

Pupil Premium Statement – Greengate Lane Axademy

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the [DfE pupil premium strategy statement template](#). All schools that receive pupil premium (and recovery premium) are required to complete and publish a statement on their school website by 31 December each year, using the above template.

Before completing the template, read the Education Endowment Foundation's (EEF's) suite of resources on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement
- The volume and type of activity that you spend your funding on
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement)
- The targets you should set or outcomes to be achieved. For the purposes of this example, 'X' and 'X – Y' (for a range) have been used in place of specific figures and the Outcomes section demonstrates the type of information to include, without giving specific details.

Referring to evidence

As per the pupil premium (and recovery premium) conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the EEF, as the What Works Centre for educational achievement, but you can draw on additional sources of evidence to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Where you are required to enter the amount of pupil premium funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when allocations for the following financial year are published.

Where you are required to state the percentage of pupils eligible for pupil premium, you should provide the figure you have at the time you complete your statement.

Pupil premium strategy statement – *[insert school name]*

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211 including F1
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2021/22 to 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kara Robinson, Principal
Pupil premium lead	Kara Robinson, Principal
Governor / Trustee lead	Sarah Jolley, Lead for Grants

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,505
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£177,455

Part A: Pupil premium strategy plan

Statement of intent

At Greengate Lane, our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the whole curriculum. The focus of our pupil premium strategy is to overcome barriers to support disadvantaged pupils to achieve that goal. The school has a high percentage of disadvantaged pupils with a wide range of needs, both academic and pastoral. We use research from organisations such as EEF to identify the most effective ways to improve outcomes for children and look to implement these to meet the needs of the children.

We ensure that all pupils reach their full potential and have access to a wide range of opportunities and enrichments that will prepare them for the next stage of their learning and to play a full and active part in the world beyond Greengate Lane.

We encourage children to flourish through the development of positive learning attitudes and skills such as collaboration, effective communication, confidence, self-discipline and self-motivation that support academic success and will be key factors in their future lives.

At our school:

- 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 attendance 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 (17.7% - <i>updated 23/24</i>)
To ensure the percentage of pupils achieving combined ARE in reading, writing and Maths 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 extra-curricular and out of	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

school cultural experiences, including breakfast club, lunch and after school clubs, visits and visitors	<p>and wider opportunities to ensure all groups of children are accessing (EAL/PP/SEN etc)</p> <p>All learners at Greengate Lane Academy have the opportunity to attend at least one internal/external sports tournament/competition.</p> <p>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.</p>
<p>To improve Behaviour for Learning to enable all pupils to access learning.</p> <p>To reduce the number of exclusions for children who are identified as Pupil Premium.</p>	<p>To ensure the new behaviour policy is followed by all. Focussed weekly Astrea 'Learning Sprints' are consistently used though school.</p> <p>Weekly learning walks will affirm this. Exclusions are minimised and the number of behaviour incidents are lowered.</p> <p>Fewer behavioural incidents are logged involving PP pupils.</p>

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: **£59,359**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Principal's cover PPA and ECT time to ensure all support staff can continue to support all groups of children and quality first teaching remains consistent throughout school, resulting in increased outcomes in reading, writing and maths	Importance of Quality First Teaching is evidenced throughout Government and EEF documents	1, 2, 3, 4
All relevant staff (including new staff) have received tailored RWI training to deliver phonics scheme effectively	Ensure all relevant staff (including new staff) have received tailored RWI training to deliver phonic scheme effectively. This is a programme which has been independently evaluated and shown to be effective in other schools and	3, 5

	through EEF research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Assessment cycle tracks the progression of phonics and reading across school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics evidenced that focus on phonics make a positive impact on academic outcomes	3, 5
Ensuring interventions provided are founded in evidence and staff are trained on delivering	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 Small group tuition EEF (educationendowmentfoundation.org.uk)	3, 4, 5
All relevant staff receive training on QFT approaches to reading to improve their skill set and subject knowledge.	Reciprocal Reading EEF (educationendowmentfoundation.org.uk)	3, 5
Thrive Practitioner accessing CPD sessions and support networks to gain further strategies for supporting children	Identifying children's individual and class needs using a diagnostic tool helps class teachers to provide the right learning environment as well as highlighting bespoke needs that need to be met. https://www.thriveapproach.com/about-thrive/the-thrive-approach	3, 4
Training for all staff around Pedagogy and application to improving pupil's Oracy	Importance of Quality First Teaching is evidenced throughout Government and EEF documents Voice 21: Improving Oracy (re-grant) EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance by: working with Maths Mastery to embed Teaching Mastery across all year groups	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2, 3, 5

