

2021-22 Pupil Premium Strategy Statement

Academy name	Greengates Primary Academy
Number of pupils on roll	215 including 15 FS1
Proportion of disadvantaged pupils	35.4%
Pupil premium allocation this academic year	£ 93139
Publish date	September 2021
Review date	July 2022
Statement authorised by	Mr Andrew Gaunt
Pupil premium lead	Mr Andrew Gaunt
AAB lead	Mrs Jenny Collins

Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	17%
% meeting combined high standard in reading, writing and maths at KS2	0%
% passing Y1 phonics screening check	44%

Barriers

Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of lost schooling as a result of Covid-19 Lack of fidelity to a phonics scheme
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning.

Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self-esteem and sense of belonging.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. implement new ELS phonics scheme – inc staff training, monitoring of delivery	QFT teaching of phonics Fidelity of scheme across school Accelerated progress across school	Whole school strategies to implement ELS Monitoring is followed up with bespoke training and support for staff.	Andrew Gaunt/Ian Hayslop	ELS books / online programme / ELS resources £10,000
2. To develop children's Oracy ability / skills	All children can articulate their answers in a highly proficient manner	Staff training Sharing good practise Small targets set to implement Oracy in classrooms Expectation that Oracy is used a vehicle to support teaching	Karl Slater / Melody Kolbaba	Annual Oracy subscription £3000

Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
3. Small-group intervention in reading, writing, and maths	Pupils make accelerated progress inline with national expectations	Prioritise interventions for PP children Targeted Phonics, Reading, Writing and Maths interventions	A Gaunt	£1000 resources £60,000 staffing costs
4. Reading / Phonics resources	in-line with all other pupils nationally.	Purchase Reading Plus for KS2 Purchase additional Phonetically decodable books which align with ELS	A Gaunt	£5000

Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
4. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning Support cost of school trips where needed	Andrew Gaunt	£3000
6. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	Review of Attendance procedures Employ BCL to do face to face contact with parents	Andrew Gaunt	£5000 BCL attendance consultant
7. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	Thrive CPD Resources for Thrive Whole-school Thrive approach adopted by all staff Mental well-being sessions	Helen Brook/Kiara Rough	£3000

Total Spend: £92262

Review:

Priority	Impact																												
1. Phonics	PP children 2022: y1 6/7 86% and y2 7/10 70% passed Whole Class 2022: y1 25/29 86% and y2 26/29 90% passed																												
2. Oracy	Whole school Number of PP children who made progress against the RAG system over the previous year. Read 34/49: 69%, Write 36/49: 73%, maths 38/49: 78% <table border="1" data-bbox="454 1563 1082 1720"> <thead> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>6/7</td> <td>6/10</td> <td>11/14</td> <td>8/9</td> <td>9/12</td> <td>6/9</td> </tr> <tr> <td>Write</td> <td>6/7</td> <td>9/10</td> <td>11/14</td> <td>8/9</td> <td>7/12</td> <td>5/9</td> </tr> <tr> <td>Maths</td> <td>5/7</td> <td>7/10</td> <td>10/14</td> <td>8/9</td> <td>5/12</td> <td>6/9</td> </tr> </tbody> </table>		Y1	Y2	Y3	Y4	Y5	Y6	Read	6/7	6/10	11/14	8/9	9/12	6/9	Write	6/7	9/10	11/14	8/9	7/12	5/9	Maths	5/7	7/10	10/14	8/9	5/12	6/9
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<p>2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.</p>	<p>Phonics training, DoL Support, DoL resources provided enabled the children to make progress through the year</p> <table border="1" data-bbox="470 257 1201 483"> <thead> <tr> <th colspan="2"></th> <th colspan="5">YEAR 1 TRACKING</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>7%</td> <td>10%</td> <td>28%</td> <td>86%</td> <td>32+</td> </tr> <tr> <td></td> <td>PREDICTION</td> <td>3%</td> <td>34%</td> <td>55%</td> <td>10%</td> <td>21-31</td> </tr> <tr> <td>Y</td> <td>93%</td> <td>7%</td> <td>38%</td> <td>10%</td> <td>0%</td> <td>11-20</td> </tr> <tr> <td>N</td> <td>7%</td> <td>79%</td> <td>14%</td> <td>7%</td> <td>3%</td> <td>0-10</td> </tr> </tbody> </table>			YEAR 1 TRACKING							7%	10%	28%	86%	32+		PREDICTION	3%	34%	55%	10%	21-31	Y	93%	7%	38%	10%	0%	11-20	N	7%	79%	14%	7%	3%	0-10
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<p>3. Small-group intervention in reading, writing, maths and phonics.</p>	<p>PP children highlighted to for support via 1-1, small group sessions or priority access to software such as Lexia ELS, Reading Plus and Booster sessions.</p>																																			
<p>4. All pupils come to school ready to learn.</p>	<p>Having a number of staff outside every morning directing children, speaking to children and parents with a smile on their faces alleviated a number of problems and help children come in, in the right frame of mind Breakfast club was accessed to support families during their morning routine to enable a calm entry into school.</p>																																			
<p>6. All pupils attend regularly and on time.</p>	<p>Covid issues both infection and long covid had an effect on attendance and PA across school, this resulted in buying in an external consultant to support attendance procedures</p>																																			
<p>7. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.</p>	<p>Staff training on Thrive raised awareness of the children’s needs, Children were identified through Pastoral meetings and given 1-1 time by SENDco. Reported that the children began to be less withdrawn within classrooms and actively joined into class lessons</p>																																			