



School overview

<i>Metric</i>	<i>Data</i>
<i>School name</i>	Glenmere Primary School
<i>Pupils in school</i>	214
<i>Proportion of disadvantaged pupils</i>	8%
<i>Pupil premium allocation this academic year</i>	£32900 £6207 carry forward being spent on laptops
<i>Academic year or years covered by statement</i>	2020-2021
<i>Publish date</i>	
<i>Review date</i>	Sept 2021
<i>Statement authorised by</i>	Sam Conlon
<i>Pupil premium lead</i>	Sam Conlon
<i>Governor lead</i>	Tim Gilbert

Disadvantaged pupil progress scores for last academic year

Attainment Key stage 2 SAT's 2019/2020 based on teacher assessment					
	<i>Pupils eligible for PP</i>	<i>All pupils Glenmere</i>	<i>Girls</i>	<i>Boys</i>	<i>Pupils not eligible for PP</i>
		30	17	13	
% achieving expected in reading	71%	80%	82%	77%	83%
% achieving expected in writing	57%	77%	76%	77%	83%
% achieving expected in maths	86%	83%	82%	85%	83%
% achieving expected in reading, writing and maths	57%	77%	76%	77%	83%

<ul style="list-style-type: none"> Progress from KS1 to KS2 19/20 Due to no SAT's in 2020, no official progress data. It was also first year that pupil moved from new KS1 SAT's through to Y6, so no indication of how progress would have been calculated this year. This box will therefore just give % at Ks1 compared to KS2. 	<p><i>Disadvantaged</i></p> <p><i>PP KS1 % achieving EXP or above</i></p> <p>2015/16</p>	<p><i>Disadvantaged</i></p> <p><i>PP KS2 teacher assessment</i></p> <p>2019/2020</p>
reading	57%	71%
writing	43%	57%
maths	43%	86%
R, W, M combined	29%	57%

Disadvantaged pupil performance overview for last academic year 19/20

Measure	Score
<i>Meeting expected standard at KS2</i>	57%
<i>Achieving high standard at KS2</i>	0%

Strategy aims for disadvantaged pupils

Measure	Activity
<i>Priority 1</i>	Children to have high quality resources to support their learning needs. Including sports jumpers, uniforms etc
<i>Priority 2</i>	Ensure all staff are developing blended learning And all pupils have access to online learning platform at home.
<i>Barriers to learning these priorities address</i>	Children not having laptops at home. Parents not being sure of how to access the online learning platform.
<i>Projected spending</i>	£6000 to be spent on online learning (carry forward from last year) £3000 resources

Teaching priorities for current academic year 20-21

Aim	Target	Target date
<i>Progress in Reading</i>	Progress from reception to Y2 and Y2 to Y6 to be in line with national.	Sept 21
<i>Progress in Writing</i>	Progress from reception to Y2 and Y2 to Y6 to be in line with national.	Sept 21
<i>Progress in Mathematics</i>	Progress from reception to Y2 and Y2 to Y6 to be in line with national.	Sept 21
<i>Phonics</i>	Achieve national average in phonics	Sept 21
<i>Other</i>	Reception children to achieve GLD	Sept 21

Targeted academic support for current academic year 2020-21

Measure	Activity
<i>Priority 1</i>	Reading coaching 3 times a week in all year groups.
<i>Priority 2</i>	Provide high quality classroom support alongside good quality first teaching in English and Maths. Establish interventions in class for disadvantaged pupil's falling behind.
<i>Barriers to learning these priorities address</i>	Encouraging wider reading at home. Ensuring all staff use evidence-based whole-class teaching interventions, that are monitored termly.
<i>Projected spending</i>	£18,400 classroom support £5000, high quality reading books for pleasure to be divided between each class. £3400 high quality resources for interventions

Wider strategies for current academic year

Measure	Activity
<i>Priority 1</i>	Providing enrichment to enhance their wider experiences.
<i>Priority 2</i>	Providing emotional support through our emotional support worker and school ELSA.
<i>Barriers to learning these priorities address</i>	COVID restrictions may make it difficult to arrange out of school enrichment but will organise what we can in school.
<i>Projected spending</i>	£6000 Sports clubs, enrichment, music lessons and trips.

Monitoring and Implementation

Area	Challenge	Mitigating action
<i>Teaching</i>	Ensuring all staff are trained in TALK for Writing and Book Talk to ensure consistency and the same high-level good quality first teaching across the school.	Use of additional cover while staff attend training.
<i>Targeted support</i>	Ensuring all support staff are trained in reading coaching to provide high quality interventions.	Time to train staff on reading coaching.
<i>Wider strategies</i>	Time tabling ELSA, using ELSA. Providing enrichment while following COVID guidance.	Unpredictable, times with COVID virus and government restrictions.

Review: last year's aims and outcomes

See 19/20 strategy statement for full evaluation.