<p>use of a rigorous monitoring cycle to build a picture of QFT approaches</p> <p>(Recovery Premium funded)</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of teaching, learning and assessment (evident through an improved teaching and learning profile) by:</p> <p>all teachers and teaching assistants will receive instructional coaching to improve the QFT that happens in the classroom</p> <p>Every PDM has a focus on pedagogy CPD (Oracy – 23/24)</p>	<p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Voice 21: Improving Oracy (re-grant) EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£38,365**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language therapist intervention working across school, including delivering the NELI programme as an intervention for a group of our F2 children</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>EEF research also shows that oral language interventions, emphasising the importance of spoken language and verbal interaction in the classroom, consistently show positive</p>	1, 2, 3, 4

	<p>benefits on learning.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-educational-programmes-where-is-the-evidence</p>	
RWI interventions – small group and 1:1 tutoring	<p>Children who achieve the age-related standard in phonics can readily access the wider curriculum and barriers to learning are reduced as shown in EEF phonics toolkit. This is a programme which has been independently evaluated and shown to be effective in other schools and through EEF research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3, 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> <p>Family Literacy project for our F1 children</p> <p>Launchpad for Literacy (EYFS)</p>	<p>Continue to grow (new families) Family Literacy project for targeted F1 families to increase the % of pupils at Age Related Expectations in Reading as these children move through school Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Making It REAL (2023/24 and 2024/25 trial) EEF (educationendowmentfoundation.org.uk)</p> <p>Fresh Start Phonics in KS2 to increase Reading ARE.: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>evidenced that focus on phonics make a positive impact on academic outcomes</p>	1, 2, 3, 5
Targeted interventions in FreshStart and Maths including MTC – small group and 1:1	<p>Small targeted group sessions based on gap analysis will ensure children make accelerated progress impacting on overall attainment and progress. FreshStart is part of highly effective RWI programme.</p> <p>https://educationendowmentfoundation.org.uk</p>	3, 5

	on.org.uk/projects-and-evaluation/projects/fresh-star	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£89,521**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attendance to enable pupils to access more learning through embedding further support for families</p> <p>Dedicated attendance officer</p>	<p>Embedding further support for families to ensure attendance is a key importance.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p> <p>Attendance is seen as one of the Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk) for Success when supporting the attainment of disadvantaged pupils</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	1
Daily breakfast club and after school activities	<p>The option is given to all children to attend a variety of afterschool activities. The option also extends to attend the daily breakfast club. 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.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Breakfast Clubs should improve attendance – attending breakfast club means that pupils are on time for school and ready to learn.</p>	1,3, 5

	<p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</p>	
<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>Attendance focus during BASI – drilling down into individual cases</p>	<p>Working together to improve school attendance - GOV.UK (www.gov.uk) guidance to schools to support them to improve school attendance.</p>	1
To subsidise visits and residential visits for all disadvantaged pupils	Disadvantaged children will be able to benefit from experiencing exciting opportunities which are identified by the Government as key factors to improving their personal outcomes.	3
To raise the aspirations of disadvantaged children and their families through widening participation and developing cultural capital including music offer for Year 4/5/6 children.	<p>400 schools wanted to take part in cultural learning trials EEF (educationendowmentfoundation.org.uk)</p> <p>Importance of music highlighted by EEF</p>	3, 5
Use of Thrive assessments and strategies to support individual needs	<p>Many of our disadvantaged children have home lives that are very unstable and this presents in their attitude in school and poor learning behaviours as referenced by EEF.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3, 4
Nurture/Thrive interventions for pupils struggling with personal situations	Many of our disadvantaged children have home lives that are very unstable and this presents in their attitude in school and poor learning behaviours as referenced by EEF.	3, 4

	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Safeguarding lead working with targeted families and the children to reduce barriers to learning and ensure children are able to access school	Disadvantaged children with additional safeguarding needs are able to access additional support to remove barriers such as housing, parenting, mental health needs so they can improve their academic outcomes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2, 3, 4

Total budgeted cost: £187,245

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance continues to be an area as a school we are working to improve as this has been severely impacted since COVID. We have had to work hard with our families to re-establish the importance of being in school and good routines following the lockdowns, as well as supporting a number of SEMH children who found the changes to structure and restrictions on areas/socialising very challenging and increased levels of Emotionally Based School Avoidance and Anxiety. This is further compounded by the increased mobility levels of families in the area, linked to refugees. Prior to lockdown in Jan 2020 our attendance was in line with national but our end of year attendance for 2022/23 was 93.3% (91.5% PP) by the end of the year. Thrive provision around managing feelings and emotions supported a reduction in the number of incidents during social times so maximum amount of learning was achieved, we implemented a targeted Thrive lunch time group to support children during unstructured times. PP children have been accessing all the extra curricular activities that have been run throughout the year. Breakfast club is also attended regularly by some of our PP children – and this has been used to support families with increasing their attendance and punctuality to school. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
SUMDOG	SUMDOG INC
TT ROCKSTARS	MATHS CIRCLE
SPAG.COM	ORCHARD DIGITAL LTD