

## Pupil premium strategy statement 23-26

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:	211
Proportion (%) of pupil premium eligible pupils:	13%
Academic year/years that our current pupil premium strategy plan covers:	2023-2026
Date this statement was published:	Nov 23
Date on which it will be reviewed:	Oct 24
Statement authorised by:	Sam Conlon
Pupil premium lead:	Sam Conlon
Governor / Trustee lead:	Michelle Plumtree

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39440
Tuition funding allocation this academic year	£3400
Recovery premium funding allocation this academic year	£2900
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42340

## 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.
- Raise attendance to national levels.
- 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.
- To support and help children cope with adverse childhood experiences
- 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, residential, 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.
- Provide staff with training on adverse childhood experiences.
- Use ELSA, art therapy and family support worker to support the children with adverse childhood experiences.
- Work with a family support worker to help improve attendance where needed.

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	<b>Social, emotional and mental health</b> 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	<b>Gaps in reading, writing, maths and phonics</b> In some year groups our disadvantaged pupils perform at a level below non-disadvantaged pupil.
3	<b>Attendance and punctuality</b> 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	<b>Access to wider opportunities</b> 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	<b>Parental engagement</b> We have found that many of our disadvantaged pupils receive less support at home than our non-disadvantaged pupils.
6	<b>Adverse childhood experiences/informed trauma practice</b>

	We are finding many PLAC children are affected by adverse childhood experiences and this can impact on them not managing their emotions and behaviour in the correct way.
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## 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
The gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing, phonics and maths diminishes over time.	Current Year 3 cohort percentage at end of year group expectations increases year on year. • Disadvantaged pupils' attainment is more in line with their peers • Percentage of disadvantaged pupils reaching ARE increases
The percentage of disadvantaged pupils getting a combined RWM at expected levels increases over time.	Percentages of pupils getting a combined RWB attainment increases each year
FSM group attendance rises to achieve the national 96 % target.	PP attendance is tracked alongside other groups. • Children with specific attendance issues are supported with attendance strategies / family support / ELSA • Headteacher involved with < 90 % attendance • Lateness is identified early, meeting with headteacher, support from ELSA and family support worker. • The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and non-disadvantaged peers to be no more than 2% by 2026
Pupils to have a variety of life experiences to enable them to have a rounded education on leaving Glenmere.	<ul style="list-style-type: none"> <li>• For all children that wish to, to have attended clubs and had a variety of experiences.</li> <li>• Children by the time they leave Glenmere will have experienced a variety of authors planned across the school.</li> <li>• By the time the children leave Glenmere they will have developed an understanding of the justice system and visited the</li> </ul>

	<p>Justice museums and the houses of parliament.</p> <ul style="list-style-type: none"> <li>• Children will visit set religious places of worship.</li> <li>• EYFS: Christian church</li> <li>• KS1 - Hindu temple</li> <li>• lower KS2 - Mosque</li> <li>• Upper KS2 - Sikh Gurdwara</li> <li>• Children will experience, art, dance and music from different cultures.</li> <li>• Children will experience yearly a multi faith day, with a focus on different faiths in Leicester.</li> <li>• Children will experience different and new sports in addition to those offered in PE.</li> <li>• Children will have two consecutive years of swimming in upper KS2 so they are safe and competent in the water.</li> <li>• Children in year 5 and 6 will have first aid training.</li> <li>• Children in year 5 will complete their cycling proficiency.</li> <li>• Children will have experiences and spoken to different authors by the time they leave Glenmere.</li> </ul>
Staff know how to best support the needs of pupils with adverse childhood experiences.	<p>Staff to be able to support pupils by:</p> <ul style="list-style-type: none"> <li>• Create positive childhood experiences and connect children with activities and caring adults that build their sense of safety, confidence, and community.</li> <li>• Establish positive, supportive relationships with one or more adults.</li> <li>• Develop intrapersonal skills in children.</li> <li>• Provide practical and emotional support.</li> <li>• Display empathy, be non-judgmental, and active listeners.</li> <li>• Build and strengthen a child's resilience.</li> <li>• Identify discouraging conditions that children may experience and work on</li> </ul>

