

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Greengate Lane Academy
Number of pupils in school	184 (+25 F1s = 209)
Proportion (%) of pupil premium eligible pupils	56% (49%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 September 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kara Robinson
Pupil premium lead	Kara Robinson
Governor / Trustee lead	Rosie Selman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,155
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,155

# Part A: Pupil premium strategy plan

## Statement of intent

At Greengate Lane Academy,

- Pupils in receipt of Pupil Premium (disadvantaged pupils) are able to access a full broad and balanced curriculum through quality first teaching and planned targeted interventions. Interventions will be planned to ensure children have access to the full curriculum.
- All pupils will make good progress and outcomes for disadvantage learners will improve resulting in the gap between disadvantaged pupils and their peers continuing to close.
- Pupils will have access to a high quality curriculum that provides first hand experiences and stimulating content, horizons for all children will be broadened, leading to a love of learning and increased attendance.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.
- Pupil voice will be used to ensure that the curriculum that we offer is inclusive.
- Staff foster a whole school approach in which they take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Historically poor attendance of the disadvantaged pupil cohort.
2	Historically families of those pupils receiving Pupil Premium didn't have a positive educational experience
3	Disadvantage pupils are not always ready to learn and/or engaged in their learning.
4	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 and January 2021.
5	Historically, outcomes for disadvantaged pupils are not in line with their peers. This has been hampered by the pandemic resulting in many children requiring interventions including speech and language.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To increase the <b>attendance</b> of pupils across the academy who identified as pupil premium.	Pupils at Greengate Lane Academy attend at least 96% of the time.  Persistent absenteeism is reduced to below national (8.3%)
To ensure the percentage of pupils achieving combined ARE in <b>reading, writing and Maths</b> is in line with national averages and the gap with their peers is closed.	Raise achievements of all pupils.  Teaching is at least good (this is evident through the internal monitoring and evaluating schedule and teaching profile)  Planned interventions have impact and the gap between groups of children is narrowing.  Improve curriculum planning & delivery in all areas so all groups make Good progress from their starting points
To offer PP pupils a range of <b>extra-curricular</b> and out of school cultural experiences, including breakfast club, lunch and after school clubs, visits and visitors	Breakfast club is free to all disadvantaged pupils.  Disadvantaged pupils are given first refusal to all lunchtime and after school clubs.  Regularly monitor uptake of clubs and wider opportunities to ensure all groups of children are accessing (EAL/PP/SEN etc)  All learners at Greengate Lane Academy have the opportunity to attend at least one internal/external sports tournament/competition.  Share our ethos and curriculum with parents and families so that there is a greater buy in to the aims of the school and a better understanding of why education is important.
To improve Behaviour for Learning to enable all pupils to access learning.  To reduce the number of exclusions for children who are identified as Pupil Premium.	To ensure the new behaviour policy is followed by all.  Focussed weekly Astrea 'Learning Sprints' are consistently used though school. Weekly learning walks will affirm this.  Exclusions are minimised and the number of behaviour incidents are lowered.  Fewer behavioural incidents are logged involving PP pupils.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£29,189**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of a HLTA to cover PPA to ensure all support staff can continue to support all groups of children and teaching remains consistent throughout school, resulting in increased outcomes in reading, writing and maths:</p> <p>-Ensuring all relevant staff (including new staff) have received tailored RWI training to deliver phonic scheme effectively</p> <p>-Ensuring the assessment cycle tracks the progression of phonics and reading across school</p> <p>-Ensuring interventions provided are founded in evidence and staff are trained on delivering</p> <p>-Ensuring all relevant staff receive training on QFT approaches to reading to improve their skill set and subject knowledge.</p>	<p><b>Ensure all relevant staff (including new staff) have received tailored RWI training to deliver phonic scheme effectively.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> evidenced that focus on phonics make a positive impact on academic outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> evidenced that focus on phonics make a positive impact on academic outcomes</p> <p><b>- Ensure Assessment cycle tracks the progression of phonics and reading across school.</b></p> <p><b>-Ensure interventions provided are founded in evidence and staff are trained on delivering.</b></p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/</a></p>	<p>2, 3, 5</p>

	<p>evidenced that focus on reciprocal reading makes a positive impact on reading comprehension in KS2.</p> <p><b>- Ensure all relevant staff receive training on QFT approaches to reading to improve their skill set and subject knowledge.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup</a></p>	
<p>Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile) by:</p> <p>-working with Maths Mastery to embed Teaching Mastery across all year groups</p> <p>-use of a rigorous monitoring cycle to build a picture of QFT approaches</p>	<p><b>Work with Maths Hub to embed Teaching Mastery across all year groups.</b></p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p>The EEF report, Improving Mathematics in KS2 and 3 report states that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</a></p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment">https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</a> shows that the attainment gap has grown as a result of national lockdowns. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf">https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf</a> demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p>	<p>2, 3, 5</p>

