

Pupil Premium Strategy Statement September 2020

| 1. Summary information | | | | | |
|------------------------|---------------------------|----------------------------------|----------|--|---------|
| School | Glebelands Primary School | | | | |
| Academic Year | 2020/21 | Total PP budget | £137 TBC | Date of most recent PP Review | Sept 20 |
| Total number of pupils | 407 | Number of pupils eligible for PP | 105 | Date for next internal review of this strategy | Sept 21 |

| 1. Current attainment | | | | | | | | |
|---|--|-----------|-----------|----------------------|--|-----------|-----------|-----------------------|
| NB 2020 figures removed (COVID) | Pupils eligible for PP (<i>Glebelands</i>) | | | | Pupils not eligible for PP (<i>Glebelands</i>) | | | |
| | 2017(20) | 2018 (19) | 2019 (23) | 2021 (7) (Target) | 2017 (31) | 2018 (40) | 2019 (37) | 2021 (55) (Target) |
| % achieving in reading, writing and maths | 40% (8) | 37% (7) | 52% (12) | >71%(5) | 55% (17) | 70% (28) | 68% (25) | >70%(39) |
| Progress score in reading | +2.2 | -1.1 | 1.09 | >1.09 | -0.6 | +0.7 | -0.05 | >0.0 |
| Progress score in writing | +3.2 | 3.7 | -0.05 | >0.0 | -0.4 | +1.6 | 1.41 | >1.41 |
| Progress score in maths | +0.4 | 1.5 | -0.53 | >0.0 | -0.8 | +1.6 | 0.11 | >0.11 |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Poor oral language – links later to comprehension, writing development and reasoning |
| B. | Home reading culture – limited engagement with practise (overlearning would in some cases support development of working memory and automaticity in response in both phonics and reading) |
| C. | Ability to ‘think outside the box’ as a result of limited life experience, impacts on reasoning and independence, closed mindset – leads to low levels of resilience in learning and poor application in maths in particular This is also linked with inconsistent practise routines to aid memory / recall impacts on maths results |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Some persistent absenteeism. Some evidence of disguised compliance with early help services |
| E. | Social / family problems impact on SEMH; readiness to learn and capacity to accept challenge and cope with potential ‘failure’ |

| 3. Desired outcomes | | |
|---------------------|---|---|
| | <i>Desired outcomes for children entitled to pupil premium and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve attainment in reading, by developing vocabulary to aid comprehension and increasing fluency and automaticity in reading | Children will have a wider range of vocabulary on which to draw leading to progress in reading and writing. They will be able to tackle reading challenges with greater confidence with increased fluency improving chances of comprehension. |
| B. | Improve attainment in maths | Children will increase accuracy and fluency in recall of facts. They will engage in regular practise and rehearse skills between lessons. |
| C. | Improve outcomes in reading, writing and maths combined thereby improving life chances | Improved outcomes at KS1 and KS2 with more children in FS gaining a GLD in reading. KS2 data will show that low and high attainers (KS1) have narrowed progress gap (national other) by the end of KS2 |
| D. | Attendance will meet / exceed national targets | Persistent absenteeism will be reduced, all absence closely monitored with remedial action in place to address issues and reduce risk of persistence developing |
| E. | SEMH issues will be addressed. The children will then be able to focus on learning. | Boxall profile / 'Thrive assessment' will reflect progress. Children with SEMH can focus on learning and progress |

| 4. Planned expenditure | | | | | |
|--|--------------------------------|--|---|------------|---|
| Academic year | | 2019- 2020 | | | |
| 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. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A, B and C | Maintain Optima reading | Success very clear in 'bridging the gap' partner school. Data from 'optima'. We have not tried a scientifically based instructional psychology approach to reading. We know that our children benefit from interleaved learning in other areas. | Training for all teachers from the psychologist who has developed the programme with on-going support in line with audit – English hub. | CL | Half Termly – data Monitoring – Phonics Tracker |
| A, B and C | Assertive mentoring strategies | Metacognitive approaches have been cited amongst the most effective strategies (Education Endowment Foundation) – the impact to date has been good. Children will increase accuracy and fluency in recall of facts. They will engage in regular practise and rehearse skills between | Teachers released to ensure that they are able to spend quality time with each child – yellow book / assertive mentoring approach | JE / NF | After each set of meetings |
| A and C | Alan Peat Sentence types | Impact can be seen in 2017/18/19 results which show that the gap has been narrowed for all. Now need to work on greater depth | Whole school policy, monitored by writing co-ordinator | CL | Termly – data Monitoring through seven lenses |

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| A and C | Power of Reading and whole school approach to comprehension strategies | Data supporting power of reading (Opp Area Bid) indicates that teachers will be better supported in planning for reading. EEF research regarding metacognitive approaches suggests that the externalisation of thinking processes around reading will support future independence in comprehension. | PoR is being embedded following introduction two years ago and is being further enhanced through the Powerful Words Project. | CL | |
| A and C | Powerful words project – Mrs Wordsmith Link powerful words to spelling strategies.- apply Twinkl scheme and Mrs Wordsmith mixed practice. | Continue to implement Mrs Wordsmith consistently. Use words to complement optima in KS1 using them in the vocabulary section. The success of the Mrs Wordsmith project and the interest in words and their roots will lead to a logical stride into metacognitive approaches to spelling. This will have a knock on effect onto writing fluency. | Whole school approach Systematic following of the scheme and checking using the mixed practise. This will enable teachers to intervene in a timely fashion | | |
| B | Consistently implement use of My Maths | KS2 data and monitoring revealed frequent errors and failure to build on previous learning in 2019 | Whole school approach – monitored by school leaders | SC | Termly – data Monitoring through data within programme and through NFER |
| Total budgeted cost | | | | | £40,500 |

| ii. Targeted support | | | | | |
|-----------------------------|--|--|--|-------------------|---|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A and B | Sound training (if available) | Recommended at 'vulnerable groups conference'. Strong impact evidence from last two years | Using external specialist providers for delivery to ensure consistent pace and expectation – Target group Y5 | LS | At the end of each period of intervention |
| A | Talk boost for youngest children | Recommended intervention from 'what works' previously successful. Early Talk boost to be used early in the academic year | Baseline and post intervention scores measured and monitored. Sessions 3 times a week, monitored by SENCo | DM | Half termly |
| E | Nurture based breakfast club for targeted children | Strong evidence base from variety of sources and high success rate in 2015/16. Staff originally trained through Nurture Group Network. | Boxall profile / anxiety scale scores measure. | LS | Progress reviewed half termly through Boxall profiles / anxiety scale |
| C | Small group teaching support in maths (daily) Y6 | Metacognitive approaches have been cited amongst the most effective strategies – the impact to date has been good | Clear link between feedback and planning, leading to progress in internal data. | Y6 team with NF | At the end of each half term |

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|----------------------------|--|---|--|--------------|--|
| C | Teacher led Booster groups to overcome common areas of difficulty | Metacognitive approaches have been cited amongst the most effective strategies – the impact to date has been good | Clear link between feedback and planning, leading to progress in internal data. | All teachers | At the end of each booster block |
| D | Work closely with EWO and ensure that attendance targets are set and met in agreed time frames | System implemented with EWO in 2015/16 and maintained has proved successful | School secretary reports weekly to Headteacher. Attendance discussed with parents at all AM meetings. Focussed work with persistent absented through family worker | LS | Weekly monitoring to review any four week period AM meetings |
| E | Implement 'Steps Approach' ensure that SEMH issues are met within context of classroom- using tools available – FBA, Boxall, anxiety mapping | High percentage of children in school with SEMH issues. Using our link to Opportunity Area to access training through SEN audit to complete steps training. Family worker proactive in meeting needs. | SMT to monitor frequency of SEMH issues alongside duration and intensity of support provided | LS | Termly + appropriate assessments |
| Total budgeted cost | | | | | £46,500 |

