



Pupil Premium Strategy 2018/19

What is pupil premium?

The Pupil Premium is allocated to schools with pupils on roll in January 2018 that are known to have been eligible for free school meals (FSM) at any time in the last six years. Each of these pupils will attract £1320. Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support raising the attainment of disadvantaged pupils of all abilities to reach their potential. Parents/carers are urged to register their child as eligible for FSM so that each school receives their maximum Pupil Premium entitlement.

Pupil Premium is also provided for children in care at £2300. This is allocated to pupils who have been 'looked after' for at least one day and for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order (as recorded in the March 2017 children looked-after data return and aged 4 to 15 at 31 August 2017).

For children of parents in the armed services, £300 for each pupil aged 4 and over in year groups reception to year 11 who has been a service child in the last 6 years or in a family in receipt of pensions under the Armed Forces Compensation Scheme and the War Pensions Scheme.

Pupil Premium at Greengate Lane Academy

In 2018-19 the school was allocated £108 240

How disadvantaged pupils will be supported:

- Breakfast club - free to children on FSM
- Extensive range of after school/ lunchtime clubs all free of charge. Targeted for specific groups
- Learning mentor who leads on attendance, working with families, PHSE and behaviour management.
- Extensive 0-3 programme led by Foundation stage leader with a range of activities to help children develop appropriately and identify needs and offer support/ interventions as early as possible
- Signposting opportunities for parents / carers
- A specific Communication, Language and Literacy programme (LEAP) for Foundation Stage to improve speaking and listening skills. It also identifies issues early which are then addressed by targeted intervention for small groups and one to one
- Implementation of Read Write Inc literacy/phonics programme in small groups across FS2 and Key Stage 1 to achieve high level outcomes. Identified children in Y3 to access RWInc groups if appropriate
- Part time (0.6) speech and language therapist employed by school

- A wide variety of opportunities to involve and engage parents/ carers in their children's learning and development
- Offer of outstanding pastoral support to all children, particularly those which are most vulnerable through a range of exciting and interesting interventions and support programmes
- 'Structured Conversation' (Achievement for All) offered to parents/carers of SEND/ vulnerable children
- Strategic overstaffing by experienced teachers to support small groups and provide one to one tuition
- 1:1 and small group provision of KS1 and KS2 Literacy and numeracy "catch up" and pre-programmes
- Outdoor school activities including additional pastoral groups and extra curricular opportunities
- Astrea Promise at Greengate Lane - programme of experiences whilst at school from Foundation 1 to Year 6
- 'Let's Get Cooking' events and activities
- 'Aim High' programme targeted at raising aspirations among higher achieving children attracting Pupil Premium funding
- Targeted magazine subscriptions for higher achieving children attracting Pupil Premium funding
- Additional intensive therapeutic support from TAMHS (Targeted Mental Health in Schools Services)

GREENGATE LANE ACADEMY PUPIL PREMIUM REPORT 2018 - 2019

The main barriers to educational achievement that the disadvantaged children in our school face include the following possibilities:

- Low income
- Unsettled family arrangements
- Emotional instability of family member(s)
- Parents may not have had a successful or enjoyable education
- Siblings may have had disrupted educational experiences
- Safeguarding concerns
- Attendance Issues
- Inappropriate or inadequate housing

Additionally, the following educational/health issues have been identified amongst our pupil premium children:

- ASD

Rationale; How we will spend our funding

In order to address these barriers, we will spend our pupil premium funding in the following way:

Continued development of "O" track as a half termly tracking tool will ensure we are able to identify any developing gaps in learning and that progress of disadvantaged groups can be monitored. We will be able track the progress of individuals against predicted "Flight Paths" We need to have a high quality data analysis and target setting programme to ensure high expectations of all children. In line with the research, improving the quality of teaching and learning of disadvantaged pupils should lead to improved outcomes <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

We will further increase engagement in learning through the funded provision of educational trips and experiences. Research also promotes actions to raise aspirations to higher education for higher attaining pupils; <https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education>

Free Breakfast club for disadvantaged children to ensure a sound start to the day and encourage attendance. This approach is in line with research that encourages strategies to improve attendance .

Half Termly "Family Breakfasts" to encourage attendance and engagement.

<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

Deployment of staff that specifically meets the needs of these groups. Use of support staff to enhance provision for identified groups and individuals including disadvantaged groups.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/> demonstrates that teaching assistants can have a positive impact on outcomes. The allocation of assistants will be according to need.

Additional teachers to reduce class sizes and support in selected year groups (Reducing class size is also demonstrated to show increased progress at <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>)

Utilising oral language interventions to improve the communication and interaction skills of pupils in line with research - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>

The provision for Individual and group interventions of Pastoral, Nurture nature to address some of the wider and more complex issues faced by a significant proportion of our children. The use of our Well Being tracker to identify children with multiple vulnerabilities. Learning mentor to support Early help, Mast working, welfare, health, young carer etc.

