# Pupil premium strategy statement – Glenfall Primary School.

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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 | 206 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22 – 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 | 17/09/2021 |
| Date on which it will be reviewed | Reviewed termly due to transient demographic but an annual review in July 2022 |
| Statement authorised by | Anthony Mitchell |
| Pupil premium lead | Anthony Mitchell |
| Chairman of Governing Body | Tom Cadogan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £40280. |
| Recovery premium funding allocation this academic year | £3045. |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# 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 8% of children with EAL * The number of children with additional needs (SEND) and EHCPs is 17% * We have mobility of 14%. Children that have joined since reception * 12% of our children are classified as disadvantaged * 5% 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, My plan 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. * 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 and Young Voices every year. * Pastoral support within classes * Pupil voice blob trees * EAL intervention support when identified as a barrier to learning * Booster teachers for small group work * Emotion coaching project |

## 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 |
|  | Impact of Covid-19 |
|  | 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 |
|  | SEND and disadvantaged |
|  | Family circumstances and/or lack of family engagement |
|  | Child protection/child in need/early help |
|  | Risk of exclusion or Previous exclusions – could be from another school |
|  | Specific Local Authority issue – underfunding, access to agencies and lack of special school places. |
|  | Willingness to accept children from other settings to better meet their need |

## 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 | Fluency age using Salford assessments – months progress form previous score.  Book bands  GL assessments from Y2-Y5  Insight tracker  Book bands |
| 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  Moderation of writing and project books for explicit knowledge. |
| 1. Embed and offer Trailblazers support for mental health | Referrals to Trailblazers and YMM  Zones of Emotional Regulation. |

## 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)

Budget

* £40280 PP Funding
* £3045 additional recovery funding

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Priorities a, b, d & e  To ensure that attainment in reading is in line with that of non-PPG pupils  £15000.00 | • Embed recently reviewed 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 Specific 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. | 11 pupils |
| Priority f & g:  To promote positive learning behaviours so that PPG pupils believe they can achieve and are aspirational in their ambitions Attendance of PPG (specifically FSM) pupils to be in line with attendance of non PPG pupils.  PPG children make expected progress in their development of learning behaviours.  £10000.00 | • Continue to identify pupils where attendance/late arrival to school is a concern and address immediately with appropriate support.  • Train all staff in understanding young children’s brain development and the impact upon development and learning. Timpson Project and LINCs training  •Review behaviour policy and procedures to ensure these are based on resolution focused strategies.  • Embed school learning behaviours and ensure all policies alongside teaching and learning strategies promote mental health and well-being of all.  • Ensure early identification and intervention of children who demonstrate vulnerability linked to mental health and well-being - Staff Meeting Item  • Continue to provide a wide range of opportunities for pupils to ‘share their voice’ Pupil Voice Xs 3 per year and assume positions of responsibility throughout the school (school council, house captains)  • Provide support for parents/carers to enable them to care for their children in a way which encourages positive mindsets at home and in school and positive relationships. Trailblazer referrals | 8 pupils |
| Priority c  £18500.00 | • Identify key strategic and operational actions needed to accelerate progress of all children, with a specific focus on ‘vulnerable learners’ through regular Pupil Progress Meetings.  • Implement agreed resources and apparatus to support learning and application of literacy knowledge and understanding across all areas of the curriculum in every year group.  • Further develop Continuous Provision teaching and learning opportunities and ensure learning environments are ‘rich’ literate environments.  • Ensure all staff understand Specific Learning Difficulties (through training and coaching support from SENCo and Advisory teachers) and implement strategies to support children with identified learning needs during daily provision and practice. | 11 pupils |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £43 235.

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Priority a, b, d & e  Increase in reading fluency, reading comprehension and to meet national expectations for phonics screening age by ensuring attainment in reading and phonics is in line with that of non-PPG pupils  £15000.00 | Track progress and attainment in phonics and reading using school tracking systems.  Identify ‘vulnerable’ learners and provide targeted intervention as appropriate in addition to QFT: Dancing Bears, Bear Necessities, Apples & Pears,  Provide extended parent consultation meetings for parents of PPG children to support development of reading and discuss progress/support across all areas of development and learning. | 11 pupils |
| Priority f  All PP children to have progress scores in Reading, writing and Maths at KS2 in line with national averages at least.  To promote positive learning behaviours so that PPG pupils believe they can achieve and are aspirational in their ambitions  Attendance of PPG (specifically FSM) pupils to be in line with attendance of non PPG pupils.  PPG children make expected progress in their development of learning behaviours.  £10000 | 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  Referrals to Trailblazers to develop coping strategies and well being.  Continue to train and deploy staff to deliver interventions.  Ensure any barriers to involvement and engagement in school life are removed (ie provide support with uniform, access to trips as appropriate) | 10 children |
| Priority c  Improve writing to ensure that attainment in writing is in line with that of non-PPG pupils  £18500.00 | Track progress and attainment in writing using school progression document.  Identify ‘vulnerable’ learners and provide targeted intervention as appropriate  Provide extended parent consultation meetings for parents of PPG children to support development of writing and discuss progress/support across all areas of development and learning. | 10 pupils |

