# Pupil premium strategy– Green Lane School – 2020/21

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| 1. **Summary information** | | | | | |
| **School** | Green Lane School | | | **Type of SEN (e.g.PMLD/SLD/MLD etc.)** | Complex |
| **Academic Year** | 2020/21 | **Total PP budget** | £101,140 | **Date of most recent PP Review** | - |
| **Total number of pupils** | 175 | **Number of pupils eligible for PP** | 75 | **Date for next internal review of this strategy** | Sept. 2022 |

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| 1. **Current attainment** | | |
|  | ***Pupils eligible for PP*** | ***Pupils not eligible for PP*** |
| **% of pupils meeting or exceeding their personal progress targets in English (July 2021)** | **90%** | **90%** |
| **% of pupils meeting or exceeding their personal progress targets in Maths**  **(July 2021)** | **90%** | **90%** |
| **% of pupils meeting or exceeding their personal progress targets in PSHE**  **(July 2021)** | **90%** | **90%** |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
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| **In-school barriers** | |
|  | Restrictions to a full curriculum due to Coronavirus. |
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| **External barriers** | |
| **A.** | There are a number of pupils eligible for PP whose attendance is below the school target figure of 95%. |
| **B.** | As a result of deprivation some parents may not be able to fund various school activities. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Continue to improve the personal targets for progress in ICT to 90% off PP pupils meeting or exceeding their personal targets. | By the end of academic year 2020/21 our data will show that 90% off PP pupils met or exceeded their personal targets in ICT. |
|  | Continue to Improve the personal targets for progress in PSHE to 90% of PP pupils meeting or exceeding their personal targets. | By the end of academic year 2020/21 our data will show that 90% off PP pupils met or exceeded their personal targets in PSHE. |
|  | Increase attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance to improve to 95% in line with other non PP pupils. |
|  | Continue to improve the speech and language skills of PP pupils so that 90% off PP pupils meet or exceed their personal targets. | By the end of academic year 2020/21 our data will show that 90% off PP pupils met or exceeded their personal targets in Spoken Language. |
|  | Continue to improve English skills for pupils eligible for PP so that 90% off PP pupils meet or exceed their personal targets. | By the end of academic year 2020/21 our data will show that 90% off PP pupils met or exceeded their personal targets in English. |
|  | Continue to improve Mathematical skills for pupils eligible for PP so that 90% off PP pupils meet or exceed their personal targets. | By the end of academic year 2020/21 our data will show that 90% off PP pupils met or exceeded their personal targets in Maths. |
|  | Continue to fund any places on residential trips / individual activities e.g. swimming lessons, play therapy, art theraoy for pupils eligible for PP. | By the end of the year 10 pupils will be supported for any residential trips and 5 pupils will receive play therapy. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year:** | **2020 - 2021** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improve the attendance rate for all pupils to 95% for the school year. | Working closely with the LA Attendance Officer via an SLA we will identify those pupils whose attendance is below our target figure of 95%. Particular attention will be given to those pupils eligible for PP. | * Last year our attendance figure across the school was 93.8%. A number of pupils eligible for PP fell below that figure. If they are not in school it is unlikely they will make the expected progress targets. * The LA Attendance Officer will be tasked to contact families of pupils whose attendance is below our target figure and encourage them to attend regularly. * Termly attendance reports will be sent to parents via Records of Achievement. * First day of absence will trigger a phone call from the school office. | We have experience of working closely with the LA Attendance Officer who will be able to monitor our attendance figures closely and compare them with other schools within the LA | Head | Termly meetings with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| **Total budgeted cost** | | | | | **£28K** for a Level 4 HLTA for 5 days per week. |

