

Pupil premium strategy statement 22-25

This statement details our school's use of pupil premium 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

Detail	Data
School name:	Glenmere Primary school
Number of pupils in school:	209
Proportion (%) of pupil premium eligible pupils:	10.5%
Academic year/years that our current pupil premium strategy plan covers:	2022-2025
Date this statement was published:	Nov 22
Date on which it will be reviewed:	Sept 23
Statement authorised by:	Sam Conlon
Pupil premium lead:	Sam Conlon
Governor / Trustee lead:	Wendy Flemming

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,772
Tuition funding allocation this academic year	£3402
Recovery premium funding allocation this academic year	£2900
Pupil premium funding carried forward from previous years	£0
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	£37,297

Part A: Pupil premium strategy plan

Statement of intent

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.

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.
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.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>More staff to undertake coaching training, to help cascade this across the school.</i>	<p>Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners.</p> <p>(CFTBT Education Trust, coaching for teaching and learning a practical guide for teachers)</p> <p>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.</p> <p>For poor pupils the difference between good teaching and poorer teaching is a whole year's learning (Sutton Trust 2011)</p>	2,6
<i>Support staff have professional development so that they are able to support good quality first teaching.</i>	<p>The EEF, making effective use of teaching assistant guidance report, found Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>To ensure TA's are prepared then regular subject knowledge training will be done.</p>	1,2

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

Budgeted cost: £ £17,672

Recovery premium £3,625

National tutoring £2900

We also have a £7000 pot for training, where some of this will come from.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra tuition support for group reading and individual reading. Extra teacher led tuition</i>	EEF toolkit, found +4 months if children receive small focused teacher led or Support assistant support alongside normal classroom lessons.	1,2,6
<i>Teaching assistant deployment in classes and used for interventions.</i>	EEF 2022 evidence brief for supporting pupil premium, identifies the importance of strategic deployment of TA's to ensure priority pupils are supported. TA's to be used to supplement high quality teaching by the class teacher.	1,2,

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA, Art Therapy and Emotional Support Worker.</i>	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

<i>Enrichment activities.</i>	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
<i>Developing parental engagement</i>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	5,6
<i>Monitoring and working with parents to improve attendance.</i>	Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes. When children are absent from school, they miss out on consistent instruction that is needed to develop basic skills. Children in early years are particularly susceptible to falling behind in fundamental reading skills, which can have a snowball effect that impacts future learning.	3,5,6
<i>Provide school and sports uniform.</i>	If children don't have the correct equipment and uniform, they are not school ready and then this singles them out from their peers and can affect their willingness to come to school and can also affect their mental wellbeing.	1,2,6

Total budgeted cost: £ 30,772

Plus £3,625

Tutoring money will go towards our own tutoring costs.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 21/22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

21/22 Targets reviewed

Teaching (for example, CPD, recruitment and retention) 21/22

Activity	Progress towards Activity
<i>Senior leaders to undertake coaching training.</i>	<p>Three senior leaders had coaching training. Then we implemented monthly vouching sessions with staff, ECT's had fortnightly coaching.</p> <p>There were huge improvements in the teaching by the ECT teachers. Regular monitoring through half termly learning walks, regular coaching, external reviews and data, all showed good progress being made across the school and that good quality first teaching was being delivered across the whole school.</p> <p>Any weaknesses during coaching sessions were followed up and further training then given.</p>
<i>ECT teachers to have phonics training.</i>	<p>ECT teacher had phonics training and so did support staff on the new phonics scheme. Regular monitoring of the teaching of phonics was done through the coaching work. Phonics results in the school are above average.</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) 21/22

Activity	Progress towards Activity
<i>Extra tuition support for group reading and individual reading.</i>	<p>One to one reading was done across the school and then classes had extra TA support to help with the implementation of our reading VIPERS and VIPERS talk. We also had focused reading groups support in year 6 and year 3 with a teacher.</p>

	Reading results across the school were at national levels.
<i>Extra support employed to support the implementation of phonics.</i>	Extra support and focused interventions were put into place in year1 and with focused year 2 children. This short sharp focused support led to rapid improvement. Termly assessments showed this progress. The year 1 children achieved above the national in their phonics test at the end of year 1.

Wider strategies (for example, related to attendance, behaviour, wellbeing) 21/22

Activity	Progress towards Activity
<i>ELSA, Art Therapy and Emotional Support Worker. Horse and animal therapy.</i>	<p>The ELSA programme and art therapy became very embedded this year. The ELSA therapist had regular training to ensure they were up to date.</p> <p>Entry and exit assessments were completed and progress was seen.</p> <p>Some children had 10 weeks ELSA support and 10 weeks art therapy.</p> <p>Our looked after and adopted children had horse therapy, 6 x 1-hour sessions, some of the children went with their families. Feedback from this was very positive and families reported the positive changes at home and staff also noticed changes.</p> <p>We also had horse and animal therapy in school, 5 x 30 minutes in school, this wasn't as effective, children enjoyed it, but there was little observed impact from this.</p>
<i>Enrichment activities.</i>	<p>A wide range of sports clubs were offered and funded for Pupil premium children.</p> <p>2 terms of Rocksteady music lessons were funded for PP children.</p> <p>We had a variety of activities in and out of school:</p> <p>First aid training for year 5/6</p> <p>Professional coaches in basketball, tennis and running and we offered links to outside clubs for these children.</p> <p>KS2 had a poet that worked with them.</p> <p>Year 5 and 6 children have two years of swimming on consecutive years.</p> <p>Productions and theatre shows.</p>

	Adventure residentials. Trips to support topics. Cooking Fundraising activities.
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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

Programme	Provider
Rocket Phonics	Rising stars
Times Table Rockstars	Maths Circle Ltd

Service pupil premium funding

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

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

The % of FSM in the school is 8%, which is well below the national average.

We also provide children with sport's uniforms.

The school headteacher is a trained pupil premium reviewer.

Termly updates are given on PP in curriculum and full governing body meetings.

Attendance is tracked each half term or weekly for any child below 90%.