

## PUPIL PREMIUM - SPEND AND PREDICTED IMPACT 2020-21

### GREEN GATES ACADEMY

The Pupil Premium is designed to ensure that funding to tackle disadvantaged pupils 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 pupils from Early Years to Year 11 who are looked after, 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. 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 will be used during the academic year 2020-2021.

The proportion of disadvantaged pupils, those supported by pupil premium at Green Gates Academy is much higher than average, with 39 students (76%) of the cohort classed as disadvantaged. During 2021-2022, 39 students will be eligible for Pupil Premium funding, as they continue to access primary education.

PROJECT	PLANNED SPEND	PREDICTED IMPACT
<b>Quality of education</b>		
<p>Pupils make good progress with reading.</p> <p>Diminish differences between PPG and non-PPG pupils nationally.</p> <p>Raise attainment and achievement in Year 6 in reading so that PPG pupils attain in line with their peers.</p>	<p>£8,946.33</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>	<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> </ul> <p><b><u>Progress May 2021:</u></b></p> <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 assessment for reading.</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 in place for all children are reviewed termly and RAG rated for progress made.</li> </ul>

		<p><b><u>Impact – Pupil Progress Set 2021</u></b></p> <p><b>Teacher Assessments (50 pupils whole school)</b></p> <ul style="list-style-type: none"> <li>Reading – 96% (48 pupils) made good progress (2020-21)</li> </ul> <p><b>Mock SATS (4 pupils) year 6 (all pupils were pupil premium)</b></p> <p><b>Reading</b> Pupils meeting CAT score – 100% Pupils meeting DFE score 100%</p> <p><b>Year 6 Reading end of key stage two teacher assessments (all pupils LAC/FSM)</b></p> <table border="1" data-bbox="943 734 1390 1081"> <thead> <tr> <th></th> <th>Whole of year 6 15 pupils</th> <th>Pupil premium Pupils 12 pupils</th> <th>LAC Pupils 3 pupils</th> </tr> </thead> <tbody> <tr> <td>Above target</td> <td>1 7%</td> <td>1 8%</td> <td>0</td> </tr> <tr> <td>On Target</td> <td>13 86%</td> <td>11 84%</td> <td>3 100%</td> </tr> <tr> <td>Below Target</td> <td>1 7%</td> <td>1 8%</td> <td>0</td> </tr> </tbody> </table>		Whole of year 6 15 pupils	Pupil premium Pupils 12 pupils	LAC 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
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<p>Pupils make good progress with maths</p> <p>Diminish differences between PPG and non-PPG pupils nationally.</p> <p>Raise attainment and achievement in Year 6 in maths so that PPG pupils attain in line with their peers.</p>	<p>£8,946.33</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>	<ul style="list-style-type: none"> <li>Pupils achieve their targets in national tests in maths</li> <li>Pupils make good/outstanding progress in teacher assessments for maths.</li> </ul> <p><b><u>Progress May 2021</u></b></p> <ul style="list-style-type: none"> <li>All pupils have in place a personalised maths interventions programme where required. This is completed daily during Green Gates Gets better time.</li> <li>All pupils are engaging with their maths interventions.</li> <li>All pupils have completed rising stars assessment for maths.</li> <li>All pupils have been screened for dyscalculia – interventions have been put into place for children where required.</li> <li>All progress for interventions in place for all children is reviewed termly and RAG rated for progress made.</li> </ul>																

		<p><b><u>Impact of pupil progress Sept 2021</u></b></p> <p><b>Teacher Assessments (50 pupils whole school)</b></p> <ul style="list-style-type: none"> <li>Maths – 90% (45 pupils) made good progress (2020-21)</li> </ul> <p><b>Mock SATS (4 pupils) year 6 (all pupils were pupil premium)</b></p> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Pupils meeting CAT score – 100%</li> <li>Pupils meeting DFE score 50%</li> </ul> <p><b>Year 6 maths end of key stage two teacher assessments (all pupils LAC/FSM)</b></p> <table border="1" data-bbox="943 734 1390 1066"> <thead> <tr> <th></th> <th>Whole of year 6 15 pupils</th> <th>Pupil premium Pupils 12 pupils</th> <th>LAC Pupils 3 pupils</th> </tr> </thead> <tbody> <tr> <td>Above target</td> <td>2 14%</td> <td>2 17%</td> <td>0 0%</td> </tr> <tr> <td>On Target</td> <td>13 79%</td> <td>9 75%</td> <td>3 100%</td> </tr> <tr> <td>Below Target</td> <td>1 7%</td> <td>1 8%</td> <td>0 0%</td> </tr> </tbody> </table>		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%
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<p>Pupils make good progress with writing</p> <p>Diminish differences between PPG and non-PPG pupils nationally.</p> <p>Raise attainment and achievement in Year 6 in writing so that PPG pupils attain in line with their peers.</p>	<p>£8,946.33</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> <li>Further use of IT to support writing</li> </ul>	<ul style="list-style-type: none"> <li>Pupils achieve their targets in national tests in Writing.</li> <li>Pupils make good/outstanding progress in teacher assessments for writing.</li> </ul> <p><b><u>Progress May 2021</u></b></p> <ul style="list-style-type: none"> <li>All pupils have in place a personalised writing interventions programme where required. This is completed daily during Green Gates Gets Better time.</li> <li>All pupils are engaging with their writing interventions.</li> <li>All progress for interventions in place for all children are reviewed termly and RAG rated for progress made.</li> <li>OT interventions are in place for pupils to support hand writing though Earth Hand Writing programme and OT exercises to improve fine motor skills</li> </ul> <p><b><u>Impact of pupil progress Sept 2021</u></b></p>																

