

Pupil premium strategy statement

School overview

Metric	Data
School name	Greengate Junior School
Pupils in school	185
Proportion of disadvantaged pupils	57%
Pupil premium allocation this academic year	£164,090
Academic year or years covered by statement	2021 -2023
Publish date	April 2021
Review date	March 2022
Statement authorised by	Mrs S Jackson
Pupil premium lead	Mrs S Jackson
Governor lead	TBC

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.03
Writing	2.02
Maths	2.02

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	83% (end of Y6)
Achieving high standard at KS2	21% (end of Y6)
Measure	Activity
Priority 1 More children who are PP attain GDP . To continue to narrow the gap for disadvantaged children by raising attainment/progress.	CPD- Power Maths scheme, all staff trained in the new programme aimed at ensuring more children meet GDP. New scheme is purchased. More targeted individual support for disadvantaged children.
Priority 2 Those children who should have met Phonic stage 6 have done so. Meet expected in Spelling and reading.	Phonic training for all staff, to ensure staff are able to support all children. All children to achieve phonic stage 6 by end of Y3. Y3 staff to link with feeder school

Barriers to learning these priorities address	Ensuring that appropriate teaching interventions are being used and applied.
Projected spending	£11,000
Priority 3 To ensure that all PP children who are identified within a targeted group are making appropriate progress.	Send PSP/EHCP to identify needs and interventions. Progress to be measure using P-scales
To continue to provide the support for the wider family to ensure good attendance/punctuality and well being.	EWO and Young Lives -family support. Breakfast club and after school care .

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All children who start in Sept at expected remain at exp or better. (from baseline)	Sept 21
Progress in Writing	All children who start in Sept at expected remain at exp or better. (from baseline)	Sept 21
Progress in Mathematics	All children who start in Sept at expected remain at exp or better. (from baseline)	Sept 21
Phonics	All children who have not achieved phonic stage 6 to be identified and tracked.	Sept 21
Other	Families to be identified and support offered. Identify families who need support with online learning.	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1. Need this data from Feeder schools.

Targeted academic support for current academic year

Measure	Activity
Priority 1 To ensure that all children make appropriate progress and that results are in line with NA	Purchase and embed use of Power Maths across year groups.
Priority 2 Phonic interventions	Purchase a phonic screening tools and scheme and identify children and embed teaching across the school. Purchase New reading scheme.

Priority 3 All children make significant progress.	Through assessment identify children who will benefit from extra support through online tutoring programme in Maths and reading. (Covid Catch up)
Barriers to learning these priorities address	Encouraging wider reading especially at home and online using BIG CAT and providing catch-up in mathematics and Catch up reading, through NTP to address areas of weakness.
Projected spending	£25,000

Wider strategies for current academic year

Measure	Activity
Priority 1 Ensuring High attendance	Continued purchase of hours from EWO, monitoring of attendance. Ensuring that attendance remains in line with non PP children and NA
Priority 2 Continuation of emotional well-being support.	Continued purchase of Young Lives to support children and families through counselling.
Barriers to learning these priorities address	Improve attendance for our hard to reach families and help parents/children recognise the importance of attendance and its impact upon learning. Supporting families well being. Providing families with a trusted support mechanism, to ensure families are able to function and meet the needs of children.
Projected spending	£10,00 - £15,000
Priority 3 Provide support through Family Learning on ICT skills.	Identifying families who need online support/tutoring through adult learning courses in school on IT Enabling all families to be able to access online home learning.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	PP strategy/aims to be shared with staff. Staff need to have time to monitor PP children and progress. Time table PP staff meetings termly. PP review meetings.	INSET days Provision of cover Timetable of staff meetings drawn up and shared.
Targeted support	Time in timetables to allow for extra interventions.	Timetable release for subject leaders . Intervention groups

	Ensuring all staff trained to deliver appropriate tried intervention programmes. NTP/ getting tutors	start earlier from Sept 21. Delivered by STA.
Wider strategies	Family engagement.	Offer of support from EWO/ Young Lives & Head

Review: last year's aims and outcomes

Aim	Outcome
PP children will continue to make progress in line with non pp National averages – or better in Reading, Writing and Maths	No tests to provide measures.
PP children will access all areas of the curriculum and wider opportunities regardless of family income/circumstances.	Covid Impact. Poorer families have been hit hard by Covid. As above unable to measure
PP children will be offered wider family support if needed. Children will be offered further support for their mental well being.	This is ongoing and will remain so throughout the next two academic years as the full of impact of Covid hits families.