	<p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p> <p><b>Rigorous Monitoring Cycle to build a picture of QFT approaches.</b></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £53,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist intervention working across school	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a> demonstrates the impact of providing individualised instruction for learners</p>	1, 5
<p>Improved outcomes for disadvantaged learners and diminished difference between disadvantaged learners and their peers through access to targeted interventions and support to improve self-esteem and to address any identified barriers to learning by:</p> <ul style="list-style-type: none"> <li>-introducing and embedding the use of Bookmark Readers</li> <li>-embedding the Fresh Start phonics programme</li> </ul>	<p><b>Embed use of Bookmark Reader across Y3/4 to increase the % of pupils at Age Related Expectations in Reading.</b></p> <p><b>Embed Fresh Start Phonics in KS2 to increase Reading ARE.</b></p> <p>Bookmark Readers impact and evidence can be found here focusing on positive impact on academic outcomes:  <a href="https://static1.squarespace.com/static/5c37767350a54f4ce2f6a2b2/t/607dad31218c66575a2f5aa2/">https://static1.squarespace.com/static/5c37767350a54f4ce2f6a2b2/t/607dad31218c66575a2f5aa2/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> evidenced that focus on phonics make a positive impact on academic outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-</a></p>	2

	<a href="#">toolkit/phonics/</a> evidenced that focus on phonics make a positive impact on academic outcomes	
<p>Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile) by:</p> <ul style="list-style-type: none"> <li>-RWInc interventions for all pupils who are not on track.</li> <li>-regular monitoring of RWInc progress to ensure the interventions are having an impact</li> <li>-establishing small group maths interventions</li> </ul> <p><b>(Recovery Premium funded)</b></p>	<p><b>Establish one-to-one and small group interventions for disadvantaged pupils falling behind age-related expectations- same day interventions, pre and post individual and group teaching</b></p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£66,104**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance to enable pupils to access more learning through embedding further support for families	<p><b>Embedding further support for families to ensure attendance is a key importance.</b></p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in  <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Attendance is seen as one of the <a href="#">7 Building Blocks</a> for Success when</p>	1, 2, 3

	supporting the attainment of disadvantaged pupils	
To have breakfast club and after school activities held daily	<p><b>The option is given to all children to attend a variety of afterschool activities. The option also extends to attend the daily breakfast club.</b></p> <p><b>Many children who do not exceed as well in core subjects may thrive in extra-curricular activities, thus improving their self-esteem, motivation and enthusiasm to attend school regularly.</b></p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Breakfast Clubs should improve attendance – attending breakfast club means that pupils are on time for school and ready to learn.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	5
<p>Weekly, half termly and annual attendance incentives.</p> <p>Class attendance incentives</p> <p>Class teachers communicate directly with parents in the first instance.</p> <p>School attendance lead to monitor through the use of the weekly tracker</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>guidance to schools to support them to improve school attendance.</p>	6
To subsidise visits and residential visits for all disadvantaged pupils	<p><a href="http://scholarworks.umass.edu/dissertations/AAI3179892/">http://scholarworks.umass.edu/dissertations/AAI3179892/</a></p> <p>demonstrates the importance of life experiences on learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-</a></p>	



	<a href="#">toolkit/behaviour-interventions/</a> demonstrates impact of developing a positive school ethos	
To raise the aspirations of disadvantaged children and their families through widening participation and developing cultural capital	<a href="http://scholarworks.umass.edu/dissertations/AAI3179892/">http://scholarworks.umass.edu/dissertations/AAI3179892/</a> demonstrates the importance of life experiences on learning.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a> demonstrates impact of developing a positive school ethos	1, 2,
To ensure all disadvantaged children have appropriate pastoral support when needed	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4

**Total budgeted cost: £149,038**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Amount received in 2020-21 = £114,325

Aim	Outcome
<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>NELI program introduced for targeted F2 children, all children made progress from their starting points. Due to Covid, the sessions will continue for a term as these children move into Year 1</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. Pre /Post Teaching</p>	<p>SLT coached and mentored identified teachers which had a positive result on teaching and learning.</p> <p>On return after lockdown, children were identified in all classes who needed significant interventions delivered by teaching assistants, teachers and SLT.</p>
<p>Targeted Y5 Ta language/reading Intervention TA lead "Astrea Sp and Lang Intervention programme2</p>	<p>On return after lockdown, children were identified in all classes who needed significant interventions delivered by teaching assistants and SLT.</p>
<p>Increased engagement in learning and outcomes through funding for school trips, visits and residential experiences Astrea Promise</p>	<p>Due to Covid school visit did not take place however, school did provide ICT equipment during lockdown to support the digitally disadvantaged. This ensure that all children had the opportunity to engaged with online learning.</p>

### Externally provided programmes

Programme	Provider

# Service pupil premium funding (optional)

Measure	Details

**Further information (optional)**

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