# Glebe Primary School Pupil Premium Strategy Statement 2022 to 2023

## School overview

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| Detail | Data |
| School name | Glebe Primary School |
| Number of pupils in school | 519 |
| Proportion (%) of pupil premium eligible pupils | 114/519 = 22% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Third of three years (3 years recommended) |
| Date this statement was published | 4/10/22 (after governor approval) |
| Date on which it will be reviewed | By 4/10/23 by Governing Body/ |
| Statement authorised by | Headteacher, Mrs. K Crutchfield |
| Pupil premium lead | High Potential Assistant Headteacher, Mrs. A Fox |
| Governor / Trustee lead | HP Governor, Mrs. C Tickner |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £125,185.00 |
| Recovery premium funding allocation this academic year | £10,327.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £3,567.54 |
| PP/FSM/Ever 6 | £17,485.00 |
| **Total budget for this academic year** | £156,565.04 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Glebe Primary School, the Pupil Premium funding will be spent to close the learning gap for all children receiving the fund.  We shall be using the Pupil Premium to improve both outcomes and progress at the end of Key Stages and work towards closing the attainment gaps. We strive towards building curriculum equity, reviewing our intervention package and tailoring provision to the needs of the individual learner. This year, we are also closely focusing on supporting good attendance at school and on carefully analysing the needs of learners so that we can help them make the very best progress.  As a school we work on these principles of intent:  • Every child will leave the school a fluent reader.  • Every child will leave the school numerate.  • Every child will leave the school having had a wealth of Valued Experiences.  • Every child will leave the school with a Positive Mindset |

## Challenges

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| Challenge number | Detail of challenge |
| 1 | Covid19 lockdown has had a greater impact on PP pupils than non PP pupils. |
| 2 | Bridging the learning gap of those children in KS2 who are significantly behind. |
| 3 | Some children receiving the Pupil Premium grant have emotional, health and wellbeing issues which affect their resilience in school and strategies to learn. |
| 4 | Parent engagement within the pupil premium community can be lower than that of their peers. Pupil premium children do not have the same cultural capital as their peers and need this gap to be met. |
| 5 | Poor on-entry speech and language and literacy skills in YR and ensuring the learning gap is bridged as early as possible. |
| 6 | Poor school attendance and lateness are key challenge factors regarding poor learning progress for some children receiving this fund. |

## 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.

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| Intended outcome | Success criteria |
| Provide additional educational support to raise the achievement of our pupils in receipt of Pupil Premium and narrow the gap between the educational achievement of these pupils and their peers. | Across the school, children will be on track or closer to achieving age related expectations in Reading, Writing and Maths.  At the end of KS2, the gap between PP and non PP will be no more than 10%. This is our ambitious target. |
| To support pupils to fill any gaps in learning caused by lockdown. | Learning gaps will have been addressed and the children will be working at age related expectations. |
| To ensure disadvantaged pupils with additional special needs are supported so that they make at least expected progress from starting points in, reading, writing and mathematics. | Enhanced emotional support means incidences of extreme behaviour is lessened.  Greater focus in lessons due to emotional regulation support.  Outcomes improve. |
| Address underlying inequalities, as far as possible, between these pupils and others. | Each child will have completed a range of valued experiences on top of statutory curriculum requirements. |
| Increase family engagement with school for the children identified as PP. | All PP parents will attend Parents Pupil Progress Meetings in Autumn and Spring terms. |
| Continue to raise the profile of Pupil Premium groups across the whole school and ensure staff have an understanding if the impact of different vulnerability on groups and individuals. | Teachers are more aware of own data and more clearly focused identification of individual need for all disadvantaged pupils at the earliest point in their learning journey. Teachers are also involved in tracking and addressing late attendance at school and poor attendance.  Children to will be on class PP trackers and support given regularly reviewed. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2022 to 2023** to address the challenges listed above.

### Teaching (for example, continued professional development and training of staff)

Budgeted cost: £56,708.22

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| Activity | Evidence that supports this approach | Review notes |
| Quality first teaching-teaching budgeted costs | The National Strategies suggest the key to success with all learning is quality first teaching. All children should be exposed to highly focused and engaging lessons and efforts made to ensure PP children fully participating through the use of a range of strategies. |  |
| Robust tracking and monitoring of PP academically and for EHW. | Greater emphasis on vulnerable group tracking and monitoring throughout the school will ensure no child is left behind and all member of staff are aware of the PP children. Children should have priority in intervention groups to ensure maximum access to learning opportunities to reduce barriers. Priority in pupil progress meetings to discuss the individual. Trackers will be used termly to ensure these children provision and support is being regularly reviewed. |  |
| Additional teaching assistants employed in KS1/2 | We see our learning support team as integral to the quality first teaching provided by the school. They provide intervention which supports groups of children access the learning in class. |  |
| Additional teaching assistant allocated to YR 5/6  Focus on improving the reading ability of pupil premium students in order to increase their attainment in all subjects. | There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. In addition, research suggests becoming a fluent reader has benefits for many other subject areas (EEF). |  |
| Phonics: RWI phonics training to ensure consistency raise the attainment YR/KS1 | The Education Endowment Foundation explains Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. |  |

