# Pupil premium strategy statement 21-24

## 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: Glenmere Primary School | Nov 21 |
| Number of pupils in school: 210 | Nov 21 |
| Proportion (%) of pupil premium eligible pupils: 10% | Nov 21 |
| Academic year/years that our current pupil premium strategy plan covers: 21-24 | Nov 21 |
| Date this statement was published: Nov 21 | Nov 21 |
| Date on which it will be reviewed: Sept 22 | Nov 21 |
| Statement authorised by: Sam Conlon | Nov 21 |
| Pupil premium lead: Sam Conlon | Nov 21 |
| Governor / Trustee lead: Tim Gilbert | Nov 21 |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29,046.25 |
| Recovery premium funding allocation this academic year | £2610 |
| Pupil premium funding carried forward from previous years | £5307 |
| **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 | £36,963.25 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At Glenmere Primary school, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your commitment to learning that make the difference between success and failure, and we are determined to ensure that all our children are given every chance to realise their full potential. We believe that one of the biggest barriers for children can be poverty of expectations and so we are determined to create a climate that does not limit a child’s potential in any way.*  *High quality teaching is pivotal in improving children’s outcomes.*  Our ultimate objectives are to:   * Remove barriers to learning created by poverty, family circumstance and background. * Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. * Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum. * Ensure all pupils receive good quality first teaching. * Develop confidence in their ability to communicate effectively in a wide range of contexts. * Enable pupils to look after their social and emotional wellbeing and to develop resilience. * Access a wide range of opportunities to develop their knowledge and understanding of the world.   Achieving our objectives:  In order to achieve our objectives and overcome identified barriers to learning we will:   * Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching. * Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and in class support. * Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences. * Provide opportunities for all pupils to participate in enrichment activities including sport and music. * Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.   This is not an exhaustive list and strategies will change and develop based on the needs of individuals. |

## 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 | **Social, emotional and mental health**  We have found we have more requests from disadvantaged families for emotional support and we have found this support gives them time to talk in a safe environment.  Low attainment can also lead to low self esteem and anxiety about lessons. |
| 2 | **Gaps in reading, writing, maths and phonics**  In some year groups our disadvantaged pupils perform at a level below non-disadvantaged pupil.  We have some junior children that still need phonics support. |
| 3 | **Attendance and punctuality**  We have some children that have had low attendance last year and some that are late, this affects their attainment and their emotional well-being.  Sometimes children are late as they are nervous about lessons that they may find challenging. |
| 4 | **Access to wider opportunities**  We like to ensure all of our children leave having had a variety of experiences as many of our disadvantaged children have limited life experiences. |
| 5 | **Parental engagement**  We have found that many of our disadvantaged pupils receive less support at home than our non-disadvantaged pupils. |
| 6 | **Pupils arrive at school unprepared for learning**  Sometimes pupil’s come without resources, correct uniform or they have not completed any of the homework or the extra reading challenges.  Providing wider opportunities helps them in their school subjects and ensures they are enjoying 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 |
| Reading, Writing and Maths | Achieve outcomes in-line with, or above, national average by the end of KS2. |
| Phonics | Achieve at least 90% of pupils in Y1 pass the PSC. |
| Attendance | Ensure attendance of disadvantaged pupils is at least 96% |
| Life experiences | For all children to have attended clubs and had a variety of experiences. |

## 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: £*4600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Senior leaders to undertake coaching training.* | Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners.  (CFTBT Education Trust, coaching for teaching and learning a practical guide for teachers)  EEF identifies in its paper on effective characteristics of effective teacher development, that teacher development needs to give instruction, social support, modelling, monitoring and feedback and rehearsal, all of which can be provided through instructional coaching.  For poor pupils the difference between good teaching and poorer teaching is a whole year’s learning (Sutton Trust 2011) | 2,6 |
| *ECT teachers to have phonics training.* | EEF, identified the importance of systematic phonics in improving literacy.  Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.  It is essential to ensure all staff have the necessary pedagogical skills and content knowledge. | 1,2,6 |

