement with learning. (Future Steps outcome report)</p>
B	Pupils to have bespoke interventions to further support their SEMH needs	<p>Pupils targeted with regulation interventions have made progress with their self- esteem and engagement with learning. (Future Steps outcome report)</p> <p>Pupils with SEMH difficulties are able to manage their behaviour better and reduce their barriers to learning.</p>
C	Pupils achieve their targets in national tests in Maths/Reading/Writing	<p>Pupils make good progress with reading/writing/maths</p> <p>Diminish differences between PPG and non-PPG pupils nationally.</p> <p>Raise attainment and achievement in Year 6 in reading, writing and maths so that PPG pupils attain in line with their peers.</p>
D	Pupils make good/outstanding progress in teacher assessments for Maths/Reading and Writing	<p>Pupils make good progress with reading/writing/maths</p> <p>Diminish differences between PPG and non-PPG pupils nationally.</p> <p>Raise attainment and achievement in Year 6 in reading, writing and maths so that PPG pupils attain in line with their peers.</p>

6. Planned expenditure

Academic year	2019-20	Demonstrate how you will use PPG to improve classroom pedagogy, provide targeted support and support whole-school strategies.			
Quality of teaching for all					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<p>Develop support for children with attachment difficulties so they can improve their engagement in learning.</p> <p>(15mins per day through calming and regulations activities – Daily/Sensory programme at least twice a week)</p>	<p>Pupils to be regulated, higher levels of self-esteem and ready for learning in the classroom.</p>	<ul style="list-style-type: none"> Teaching and Learning Toolkit, National Foundation for Educational Research (NFER) report on supporting the attainment of disadvantaged pupils Ofsted's 2013 report on the pupil premium Ofsted's 2014 report on pupil premium progress Impact of previous pupil premium funding at Green Gates Academy 	<p>VP</p> <p>Monitored through Academy Council and Principal</p>	<p>Termly through interventions monitoring</p>	<p>Autumn term:</p> <ul style="list-style-type: none"> Groups identified through internal data – wide range of attainment considered. Regulation activities to be tailored to meet the needs of the individual pupils <p>Spring term:</p> <ul style="list-style-type: none"> Pupils targeted with regulation interventions have engaged positively with interventions. <p>Summer term:</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)

Anticipated expenditure	£8,946.33				
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
All targeted pupils to access interventions support for reading through "Green Gates Gets Better Time" (30 mins per day)	Pupils make good progress with reading Diminish differences between PPG and non-PPG pupils nationally. Raise attainment and achievement in Year 6 in reading and maths so that PPG pupils attain in line with their peers.	<ul style="list-style-type: none"> Teaching and Learning Toolkit, National Foundation for Educational Research (NFER) report on supporting the attainment of disadvantaged pupils Ofsted's 2013 report on the pupil premium Ofsted's 2014 report on pupil premium progress Impact of previous pupil premium funding at Green Gates Academy 	VP Monitored through Academy Council and Principal	Termly through data trawls and standards Committee	<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

<p>All targeted pupils to access interventions support for Maths through “Green Gates Gets Better Time” (30 mins per day)</p>	<p>Pupils make good progress with Maths £8,946.33 Diminish differences between PPG and non-PPG pupils nationally. Raise attainment and achievement in Year 6 in reading and maths so that PPG pupils attain in line with their peers.</p>	<ul style="list-style-type: none"> • Teaching and Learning Toolkit, National Foundation for Educational Research (NFER) report on supporting the attainment of disadvantaged pupils • Ofsted’s 2013 report on the pupil premium • Ofsted’s 2014 report on pupil premium progress • Impact of previous pupil premium funding at Green Gates Academy 	<p>AVP Monitored through Academy Council and Principal</p>	<p>Termly through data trawls and Standards Committee</p>	<ul style="list-style-type: none"> • Pupils achieve their targets in national tests in Maths • Pupils make good/outstanding progress in teacher assessments for Maths
<p>All targeted pupils to access interventions support for writing through “Green Gates Gets Better Time” (30 mins per day)</p>	<p>Pupils make good progress with Writing Diminish differences between PPG and non-PPG pupils nationally. Raise attainment and achievement in Year 6 in reading and maths so that PPG pupils attain in line with their peers.</p>	<ul style="list-style-type: none"> • Teaching and Learning Toolkit, National Foundation for Educational Research (NFER) report on supporting the attainment of disadvantaged pupils • Ofsted’s 2013 report on the pupil premium • Ofsted’s 2014 report on pupil premium progress • Impact of previous pupil premium funding at Green Gates Academy 	<p>VP Monitored through Academy Council and Principal</p>	<p>Termly through Data trawls/Standards Committee</p>	<ul style="list-style-type: none"> • Pupils achieve their targets in national tests in Writing. • Pupils make good/outstanding progress in teacher assessments for Writing
<p>Anticipated expenditure</p>	<p>£26,838.99</p>				

Other approaches

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<p>All targeted pupils to access interventions support for reading/writing through Green Gates Gets Better Time 30 mins per day</p>	<p>Support for children with dyslexia to increase engagement and achievement in learning</p>	<ul style="list-style-type: none"> • Teaching and Learning Toolkit, National Foundation for Educational Research (NfER) report on supporting the attainment of disadvantaged pupils • Ofsted's 2013 report on the pupil premium • Ofsted's 2014 report on pupil premium progress • Impact of previous pupil premium funding at Green Gates Academy 	<p>VP Monitored through Academy Council and Principal</p>	<p>Termly through interventions monitoring</p>	<p>Pupils make good progress with reading/writing/maths</p> <p>Diminish differences between PPG and non-PPG pupils nationally.</p> <p>Raise attainment and achievement in Year 6 in reading and writing so that PPG pupils attain in line with their peers.</p>
<p>All targeted pupils to access interventions support for SEMH difficulties through Green Gates Gets Better Time 30 mins per day</p>	<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"> • Teaching and Learning Toolkit, National Foundation for Educational Research (NfER) report on supporting the attainment of disadvantaged pupils • Ofsted's 2013 report on the pupil premium • Ofsted's 2014 report on pupil premium progress • Impact of previous pupil premium funding at Green Gates Academy 	<p>VP Monitored through Academy Council and Principal</p>	<p>Termly through interventions monitoring</p>	<p>Pupils targeted with regulation interventions have made progress with their self- esteem and engagement with learning. (Future Steps outcome report)</p> <p>Pupils with SEMH difficulties are able to manage their behaviour better and reduce their barriers to learning.</p>

Anticipated expenditure	£6814.68				
7. Additional detail					
Use this section to refer to additional information that you have used to support the sections above.					
<u>This plan will be monitored termly by the academy governors termly through the Academy Council Meetings</u>					