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

Budgeted cost: £28,338.73 (includes additional £12,909.37-recovery catch up)

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| Activity | Evidence that supports this approach | Review notes |
| Quality, targeted tutoring to diminish differences between PP and non PP. | Research from the Education Endowment Foundation suggests that small group tuition is effective as there is greater feedback from the teacher, more sustained engagement and the learning is more closing matched to the learners needs. |  |
| Additional teaching assistant employed to target early reading in KS1. | Both decoding and comprehension skills are necessary for confident and competent reading. It is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. |  |
| Revision support and materials for Y6 children. | National data shows that PP children perform below their counterparts in end of key stage assessments. The school is providing revision materials and tutoring for these pupils. |  |
| Early reading workshops for parents/carers | The Education Endowment Foundation (EEF) suggests parental engagement is fundamental to improving children’s communication, language, and literacy. Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively. |  |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £50,465.55

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| Activity | Evidence that supports this approach | Review notes |
| Salaries of Thrive Team including DSL/ Pastoral Leader, specialist behaviour TA and key supporting staff for Thrive Room at early morning, break and lunchtimes | Enhanced emotional support means incidences of extreme behaviour is lessened  LAC children feel settled and supported in school  Greater focus in lessons due to emotional regulation support. |  |
| Supporting all children to be able to engage in school activities and extra curricular opportunities. | Supporting children with assistance so that they can have equal access to school trips/swimming and additional activities. Taking part in additional activities has been shown to improve mental health, concentration and reduce stress. |  |

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Due to COVID-19, performance measures have not been published nationally for 2021 to 2022.   * The school continued to gather and analyse data throughout the Covid 19 pandemic. * Children who receive the pupil premium fund were a focus for all data analysis work at the school. * Our intervention work was biased toward this group and we monitored progress over time. * We noted progress in 2021 to 2022 for groups of PP fund children across the school but continue to need to close the gap further. * Barriers to learning progress included poor attendance for some pupils.   -Attendance for all pupils was 94% in 2021 to 2022 and for PP children 91%.  -Attendance for a small group was extremely poor in Y6 especially due to late starts each day or periods of non-attendance (6 to 8 children). Improvements in attendance for this small group were resource intensive and only showed marginal gains over the year.  -Another key factor for the school is that a high proportion of our children who receive this fund are also on the Special Needs register (40/113=35% 2021 to 2022).  Please see below a review of aims 2021-2022:  Aim 1:  • Improve school-wide academic outcomes in both progress and attainment so that our most vulnerable pupils do not diminish further. Trackers for each child are created and progress and provision is reviewed regularly.  The school received an audit report of our provision and what we do was viewed as favourable (2020). The recommendation was that the school needed time, without a pandemic, to put all of our processes in place.  Local authority termly visits and other external visits focused on provision for disadvantaged children and reports were highly praise worthy of the school.  The senior leadership team regularly carried out book scrutiny and learning walks to monitor provision. The governing body also held the school to account.  Aim 2:  • Raise the standard of quality first teaching through curriculum re-design and new teaching schemes  The school made very good progress by introducing a new ambitious and inclusive curriculum. Monitoring records showed a positive impact of this change for all groups of children.  Aim 3:  • Rebrand PP to ‘High Potential’ to recognise the potential in all learners  Using this positive terminology has raised the profile of this group of learners, in a good way. Having our own terminology and record keeping of provision raised the profile well.  Aim 4:  • Follow a ‘research-led’ approach to maximising our pupil premium spend and following good practice from the Education Endowment Foundation  Early reading intervention- investing in books and teaching materials, as well as staff to run pre teach and catch up sessions.  Tutoring in Y6, Y4 and Y2 targeted key skills for learners and outcomes were favourable, although held up with the pandemic repeatedly.  Aim 5:  • Review staff structure to provide support for the Thrive leader through creation and development of ‘Thrive Room’ and development of specifically trained TAs to support nurture and emotional well-being through focused and skilled intervention.  Investing in nurture and support for children and families: the school introduced ‘Thrive’ as our pastoral approach in 2020 and this included staff training and expanding facilities in the school for this work. The Thrive team also expanded.  Aim 6:  • Increase attendance of High Potential learners  Bespoke approaches were utilised to improve attendance for key individuals. Working in co-operation with families was key e.g. providing tutoring for children who had not been in school a long time due to shielding vulnerable parents (Covid 19 related). The school has expanded attendance monitoring to react more swiftly to concerns. |

Monitoring procedures at the school:

* The school has a designated Assistant Headteacher (MR) who monitors this plan regularly through learning walks, book looks and by carrying out pupil interviews. She reports to the Senior Leadership Team and the Governing Body.
* Data on pupil progress is gathered an analysed in a systematic way throughout the year.
* MR keeps a log of intervention and provision for children using her ‘HP Register’. This is updated with class teachers regularly.
* The Governing Body Teaching and Learning Committee oversee the work of MR and they monitor the progress that children make. They report to the Full Governing Body, along with the Headteacher.