		<p><b>Teacher Assessments (50 pupils)</b></p> <ul style="list-style-type: none"> <li>• Writing – 86% (43 pupils) made good progress (2020-21)</li> </ul> <p><b>Mock SATS (4 pupils) year 6 (all pupils were pupil premium)</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Pupils meeting CAT score – 100%</li> <li>• Pupils meeting DFE score 50%</li> </ul> <p><b>Year 6 Writing end of key stage two teacher assessments (all pupils LAC/FSM)</b></p> <table border="1" data-bbox="943 658 1390 981"> <thead> <tr> <th></th> <th>Whole of year 6 15 pupils</th> <th>Pupil premium Pupils 12 pupils</th> <th>LAC Pupils 3 pupils</th> </tr> </thead> <tbody> <tr> <td>Above target</td> <td>0 0%</td> <td>0 0%</td> <td>0 0%</td> </tr> <tr> <td>On Target</td> <td>11 73%</td> <td>8 67%</td> <td>3 100%</td> </tr> <tr> <td>Below Target</td> <td>4 26%</td> <td>4 33%</td> <td>0 0%</td> </tr> </tbody> </table>		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%
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<p>Support for children with dyslexia to increase engagement and achievement in learning.</p>	<p>£3,407.34</p> <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>	<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 PPG pupils attain in line with their peers</li> </ul> <p><b><u>Progress May 2021:</u></b></p> <ul style="list-style-type: none"> <li>• All pupils have been screened for dyslexia – interventions have been put into place for children where required.</li> <li>• All progress for interventions in place for all children is reviewed termly and RAG rated for progress made.</li> </ul> <p><b><u>Impact of pupil progress Sept 2021</u></b></p> <p><b><u>Teacher Assessments (50 pupils)</u></b></p> <ul style="list-style-type: none"> <li>• Reading – 96% (48 pupils) made good progress (2020-21)</li> <li>• Writing – 86% (43 pupils) made good progress (2020-21)</li> </ul> <p><b><u>Mock SATS (4 pupils) year 6 (all pupils were pupil premium)</u></b></p> <p><b>Reading</b></p>																

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**Behaviour and attitudes**

<p>Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning.</p>	<p>£3,407.34</p> <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>	<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> <p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• 30 pupils have home programmes in place for sensory regulation</li> <li>• 15 OT assessments have been completed in school.</li> </ul>
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		<ul style="list-style-type: none"> <li>• All classes have a sensory regulation programme in place</li> <li>• 12 personalised sensory programmes have been completed for more complex children.</li> <li>• OT staff have continued to work in school during the whole academic year</li> <li>• Eleven pupils and fully engaged with play therapy.</li> <li>• Play therapy staff have continued working in school during the whole academic year.</li> <li>• Play therapist has provided training for staff in school to support trauma and bereavement.</li> </ul>
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**Personal development**

<p>Pupils to be regulated, higher levels of self-esteem and ready for learning in the classroom.</p> <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>£8,946.33</p> <ul style="list-style-type: none"> <li>• Costs for Occupational therapist.</li> <li>• Cost for sensory equipment eg therapy balls, crash mats, Scooter Boards</li> </ul>	<p><b>Autumn term:</b></p> <ul style="list-style-type: none"> <li>• Groups identified through internal data – wide range of attainment considered.</li> <li>• Regulation activities to be tailored to meet the needs of the individual pupils.</li> <li>• All staff attended OT – sensory regulation training in Sept 2020.</li> </ul> <p><b>Spring term:</b></p> <ul style="list-style-type: none"> <li>• Pupils targeted with regulation interventions have engaged positively with interventions.</li> </ul> <p><b>Summer term:</b></p> <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> </ul>
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<b>Total Pupil Premium Budget:</b>	£42,600
<b>Total Spend:</b>	£42,600