| iii. Other approaches | | | | | |
|----------------------------|--|---|--|--------------------------------|--------------------------------------|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A C and E | Curriculum enhancement activities – entry and exit points. | Highly motivational, shared experience on which to base study, thereby increasing cultural capital. | Funded opportunities within the planning cycle. Evidenced within learning journals and pupil voice | NF / JE with teams | Termly |
| A, B, C, D and E | individual resources to meet needs identified by children | Small resources make a difference to children, enabling them to do homework, practise skills etc. Valued by individual pupils. | Recorded on individual 'extra mile' paperwork and included in AM files | All class based TAs / teachers | Termly or more frequently if needed |
| E | Talk time | Evidence of success in previous years. Supports the SEMH of approximately 27% of children and enables them to focus better in class | Therapist to provide regular 'debriefing' Headteacher to monitor involvement of parents and early help services through TAF meetings | DB with JK overseen by LS | Weekly in debriefing |
| C and E | Girls group (If needed) | KS2 Progress data of low and high attaining girls reveals a need to raise self-esteem, confidence and open mindsets of this group | Headteacher to monitor planning and progress data. | JK or DW | Half termly |
| E | Clay therapy | Need for therapeutic support for pupils with more complex SEMH needs. Success in previous years built on success of play therapy. | Qualified therapist reporting to Headteacher with advice from own clinical supervisor | DW | At the end of each unit of delivery |
| D and E | Individual Parent support / advice | We are being proactive in identifying and approaching parents who might need support, offering guidance and signposting as needed. | In school family worker working alongside District family worker | Parents with JK | With HT after each period of work |
| C and E | Contribution to residential visits | Ensuring that the children have exposure to a wide variety of opportunities to broaden horizons, inspire and raise aspiration. Meets the need to build social and cultural capital. | Feedback from pupils, parents and staff | LS | Prior to and following each visit |
| C and E | Instrumental music lessons | Ensuring that the children have exposure to a wide variety of opportunities to broaden horizons, inspire and raise aspiration. | Feedback from pupils, parents and staff | LS | Termly reports |
| Total budgeted cost | | | | | £52, 000 |
| Grand Total | | | | | £139 000 |

5. Review of expenditure 2020/21**i. Quality of teaching for all**

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|------------------------|--------------------------------|---|--|-------------|
| A, B and C | Optima reading | | | |
| A, B and C | Assertive mentoring strategies | | | |

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|------------------------|--|---|--|-------------|
| A and C | Alan Peat Sentence types | | | |
| A and C | Power of reading and whole school comprehension strategies | | | |
| C | Consistently implement use of My Maths | | | |

| ii. Targeted support | | | | |
|----------------------|--|--|--|------|
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| A and B | Sound training | | | |
| A | Talk boost for youngest children | | | |
| E | Nurture based breakfast club | | | |
| C | Small group teaching support in maths (daily) Y6 | | | |
| C | Teacher led Booster groups to overcome common areas of difficulty | | | |
| D | Work closely with EWO and ensure that attendance targets are set and met in agreed time frames | | | |
| E | Implement 'Steps approach' ensure that SEMH issues are met within context of classroom | | | |

iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|------------------|---|--|--|------|
| A C and E | Curriculum enhancement activities. | | | |
| A, B, C, D and E | Individual resources to meet needs identified by children | | | |
| E | Talk time | | | |
| C and E | Girls group (If needed) | | | |
| E | Clay therapy | | | |
| D and E | Parent / pupil support – in school family worker | | | |

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|----------------|------------------------------------|--|--|--|
| C and E | Contribution to residential visits | | | |
| C and E | Instrumental music lessons | | | |