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

Budgeted cost: £ 20,725

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Extra tuition support for group reading and individual reading.* | EEF toolkit, found one to one tuition has the most impact if it’s in addition to normal lessons and an intensive targeted support programme can lead to + 6 months progress. | 1,2,6 |
| *Extra support employed to support the implementation of phonics.* | EEF, identified the importance of systematic phonics in improving literacy.  EEF toolkit identified that 1 to 1 support, was most beneficial if it is done in addition to normal lessons (+ 6 months) | 1,2,6 |

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

Budgeted cost: £ *11,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *ELSA, Art Therapy and Emotional Support Worker.*  *Horse and animal therapy.* | Evidence suggests that children from disadvantaged backgrounds on average have weaker social and emotional skills (EEF)  Developing social and emotional skills is likely to support pupils to engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (+ 4 months) | 3,4,6 |
| *Enrichment activities.* | Limited life experiences of pupils from poor socio-economic backgrounds has a direct link with lower attainment. Research offers up the idea that when a young person is exposed to a new experience a cognitive connection is exercised in the brain thus making it more receptive and versatile to learning. If a young person is exposed to lots of experiences then their brains can adapt more. If a pupil receives limited experiences from a young age, then their brain is less likely to adapt to new learning as it has not got the so called ‘versatility’. | 3,4,6 |

**Total budgeted cost: £** *36,825*

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

## Pupil premium strategy outcomes 20/21

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

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| *20/21 Targets reviewed*  Strategy aims for disadvantaged pupils 20/21   |  |  | | --- | --- | | ***Measure*** | **Activity** | | *Priority 1* | Children to have high quality resources to support their learning needs.  Including sports jumpers, uniforms etc | | *Progress towards target* | All children had new sports uniform and the children that needed school uniform had it purchased for them.  A wide variety of Maths, English and EYFS resources were bought to support in class and group work. | | *Priority 2* | Ensure all staff are developing blended learning  And all pupils have access to online learning platform at home. | | *Progress towards targets* | All pupil premium children were either given a chrome book or invited into school during covid lockdown.  PP children were given daily supported lessons online if their class had to isolate.  Staff provided high quality maths and English recorded lessons each day. | | Targeted academic support for current academic year 2020-21  |  |  | | --- | --- | | ***Measure*** | **Activity** | | *Priority 1* | Reading coaching 3 times a week in all year groups. | | *Progress towards target* | Reading coaching took place in the autumn term, however this stopped in the spring due to the Covid lockdown. We then decided that all PP children who needed reading support, would have reading every day. | | *Priority 2* | Provide high quality classroom support alongside good quality first teaching in English and Maths.  Establish interventions in class for disadvantaged pupil’s falling behind. | | *Progress towards target* | All classes had a member of support staff for the majority of the week, not all the money came from PP.  Some classes had extra support for small focused group support and before and after school tuition was used.  Most PP children had 10-week programme through NTP tuition. | | Wider strategies for current academic year  |  |  | | --- | --- | | ***Measure*** | **Activity** | | *Priority 1* | Providing enrichment to enhance their wider experiences. | | *Progress towards target* | Had dinosaur visit in school and fossil hunting session.  African drumming.  Chinese dance workshop.  Gamelan music day.  Bird wire moulding.  All pp children that wanted had a term and a half of music lessons as part of the Rocksteady band. | | *Priority 2* | Providing emotional support through our emotional support worker and school ELSA. | | *Progress toward targets* | Many children had 10-week ELSA support and many also had 10 weeks art therapy support.  We also had an emotional support worker than rang many PP families for support during covid lockdown. | | | | | |

## 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 |
| Rocket Phonics | Rising stars |
| Times Table Rockstars | Maths Circle Ltd |
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## Service pupil premium funding

*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? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |

# Further information

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| *The PP co-ordinator attended Westminster Pupil premium annual conference.*  *The PP co-ordinator, as part of The AFFINITY teaching school, attends half termly PP meetings with other schools.*  *The school has a trained pupil premium reviewer.*  *Termly updates are given on PP in curriculum and full governing body meetings.* |