

ACADEMY COUNCIL

PUPIL PREMIUM – SPEND AND IMPACT REPORT
2019/2020

GREEN GATES ACADEMY

PROJECT	EXPENDITURE	IMPACT																
Quality of education																		
<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 and maths so that PPG pupils attain in line with their peers.</p>	<p>£8,946.33</p> <ul style="list-style-type: none"> Specialist TA to deliver and support with interventions GL assessments to outline specific intervention work to highlight any gaps in learning Magic Memory intervention Precision teaching Spelling Shed intervention Read, Write Ink intervention Project X intervention Access to Nessie for interventions target 	<ul style="list-style-type: none"> Pupils made good/outstanding progress in teacher assessments for Reading <p style="text-align: center;"><u>Whole School Progress</u></p> <table border="1"> <thead> <tr> <th></th> <th>Whole School</th> <th>Pupil premium Pupils</th> <th>Non Pupil Premium pupils</th> </tr> </thead> <tbody> <tr> <td>Above target</td> <td>22%</td> <td>21%</td> <td>37%</td> </tr> <tr> <td>On Target</td> <td>68%</td> <td>67%</td> <td>63%</td> </tr> <tr> <td>Below Target</td> <td>10%</td> <td>12%</td> <td>0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> During covid 19 lockdown all pupils had access to Nessie/Spelling shed/Oxford Reading Tree and purple mash all giving children access to reading opportunities (see distance learning impact report). Where pupils were unable to access IT facilities work packs to progress reading were supplied. Direct support via telephone was made available to parents/carers to support children with access to learning up to three times a week. 		Whole School	Pupil premium Pupils	Non Pupil Premium pupils	Above target	22%	21%	37%	On Target	68%	67%	63%	Below Target	10%	12%	0%
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Y6 Progress Data
(End of Key Stage Two):

	Whole of year 6 18 pupils	Pupil premium Pupils 15 pupils	Non Pupil Premium pupils 2 pupils
Above target	22%	40%	34%
On Target	68%	33%	66%
Below Target	10%	27%	0%

Mock SATS Oct 2019

- Percentage of pupils achieving on or above target based upon their key stage one outcomes 36%
(No final SAT data due to covid 19 restrictions and key stage two tests cancelled)

<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 reading and maths so that PPG pupils attain in line with their peers.</p>	<p>£8,946.33</p> <ul style="list-style-type: none"> Specialist TA to deliver interventions Times Table Rock Stars intervention Numbots intervention GL assessments to outline specific intervention work to highlight any gaps in learning 	<ul style="list-style-type: none"> Pupils make good/outstanding progress in teacher assessments for Maths previous to covid 19 <p style="text-align: center;"><u>Whole School Progress</u></p> <table border="1" data-bbox="976 409 1471 734"> <thead> <tr> <th></th> <th>Whole School</th> <th>Pupil premium Pupils</th> <th>Non Pupil Premium pupils</th> </tr> </thead> <tbody> <tr> <td>Above target</td> <td>20%</td> <td>17%</td> <td>25%</td> </tr> <tr> <td>On Target</td> <td>70%</td> <td>69%</td> <td>63%</td> </tr> <tr> <td>Below Target</td> <td>10%</td> <td>14%</td> <td>12%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> During covid 19 lockdown, all pupils had access to Rock Stars Timetables, Numbots and Purple Mash all giving children access to maths opportunities. (see distance learning impact report) Where pupils were unable to access IT facilities work packs to progress maths were supplied. Direct support via telephone was given to parents/carers to support children with access to learning up to three times a week. <p style="text-align: center;"><u>Y6 Progress Data</u> <u>(End of Key Stage Two):</u></p> <table border="1" data-bbox="976 1541 1471 1888"> <thead> <tr> <th></th> <th>Whole of year 6 18 pupils</th> <th>Pupil premium Pupils 15 pupils</th> <th>Non Pupil Premium pupils 3 pupils</th> </tr> </thead> <tbody> <tr> <td>Above target</td> <td>37%</td> <td>40%</td> <td>34%</td> </tr> <tr> <td>On Target</td> <td>31%</td> <td>40%</td> <td>0%</td> </tr> <tr> <td>Below Target</td> <td>31%</td> <td>20%</td> <td>66%</td> </tr> </tbody> </table>		Whole School	Pupil premium Pupils	Non Pupil Premium pupils	Above target	20%	17%	25%	On Target	70%	69%	63%	Below Target	10%	14%	12%		Whole of year 6 18 pupils	Pupil premium Pupils 15 pupils	Non Pupil Premium pupils 3 pupils	Above target	37%	40%	34%	On Target	31%	40%	0%	Below Target	31%	20%	66%
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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"> Specialist TA to deliver interventions SPAG intervention Nessy Fingers intervention 	<ul style="list-style-type: none"> Pupils make good/outstanding progress in teacher assessments for Writing previous to covid 19 <p><u>Whole School Progress</u></p> <table border="1" data-bbox="975 1744 1471 1995"> <thead> <tr> <th></th> <th>Whole School 50 pupils</th> <th>Pupil premium 42 pupils</th> <th>Non Pupil Premium 8 pupils</th> </tr> </thead> <tbody> <tr> <td>Above target</td> <td>16%</td> <td>19%</td> <td>33%</td> </tr> <tr> <td>On Target</td> <td>72%</td> <td>67%</td> <td>66%</td> </tr> </tbody> </table>		Whole School 50 pupils	Pupil premium 42 pupils	Non Pupil Premium 8 pupils	Above target	16%	19%	33%	On Target	72%	67%	66%
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Support for children with dyslexia to increase engagement and achievement in learning	<p data-bbox="517 1809 663 1843">£3,407.34</p> <ul data-bbox="568 1883 887 2029" style="list-style-type: none"> • Nessy - Dyslexia intervention • GL Assessments – dyslexia screening 	<ul data-bbox="995 1827 1493 2042" style="list-style-type: none"> • Pupils made good progress or better progress with reading/writing (please refer to data above) • 100% of pupils were screened for dyslexia in the school 																				

	<ul style="list-style-type: none"> Specialist TA to deliver interventions 	<p>cohort.20% of pupils showed dyslexia traits following the screening</p> <ul style="list-style-type: none"> Where pupils showed dyslexia traits specific interventions were put in to support each individual child. This included specific equipment available in all classrooms to suit individual needs of pupils.
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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"> Sensory home programme for regulation of emotions Play therapy session to support children that have suffered trauma 	<ul style="list-style-type: none"> Pupils targeted with regulation interventions have made progress with their self- esteem and engagement with learning. This was based upon their initial baselines set in September 2019 against their outcomes. Twelve pupils engaged in intensive play therapy sessions. ABC (play therapy organisation) use Goodman’s Strengths and Difficulties Questionnaire (SDQ) to base line children at the beginning of the treatment and at the end of the treatment, all children showed the therapy had shown a positive impact the therapy had provided a reduction the SDQ scores from beginning to end point
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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. (15mins per day through calming and regulations</p>	<p>£8,946.33</p> <ul style="list-style-type: none"> Costs for TA to deliver sensory programmes. Cost for sensory equipment eg therapy balls, crash mats, Scooter Boards 	<p>Autumn term:</p> <ul style="list-style-type: none"> Groups were identified through internal data – wide range of attainment considered and baseline assessments from the OT. Regulation activities were tailored to meet the needs of the individual pupils. All tutor groups had access to a bespoke OT programme.
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<p>activities – Daily/Sensory programme at least twice a week)</p>		<ul style="list-style-type: none"> • All pupils access regular regulation activities to support micro transitions in school <p>Spring term:</p> <ul style="list-style-type: none"> • All pupils that were targeted with regulation interventions have engaged positively with interventions. <p>Summer term:</p> <p>During the lock down period, all pupils were given a home regulation programme. All programmes were sent home to parents and carers and the occupational therapist provided training and guidance for parents and carers over the phone.</p>
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Total Pupil Premium Budget:	£42,600
Total Spend:	£42,600