<i>To provide high quality intervention for pp pupils</i>	<p><i>Specialist maths teachers in year 6 has helped us gain strong maths results.</i></p> <p><i>Our we had afternoon support and focused small group interventions at the end of lunch. The confidence in the children could also be seen each week. Their attitude towards maths also greatly improved.</i></p> <p><i>All support staff had reading coaching training or their training updated, and then 6 children in each class were heard 3 times a week. For PP children the feedback was very positive as they enjoyed that 1 to 1 time.</i></p> <p><i>We updated training mid-way through the year, as monitoring showed activities were getting stale.</i></p> <p><i>Reading comprehension groups ran after school in 2,5 and 6</i></p> <p><i>Clear progress could be seen in the assessment charts used for reading coaching.</i></p> <p><i>Some PP children in the lower end of the school had one to one support and this continued during lockdown.</i></p> <p><i>This focused support help fill in huge gaps in learning.</i></p>
<i>To ensure that quality first teaching has high impact</i>	<i>All lessons observed were good or better and 50 % were outstanding.</i>

<p>through the use of targeted support for pupil premium students.</p>	<p><i>Monitoring of books and lessons showed good focused support for PP children.</i></p> <p><i>Coaching helped develop teachers and was helping them make focused improvements.</i></p>
<p>Progress and attainment of PP, to be in line with national.</p>	<p>71% of yr6 PP pupils achieved EXP in reading, where as in KS1 only 57% of PP children achieved EXP in reading. 71% of PP readers in yr6 made the expected progress.</p> <p>60% of PP in year 3,4,5,6 are EXP in reading 2019/20, when these children were in KS1, only 46% were EXP in reading.</p> <p>Caution always has to be taken with our data as our PP number is very low.</p> <p>83% of pupils were predicted to pass KS1 phonics, only 33% of PP would have passed, however there are less than 4 PP children in this cohort, so the data is not statistically significant.</p>
<p>Progress in reading from reception to y2 and y2 to y6 to be in line with the national.</p>	<p>No official data for this due to COVID 19 lockdown.</p> <p>60% of PP in year 3,4,5,6 are EXP in reading 2019/20, when these children were in KS1, only 46% were EXP in reading.</p> <p>Caution always has to be taken with our data as our PP number is very low.</p> <p>Year 6 reading interventions were successful in KS1 70% were EXP or above in reading, by yr6 KS2,80% were EXP or above in reading.</p> <p>13% in Ks1 were GDS in reading, by yr. 6KS2,27% had now achieved GDS in reading.</p>
<p>To improve percentage of PP children on track for expected and / or greater depth in mathematics</p>	<p><i>86% of pupil premium were teacher assessed at Expected standard in maths compared to 83% of all year 6 pupils at Glenmere.</i></p> <p><i>86% of PP children in year 6 achieved EXP standard in maths, compared to only 57% of them achieving EXP in maths in KS1.</i></p>
<p>Gaps in learning for, individual, disadvantaged pupils' gaps analysed and each pupil to receive closing the gap intervention for reading, writing and maths.</p> <p>Higher attaining pupils to be given 1:1 and small group booster intervention</p>	<p>. Interventions in year 6, which is the only year group with above 4 pupil premium children, had successful reading and maths support, interventions and focused support based on need.</p> <p><i>86% of PP children in year 6 achieved EXP standard in maths, compared to only 57% of them achieving EXP in maths in KS1.</i></p> <p>Year 6 reading interventions were successful in KS1 70% were EXP or above in reading, by yr6 KS2,80% were EXP or above in reading.</p> <p>Interventions in reading for more able pupils were successful,13% of this cohort in Ks1 were GDS in reading, by yr. 6KS2,27%of this cohort had now achieved GDS in reading</p> <p>Children in KS1 had a lot of 1 to 1 support and interventions and this carried on for some during lockdown.</p>

<p>To provide specialist assessments where needed Specialist</p>	<p>SENCO assessed some children, however due to Covid lockdown assessments in summer term were not completed.</p>
<p>Mental health and wellbeing</p> <p>Children with emotional, social and wellbeing difficulties receive mentor support, counselling and targeted interventions to reduce incidents and to ensure that they are able to make progress in their learning</p>	<p>The wellbeing and emotional support during lockdown were invaluable and families were offered phone class on a weekly basis.</p> <p>Anxiety workshop was really well received and then all guidance was shared on our website.</p> <p>We implemented a bounce back to school programme that supported children.</p> <p>We provided 1 to 1 support and small group work during lockdown for families that needed support.</p>
<p>To continue fund a range of out of classroom experiences for pupils in order to:</p> <ul style="list-style-type: none"> ● Promote interests and talents. ● Participate in the arts. ● Build understanding of the world. ● Explore the rich artistic, cultural, spiritual and social heritage of the UK. ● Develop other languages ● Explore new sports ● Fund clothing and uni-form 	<p>Confidence, enjoyment was so high in the Rock Steady music club, as these were activities many had never previously had.</p> <p>Enrichment, we had a huge African dance workshop day, we have never seen as many children engaged and the response from parents were amazing.</p> <p>Quality resources help children get excited about learning, especially in the early years.</p>