**Wider strategies**

Budgeted cost: £ 4 000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral support & Care  £600.00 | When identified by class teachers and TAs small groups focused interventions are offered to support children in the classroom and non structured times such as playtime. These groups are groups of between 3-5 children, supported by the class TA.  **Evidence**  Metacognition and self-regulation approaches have consistently high levels of impact, with pupils having more successful playtimes  Our TAs run many interventions and 1:1 tuition for children who require additional social, emotional and behavioural support.  This also allows us to provide interventions following on from child protection/child in need/early help plans.  This year we are focusing on self-regulation and zones of regulation across the whole school.  **Evidence**  Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress | 8 |
| Y4 & Y6 residentials  £1400 | Enabling reduced cost for P/P children – every child has the right to a residential. | 8 |
| Equitable Key Experiences – school visits  £2100 | In order to access the school’s curriculum we ensure all children have access to key experiences/school trips every term where knowledge for learning is related to the project or piece of learning.  The key experiences are related to our termly theme. | Years 1-6 |

**Total budgeted cost: £ 40 280 + £ 3045**

# 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 for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## Previous Years Priorities

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| Desired Outcomes | Chosen Approach and Cost | Rationale | Monitoring | Review |
| A  Improved emotional well-being and social skills for of a small group of identified children (SKIG Group) in Y4  D  social skills group for a small group of children  Combined with A above | One to one sessions with pastoral worker.  (£2500) & resources (£100)  Emotional/needs and anxiety.  3 X’s 3 hour sessions (£1000) & (£450)  SenCo Support  (£10000) | After discussion with advisory teachers, we have employed a pastoral worker to address the needs of our children. Evidence shows that children can only learn when their physical and emotional needs are met. (Maslowe)  Structured conversations with parents of identified children. X 3 per year through Zoom or Microsoft teams.  Train new staff on how to support children with emotional needs and autism. | Tree People assessment for emotional well being X2  SDQ for targeted children.  Analysis of simple questionnaire  Identified children monitored and supported | Children supported with their anxieties through YMM and specific interventions to support well-being. |
| B  To improve the number of children achieving ARE in Writing | Re-deployment of TA’s to deliver interventions.  Intervention such as :  Dancing Bears, Apples and Pears, Rapid write  (£11,700)  Class TA’s will deliver interventions to children in the classes/bubble they are in due to Covid 19 restrictions.  Booster teacher in Y5 and Y6  £2473 | Analysis of whole school data and teacher judgements, suggest that children are not achieving ARE, due to weaknesses in writing. | Pupil progress meetings 4 times a year with class teachers.  Regular reviews of targeted interventions: My Plan reviews via zoom and Teams.  MER cycle moderation structure for subject leaders. | 39% achieved ARE in writing |
| B  To improve spelling | Set children up with a spelling account that they can access at home to improve spelling | Analysis of whole school data and teacher judgements, suggest that children are not achieving ARE, due to weaknesses in writing. | Pupil progress meetings 4 times a year with class teachers.  Regular reviews of targeted interventions: My Plan reviews via zoom and Teams. | 39% achieved ARE in writing |
| C  To improve Maths fluency for a target group of children | Employment of class TA’s to work with identified children on  Intervention such as:  Rapid maths, Numicon, Time Table Rock Stars  (£3650) | Analysis of whole school data and teacher judgements, suggest that children are not achieving ARE due to weaknesses in maths fluency. | Pupil progress meetings 4 times a year.  Regular reviews of targeted interventions: My Plan reviews via zoom and Teams.  MER cycle moderation structure for subject leaders. | 48 % ARE in maths |
| E  Slower rate of progress for children who are both SEN & Pupil Premium | Employment of Intervention TA’s, SEN TA support.  Involvement of external agencies for advice.  Use of the interventions:  Dancing Bears, Fizzy, Apples and Pears, Numicon, Rapid writing and maths, Speech and language activities, Barrier games..  (£8400 including resources and training) | Data analysis suggests that these children are making slower progress. | Pupil progress meetings 4 times a year via zoom or Teams  Regular reviews of targeted interventions: My Plan reviews. | 9% OF these children are at ARE for reading, maths and writing |
| F  Deployment of TA’s to deliver interventions | Re-allocation of resources to be more cost effective |  | Class TA’s to support identified children in class but during afternoons deliver  Specific programme of work to support children. There is no slack time so the children have their interventions delivered consistently during an afternoon. This also ensures that children do not miss English and maths lessons in the morning. |  |

## 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 Frames | <https://spellingframe.co.uk/> |
| Dynamo Maths | <https://dynamomaths.co.uk/dynamo-maths>  Jelly James Publishing |

## Service pupil premium funding (optional)

*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? | TA booster support |
| What was the impact of that spending on service pupil premium eligible pupils? | School assessed ARE |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |