



Pupil Premium Strategy 2020/2021

What is pupil premium?

The pupil premium allocation for 2020 to 2021 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2014, as well as those first known to be eligible at January 2020.

Each of these pupils will attract £1,345 from April 2021. 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 £2345, from April 2021. 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 2019 children looked-after data return and aged 4 to 15 at 31 August 2019).

For children of parents in the armed services, £310 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 (from April 2020).

Pupil Premium at Greengate Lane Academy

In 2020-2021 the school was allocated £114,341

How disadvantaged pupils will be supported:

- Breakfast club - free to children on FSM
- Extensive range of after school/ lunchtime clubs all free of charge to all pupil premium children.
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
- Free Parent and toddler groups
- Free Dance, and Sports workshops for parents of pre-school children
- 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

- Additional intensive therapeutic support from TAMHS (Targeted Mental Health in Schools Services) as needed.
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GREENGATE LANE ACADEMY PUPIL PREMIUM REPORT 2020 - 2021

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

- A significant number of children experiencing several "ACE "issues (Adverse Childhood Experiences). This also takes note of the impact of the disruption to education for all children due to the Coronavirus -19 closures in March 2020
- Low income
- Unsettled family arrangements
- Emotional instability of family member(s)
- Parents may not have had a successful or enjoyable education
- Siblings and parents may have had disrupted or negative 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
 - Signs of negative Mental Health

IDACI. Greengate lane is ranked 2,645 out of 32,844 LASOs and as such is in the 10% of most deprived areas in the country on all indices.

Rationale; How we will spend our funding

It is realised that some of our objectives will be over the longer term of 2 to 3 years. These have been identified in to plans below.

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

Continued development assessment and tracking systems 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.

Disadvantaged children will be discussed at Pupil progress meetings each half term. The cycle for non disadvantaged being termly.

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 within school. 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 not as a generic deployment

Additional staff 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/>) Eg. Read Write Inc

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.

Staff are aware of vulnerable children at an appropriate level. Learning mentor to support Early help, Mast working, welfare, health, young carer etc.

CPD for all staff , eg "Trauma Informed Schools" SEND training, will be sought to support children in appropriate ways

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 with support from appropriate agencies where appropriate

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 2021

Plan for PPG Spending 2020-21 £114,341 allocation

Priority Area	Specific Expenditure	Total Cost	Desired Impact
<p>Deployment of Speech and Language teacher to deliver Leap Programme</p> <p>To improve oral language skills through increased levels of Teaching Assistants (TA) support to provide support in language acquisition in the EYFS.</p> <p>ONGOING LONG TERM</p> <p>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.</p> <p>Pre /Post Teaching</p> <p>ONGOING LONG TERM target Jan 2021 100% Good</p> <p>To Develop Independent reading/comprehension skills in targeted children</p> <p>ONGOING LONG TERM</p>	<p>1x TA (50% Full Time Equivalent post) delivering the LEAP communication programme.</p> <p>1xTa year 1 FT 1:1 support and small group support</p> <p>1 x TA Year Year 2/3</p> <p>1 x TA Years 4/5</p> <p>teacher to support target groups in Year 2, Year 6 and NQT time when available all year groups</p> <p>0.6 Teacher Assistant Head to support new staff in coaching role to ensure quality first teaching for all</p> <p>0.6 TA</p>	<p>£9 013</p> <p>£18 600</p> <p>£18 600</p> <p>£18 600</p> <p>KW £ 4 500</p>	<p>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, 71% attained a GLD) – including 6 children in FS2 disadvantaged pupils.</p> <p>7 children in FS1</p> <p>Pupil premium (PP) children make progress in line with Non-PP children from starting points at KS2 (currently 21/30 disadvantaged pupils in year 6) 70%</p> <p>KS1 85% of all children and groups meet Age Related Expectations in all year groups (eleven disadvantaged pupils in year 1 , 12 Children and 6 disadvantaged pupils in year 2)</p> <p>85% of all children, including PP children, pass the year 1 phonics screening check</p> <p>90% of Year 2 children, including disadvantaged pupils, pass the year 1 phonics screening check.</p> <p>85 % of the Year 2 children reach Age Related Expectations in Reading, Writing and Maths</p>

			<p>85 % of the Year 6 PP children reach Age Related Expectations in Reading, Writing and Maths (currently 21 disadvantaged pupils in year 6, 70%). 73% in 2019</p> <p>An increased percentage of 21 disadvantaged pupils in year 6 attaining the higher standard, especially in reading and writing, maths (0% attained the higher standard in reading and writing and maths in 2019)</p>
<p>Other staff: To increase attendance through attendance support from an attendance officer, providing family and behaviour support. ONGOING</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 2019/2020 whole school Attendance (94.6.%) and that of the 87 Pupil Premium pupils from 93.4% to at least 96%</p> <p>To Reduce the PA figure of 21.7% for PP to be at least in line with school non PP 9.1 in 2019</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>Targeted Y5 Ta language/reading Intervention TA lead “Astrea Sp and Lang Intervention programme2</p>		<p>£12 481</p> <p>£2819</p>	<p>To see an increase in the numbers of pupils attaining Age Related Expectations in reading and writing from the pupils accessing the intervention.</p>
Increased engagement in learning and	Whitby residential (Year 6), Crucial Crew	£20,000	All children able to access a range of

outcomes through funding for school trips, visits and residential experiences Astrea Promise ONGOING	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 Cost of transport covered Equipment provided for identified individuals and as required		educational experiences and visits, leading to improved progress for disadvantaged pupils.
Aspire group for Targeted pupil premium children	Inviting "Professional" workers to give practical input and advice to children on specific career paths Aspiration, Qualifications, Routes to work Broadening experience and participation Developing Cultural Capital	£1000	Children have access to wider resources to encourage participation and inclusion. An increased percentage of 21 disadvantaged pupils attaining the higher standard, in combined reading, writing and maths in Year 6 . (9% attained the higher standard in reading 0%, Writing, 27% Maths 8% in 2019, Combined 0%)
Staff CPD as Appropriate		£5000	
Total spend		£139213	

Total PPG: **£114,341** (Additional spend £24872)