These approaches are in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>

We will measure the impact of the pupil premium by:

Monitoring attendance of all groups including disadvantaged groups.

Engagement of parents in school events (parents evening, homework club etc)

Feedback from questionnaires, Pupil and Parental voice

Progress and attainment (in lessons, within a year, between key stages)

Downgrading of welfare concerns

Behaviour logs (white, red, yellow Cards)

Monitor uptake of children at all extracurricular and enrichment activities.

The date of the next pupil premium strategy review is September 2019

Plan for PPG Spending 2018-19 £108,240

Priority Area	Specific Expenditure	Total Cost	Desired Impact
To improve oral language skills through increased levels of Teaching Assistants (TA) support to provide support in language acquisition in the EYFS.	1x TA (50% Full Time Equivalent post) delivering the LEAP communication programme.	£9 013	All children to make rapid progress in EYFS in order to access the whole curriculum including Early reading and writing in 'Read Write Inc' Target 85% of children meet GLD outcomes (in 2018, 83% attained a GLD) – including 10 disadvantaged pupils.
Increased quality first teaching and targeted intervention support to improve outcomes through additional staffing (Year 1-Year 6) providing targeted support in order to address barriers to learning. Pre /Post Teaching	1 x TA Year Year 2/3 1 x TA Years 4/5 Super Nova teacher to support target groups in Year 2, Year 6 and NQT time when available all year groups 0.6 M3 Teacher to support all year groups 0.6 Teacher Assistant Head to support new staff in coaching role to ensure quality first teaching for all	£18 400 £18 400	Pupil premium (PP) children make progress in line with Non-PP children from starting points at KS2 (currently 13 disadvantaged pupils in year 6) KS1 85% of all children and groups meet Age Related Expectations in all year groups (eleven disadvantaged pupils in year 1 and seven disadvantaged pupils in year 2)
To Develop Independent reading/comprehension skills in targeted children	0.6 TA	KW £ 4 300	85% of all children, including PP children, pass the year 1 phonics screening check 90% of Year 2 children, including disadvantaged pupils, pass the year 1 phonics screening check. 85 % of the Year 2 children reach Age Related Expectations in Reading, Writing and Maths

			<p>85 % of the Year 6 children reach Age Related Expectations in Reading, Writing and Maths (currently 13 disadvantaged pupils in year 6, 76%).</p> <p>An increased percentage of 13 disadvantaged pupils in year 6 attaining the higher standard, especially in reading and writing (75% attained the higher standard in reading and writing in 2018)</p>
<p>Other staff: To increase attendance through attendance support from an attendance officer, providing family and behaviour support.</p> <p>Informal “soft” information sharing</p>	<p>1 x Learning Mentor</p> <p>1x TA Pastoral/ Nurture Support 50% Full Time equivalent</p> <p>Family Breakfast sessions x 6 Family Afternoon Teas in EYFS x 3</p>	<p>£23 300</p> <p>£ 4 300</p> <p>£1000</p>	<p>To improve 2018/19 whole school Attendance (96.2%) and that of the 87 Pupil Premium pupils from 95% to at least 96%</p> <p>To Reduce the PA figure of 11.5% for PP to be in line with school to at least 4%.</p> <p>Children identified through Well-being and Data Tracker to have improved profiles.</p>
<p>To develop the communication, interaction and word understanding of pupils through the provision of Speech and Language Support</p>		<p>£12 481</p>	<p>To see an increase in the numbers of pupils attaining Age Related Expectations in reading and writing from the 26 pupils accessing the intervention.</p>
<p>Increased engagement in learning and outcomes through funding for school trips, visits and residential experiences</p>	<p>London residential (Year 6), Crucial Crew KS2, Theatre visits (Year 6, 5, 4, 3 and 2), Performances in school (Year 2, Year 1, Foundation Stage 2 and 1) Access to free clubs, including breakfast club</p>	<p>£20,000</p>	<p>All children able to access a range of educational experiences and visits, leading to improved progress for disadvantaged pupils.</p>

	Cost of transport covered Equipment provided for identified individuals		
To broaden interests and increase access to new vocabulary, especially for the higher attaining pupils, improving outcomes in literacy.	Magazine subscription for all pupils in receipt of the pupil premium.	£800	Children have access to wider resources to encourage participation and inclusion. An increased percentage of twelve disadvantaged pupils attaining the higher standard, especially in combined reading, writing and maths in year 6 (% attained the higher standard in reading 17%, writing 17% and Maths 8% in 2018, Combined 8%)
Total spend		£111, 499	

Total PPG: **£108 240** (Additional spend £3 259)