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| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Provide pupils eligible for PP an iPad for their individual use in school. | For those pupils eligible for PP, and who do not already have an iPad, purchase an iPad for use in school. | We have previously purchased individual iPads for PP pupils. We have seen an improvement in their meeting or exceeding their personal progress targets in Computing. We believe that by supplying these PP pupils with their own iPads will continue to raise their progress. | We have previously purchased iPads for individual PP use. Our ICT coordinator will meet with class teachers discuss pupil progress.  Termly meetings with DHT and Data Manager to discuss pupil data and progress. | DHT  Data  Manager  ICT Coordinator | Termly |
| Improve the PSHE outcomes for pupils eligible for PP so they are in line with their peers. | PSHE Coordinator to focus on the progress of pupils eligible for PP when reviewing the PSHE curriculum. | We want to ensure pupils eligible for PP make as good progress in PSHE as their peers within key stages 2-4. | The PSHE coordinator will be given times and resources if required for purchasing relevant materials for use with our pupils.  PSHE Coordinator and SLT will continue to carry out a series of learning walks to look at the teaching of PSHE. | PSHE Coord. | Termly meetings with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| Improve Speech and Language skills across the school. | Continue to fund 1 x Level 4 HLTA to deliver speech and language programmes. | We have invested in a HLTA for Speech and Language using the PP grant over the past three years. The impact has been very positive and as a result pupils eligible for PP have met or exceeded their personal targets 89% across the school. | Termly meetings between class teachers and Speech and Language HLTA to discuss programmes and pupil progress.  Termly meetings with DHT and Data Manager to discuss pupil data and progress. | DHT  Data  Manager  S+L HLTA | Termly with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| Improve English skills for pupils eligible for PP. | Continue to fund a Level 3 TA to provide English Intervention Strategies | We have invested in an Intervention TA for English using the PP grant over the past three years. The impact has been very positive (see data) and as a result pupils eligible for PP have met or exceeded their personal targets. | Termly meetings between class teachers and English Intervention TA to discuss programmes and pupil progress.  Termly meetings with DHT and Data Manager to discuss pupil data and progress. | DHT  Data  Manager  English Intervention TA | Termly |
| **Total budgeted cost** | | | | | 10 x iPads @£370 each = **£3,700**  1 x HLTA @  £28K  1 x Level 3 TAs @ £21K for 5 days per week=  **£21K**  **Total = £52,700** |

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| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Continue to support pupils and their families to improve life chances. | Continue to Fund a Level 4 TA to provide a Family Support Worker role and have a key Safeguarding role. | We have invested in a Family Support Worker. She attends a variety of child and family centred meetings e.g. child in need, (CiN) or child in care (CiC). The impact has been very positive and as a result many families have been able to access services from a range of other agencies. | Weekly meetings with the FSW and Headteacher to discuss her caseload.  Termly meetings with DHT and Data Manager to discuss pupil data and progress. | HT  DHT  Data  Manager  FSW | Annually with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| Fund any places on residential trips, individual activities e.g. swimming lessons, and play therapy for our pupils eligible for PP. | Continue to identify all PP pupils who want to attend a residential trip / want individual activities and fund their place. | Over the past three years we have encouraged PP pupils to attend a residential and we have covered the cost of these pupils, as well as funding individual activities This has allowed PP pupils to have a valuable experience outside of the family home, often for the first time. | Twenty pupils were directed to the Aspire Sumer playscheme, the Warrington Wolves Foundation playschme and the Warrington Youth Service hunger club at break times  A number of our pupils benefit from Play Therapy input and we fund this via Pupil Premium using a bought-in play therapist for 2 days per week. | EVC Coord. | Annually with a full review at the end of the year which will feed into our evaluation of the use of PP funding. |
| **Total budgeted cost** | | | | | **£1500** for any individual activities.  Play therapist 5 pupils at £55 per session x 30 weeks = £8,250  **Total = £8,250 + £1,500**  **= £9,750** |

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| **Overall budgeted costs for 2020-2021**  **Total Pupil Premium Grant available for 2020-2021**  **Projected Contingency/deficit** | **£90,450**  **£101,140**  **£10,310** |