

2022-23 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	£ £97252
Publish date	September 2022
Review date	July 2023
Statement authorised by	Mr Andrew Gaunt
Pupil premium lead	Mr Andrew Gaunt
AAB lead	Mrs Jenny Collins

Disadvantaged pupil performance overview for 2022

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	34.3%
% meeting combined high standard in reading, writing and maths at KS2	0%
% passing Y1 phonics screening check	86%

Barriers

Gaps in phonics / early reading	Some pupils have gaps in their phonic knowledge and are not reading fluently inline with age related expectations
Gaps in reading, writing and maths	Not all 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
Speech, language and communication	Not all children are confidently communicating with lessons across the curriculum to elevate their learning for example progress in writing is impacted as the gap widens with themselves and peers

Social, emotional and mental health	A small number of pupils find it difficult to self-regulate, this impact on learning. An increasing number children of are struggling to with anxiety, worries, attachment issues and mental health issues
Attendance	Persistent absence is higher for disadvantaged pupil than their peers.
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.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. To ensure all pupils receive high quality phonics and reading fluency teaching	Pupils quickly become fluent readers in line with national expectations and their non disadvantaged peers	Staff receive ongoing high-quality training in phonics and early reading. Rigorous quality assurance of teaching is in place which leads to the delivery of whole and individual CPD as needed.	AG / IH / GW	£10000
2. To close the gap between disadvantaged and non-disadvantaged children. Children meet national expectations	The gap is closed between disadvantaged and non-disadvantaged children	Staff receive ongoing high-quality training in whole reading, writing and maths strategies Rigorous quality assurance of teaching is in place which leads to the delivery of whole and individual CPD as needed.	AG / SH / IH	£2000
3. To improve children's Oracy ability / skills	Children speak more confidently across the curriculum Children use higher level spoken language to access their learning in a range of subjects	Staff receive ongoing high-quality training in oracy techniques Rigorous quality assurance of teaching is in place which leads to the delivery of whole and individual CPD as needed.	KS / MK	Annual Oracy subscription £3000 Staff release time to attend training

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
1. Deliver high quality phonics interventions	Phonic gaps are swiftly closed, and children are reading fluently in line with ARE. Children will make accelerated progress across school	Whole school consistent strategies to implement ELS interventions. Monitoring is followed up with bespoke training and support for staff.	AG / IH/ GW	£10000
2 . Small-group intervention in reading, writing, and maths	Gaps are swiftly closed, and children make rapid progress to meet age related expectations Children will make accelerated progress across school	Prioritise interventions for PP children. Monitoring is followed up with bespoke training and support for staff.	AG/IH/SH	£2000

Wider strategies for current academic year

Priority	Desired impact	Action	Staff Lead	Amount
1. To close the gap in overall absence and persistent absence between disadvantaged and non-disadvantaged	Overall absence and persistent absence in line with national expectations	Rigorous regular monitoring of attendance date which drives a improvement strategy for tackling poor attendance and persistent absence	AG / LB	£5000
2. To ensure all pupils can better self-regulate and manage their own emotions so they can access their own curriculum	All pupils can access the full curriculum are thriving and making good progress	To provide Thrive support for pupils on a class level and individual basis Provide a safe Thrive room for pupils to receive appropriate interventions	HB / LW	£10000
3. To ensure children have access to a wide range of enrichment activities to build their confidence and knowledge and understanding of the world	Children experience a wide range of enrichment opportunities across the curriculum that enables them to become confident and knowledge learners	To ensure all pupils are able to access extra-curricular clubs throughout the year All children participate in a wide range of cross-curricular activities	AG / JC	£2000

Review:
