# Pupil premium strategy statement: Glenfall Primary School

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Glenfall Primary School |
| Number of pupils in school | 207 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022–23 due to a rise in pupils eligible for free school meals it is our professional decision to continue with a yearly P/P Plan. |
| Date this statement was published | 11/11/22 |
| Date on which it will be reviewed | Reviewed termly due to transient demographic but an annual review in July 2023 |
| Statement authorised by | Anthony Mitchell |
| Pupil premium lead | Anthony Mitchell |
| Governor / Trustee lead | Tom Cadogan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 48,725 |
| Recovery premium funding allocation this academic year | £3,770 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 2,918 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 55,413 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Key Principles**   * No child left behind * That no barrier or challenge impede our children’s progress in this school and into their future lives   When making decisions about how best the pupil premium funding will benefit the success of our children it is important to consider a variety of issues such as context of the school and more specifically the context of each individual child. We look at the barriers and challenges our children face combined with “what we know works” to ensure academic achievement and social and emotional aspect of learning (self-regulation).  We refer to EEF regarding successful and effective interventions and monitor the interventions that we use to ensure our children make more rapid progress which will serve to narrow the gap between disadvantage and non-disadvantage. We also recognise that some children in our school context could be seen to be at a disadvantage and are not yet in receipt of pupil premium. To this point we have, where possible, ensured that what we do for our disadvantaged children positively impacts on the majority of our students.  **School Context**  Glenfall Primary School serves a mixed catchment and is an inclusive school. We pride ourselves on having a rich curriculum to inspire enjoyment, enquiry and the ability to excel in their learning.   * At GPS we have 7.2% of children with EAL * The number of children with additional needs (SEND) and EHCPs is 15% * We have mobility of 14.5%. Children that have joined since reception * 12% of our children are classified as disadvantaged * 4.3% of our children are SEN combined Pupil Premium   **Ultimate Objective**  Our ultimate objective is to close the gap by the end of year 6 for our disadvantaged children. In order to achieve this, early identification of need from EYFS is key. From here quality first teaching and interventions are used to ensure the gap narrows over time. We do not believe in quick fixes – we commence interventions in KS1 and continue to build on this into KS2.  Where children are disadvantaged and SEND/EHCP we use our tracking system, SEN review meetings and pupil progress meetings to monitor their progress and achievements and ensure the correct interventions are in place.  **Achieving these Objectives through:**   * An Inclusive Curriculum which provides depth and breadth across all subjects. * Use of Venn diagrams X’s 4 times a year to monitor ARE in maths, reading and writing and science * Quality first teaching monitored by school leadership * Evidence based research for the effective use of teaching assistants (EEF) * Maths Mastery lead school * Funded key experiences for children * Funded, high quality teaching of musical instrument from Y1 to Y6. * Pastoral support within classes * Pupil voice blob trees termly from Y3-Y6 * EAL intervention support when identified as a barrier to learning * Booster teachers for small group and individual work * Emotion coaching project * *Implementation of new phonics scheme – Anima Phonics* |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Low starting points for some children in Reception class which incur a gap in attainment between non-disadvantaged and disadvantaged especially in communication and language skills and also in numerical fluency |
| 2 | Combined SEND and disadvantaged pupils |
| 3 | Family circumstances and/or lack of family engagement |
| 4 | Child protection/child in need/early help |
| 5 | Risk of exclusion or Previous exclusions – could be from another school |

## 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 and Measure |
| 1. Increase in reading fluency and reading comprehension age | Implementation of new phonics scheme (Anima Phonics)  Book bands to support the phonic scheme  GL assessments from Y2-Y5  Insight tracker |
| 1. To meet national expectations for phonics screening | National data |
| 1. Improve writing | For PP children to achieve in line with ARE and non-PP children |
| 1. All PP children to have progress scores in Reading, writing and Maths at KS2 in line with national averages at least. | National data. |
| 1. Tailored interventions show progress. | Insight Tracker and MyPlan reviews and pupil progress meetings. to show improved scores during the allocated time for intervention scrutinised 4 times a year. |
| 1. Pupils can talk about the key experiences and how they imparted knowledge they have used back in class - across foundation subjects and writing. | Pupil voice termly X’s 3 and allocated Pastoral Support  Moderation of writing and project books for explicit knowledge. |
| 1. Embed and offer support for mental health | Referrals to Trailblazers and YMM  Zones of Emotional Regulation.  Head sight training and resources |

## 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: £ *5800.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils | • Embed Anima Phonics scheme and ensure all staff have received training to deliver the phonics scheme effectively.  • Review aspects of Reading:   * Prioritisation of Reading across the Curriculum * Establishing a love of reading Robust reading programme and progress * Ensuring books match sounds learnt High quality phonics from the start * Effectiveness of interventions to ensure pupils close the gap * High quality training to promote early reading experts and identify key strategic and operational actions needed to accelerate progress of all children, with a specific focus on ‘vulnerable learners’ (see SIP) through regular Pupil Progress Meetings.   • Support learning and application of phonics, spelling, reading and subject specific vocabulary across every year group.  • Further develop teaching and learning during ‘Guided Reading’ learning opportunities and ensure learning environments are ‘rich’ reading environments.  • Ensure all staff understand Learning Difficulties related to Literacy from SENCo and implement strategies to support children with identified learning needs during daily provision and practice.  Review impact of these interventions (including use of pupil conferencing). • Ensure early identification and intervention (using interventions with proven impact) in addition to Quality First Teaching to improve reading ability and enjoyment for children ‘at risk’ of underachievement. | 18 |
| Professional development on evidence-based approaches | Mangottsfield adviser to spend a day in school with Reading co-ordinator to review phonics scheme, phonics delivery and reading books | 3 classes – Reception, Y1 & Y2 |

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

Budgeted cost: £*46 331.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Interventions to support language development, literacy, and numeracy | National data | 25 |
| Activity and resources to meet the specific needs of disadvantaged pupils with SEND | Dancing Bears programme  1:1 reading (Alien Adventures scheme)  Spelling intervention: Apples and Pears  Intensive support Y6  Fizzy activities  Maths intervention -Dynamo Maths  Rapid Writing  Reading prizes at the end of each term (Waterstones gift card) All classes | 25 |
| Teaching assistant deployment and interventions | National Data and feedback from parents | 29 |
| One to one and small group tuition | National Data and feedback from parents | 26 |

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

Budgeted cost: £6200.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supporting pupils’ social, emotional and behavioural needs | Sustained high levels of wellbeing demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations   a significant increase in participation in enrichment activities, particularly among disadvantaged pupils  Excellent feedback from parents for Referrals to Trailblazers to develop coping strategies and wellbeing. | 9 |
| Supporting attendance | Continue to monitor attendance of PPG pupils (alongside all pupils) and work with parents to ensure ‘Early Help’ and support in order to secure regular attendance | 3 |
| Extracurricular activities, including sports, outdoor activities, arts, culture and trips | Ensure any barriers to involvement and engagement in school life are removed (ie provide support with uniform, access to trips as appropriate) | 5 |
| Training from Head Sight for staff – trauma informed targeted interventions for children struggling to cope or access learning in a school environment which also builds capacity to ensure successful and sustainable school experiences. | A suite of outstanding therapeutic qualifications designed specifically to enable those spending the most time working with vulnerable children, young people & families to work therapeutically. These qualifications will develop knowledge and skills to support others and facilitate lasting change. | 5 |
| Let’s Cook with Josie | Let's Cook with Josie CIC run cookery classes for children who are disadvantaged in some way. We identified a need for free or lower cost classes to children who wouldn't otherwise be able afford to attend. Our focus is on easy, budget friendly, healthy, nutritious vegetarian meals, snacks & bakes which are easily replicated at home. | 4 |

**Total budgeted cost: £** *58 331.00*

# 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 2021 to 2022 academic year.

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| Our internal assessments during 2022-22 suggested that the performance of disadvantaged pupils was lower than their peers in key areas of the curriculum.  Although overall absence rate in 2021-22 was lower than in the preceding years at 4.3, it was higher than the national average.  It is our pupils with SEN & Pupil Premium allocation that are doing significantly less well than their peers.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted again last year, primarily due to COVID-19-related issues at the beginning of 2022. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Spelling Frame | <https://spellingframe.co.uk/> |
| Dynamo Maths | <https://dynamomaths.co.uk/dynamo-maths>  Jelly James Publishing |
| Head sight Training - School Partnership Project | [https://headsightservices.com](https://headsightservices.com/) |

## Service pupil premium funding (optional) NA

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around feedback from staff about interventions which demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * utilising Young Minds Matter to support children’s wellbeing. To develop our understanding of our pupils’ needs * give pupils a voice (Blob Tree People) in how we address wellbeing, and support more effective collaboration with parents to understand pastoral support provision in school. * offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.   **Planning, implementation, and evaluation**  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by pupils.  We have put a robust evaluation framework in place for the year to secure better outcomes for pupils. |