	<p>prevention strategies to reduce the likelihood of their recurrence and mitigate their effects.</p> <p>This will be done by staff training from external agencies and by the school SENCO.</p>
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## 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: £12,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>External reviews in broader curriculum subjects to ensure children are receiving high quality learning in all subjects. This will ensure staff understand how the curriculum progresses, it will help them know how to monitor their subjects, support staff in high quality teaching.</i>	High standard of teaching benefits all student including Pupil Premium. EEF highlight the most value tool resource is that of the teacher, teaching high quality lessons.	2
<i>Support staff have professional development so that they are able to support good quality first teaching.</i>	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. To ensure TA's are prepared then regular subject knowledge training will be done. <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2
<i>Extra staff to support children with behavioural issues linked to adverse childhood experiences.  Staff to have training linked to</i>	EEF Behaviour interventions + 3 months <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  Self regulation +7 months <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1,6

adverse childhood experiences and self-regulation.		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 13,200

Recovery premium £2900

National tutoring £3400

Total=£19500

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.  <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2
<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. <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Provide 1:1 and small group tutoring through the National	<a href="https://www.educationendowmentfoundation.org.uk/national-tutoring-programme">National Tutoring Programme: NTP Academic Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	2



Tutoring Programme.	+2 5 months	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA, Art Therapy and Emotional Support Worker.</i>	<p>Evidence suggests that children from disadvantaged backgrounds on average have weaker social and emotional skills (EEF)</p> <p>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)</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,6
<i>Enrichment activities And payment support</i>	<p>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'.</p> <p>Previous payments for residential trips and other school trips has been hard to acquire from families meaning some children may miss out. Providing 50 % discount has raised the number of disadvantaged pupils accessing residential and clubs.</p> <p>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3–13 44(1):8–18. (Effectiveness of 'enrichment' activities offering 'middle class' experiences to children who can't access them through home)</p>	4,6

<p><i>Developing parental engagement</i></p> <ul style="list-style-type: none"> <li>• Will achieve this through weekly outline to all parents of what their child is learning in the next week.</li> <li>• Parental events like maths and phonics afternoon.</li> <li>• Class communication through class Do Jo.</li> <li>• Termly supporting your child letter.</li> <li>• Monthly newsletter.</li> <li>• Monthly safeguarding letter.</li> <li>• Half termly SEND support letter,</li> <li>• Termly personal development letter.</li> <li>• Termly sports newsletter.</li> </ul>	<p>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 +4 months over the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,5,6</p>
<p>Improve attendance and lateness of PP children through work with headteacher, ELSA and family support worker.</p>	<p>Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes.</p> <p>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,</p>	<p>3</p>

	<p>which can have a snowball effect that impacts future learning.</p> <p><a href="#">[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	
<i>Provide school and sports uniform.</i>	<p>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.</p> <p><a href="#">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,5

**Total budgeted cost:£42,340**

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

### Pupil premium strategy outcomes 22/23

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) 22/23

Activity	Progress towards Activity
<i>More staff to undertake coaching training, to help cascade this across the school.</i>	One senior leader completed this. We also used half termly learning walks and subject monitoring to identify needs and training.
<i>Support staff have professional development so that they are able to support good quality first teaching.</i>	Support staff were given: Reading coaching training Maths using manipulatives Maths problem solving Half term ELSA supervision. Athletics, basketball and tennis training. Phonics and early reading HLTA went on 2-day gymnastics course EYFS staff visited other EYFS schools A variety of training completed on National College Behaviour policy training Supporting children with SEND  Then a variety of courses available were sent to them, that they could choose to go on.

#### Targeted academic support (for example, tutoring, one-to-one support structured interventions) 22/23

Activity	Progress towards Activity
<p><i>Extra tuition support for group reading and individual reading.</i></p> <p><i>Extra teacher led tuition</i></p>	<p>Extra reading was given to pupil premium children that were below EXP across the school.</p> <p>Year 6 interventions for reading and maths were successful for many pupils.</p> <p>67% of PP children achieved combined in KS2 and 67% of PP children achieved EXP in reading, which is above the national and was only 4% lower than all pupils in year 6.</p>
<p><i>Teaching assistant deployment in classes and used for interventions.</i></p>	<p>Half termly observations and our Trust review showed that disadvantaged pupils receive a good level of support alongside good quality first teaching.</p> <p>A variety of maths and English training was given to support staff to develop their delivery.</p>

### Wider strategies (for example, related to attendance, behaviour, wellbeing) 22/23

Activity	Progress towards Activity
<p><i>ELSA, Art Therapy and Emotional Support Worker.</i></p>	<p>ELSA session in 10 weeks blocks worked really well and then drop in sessions were followed up with any children that needed more support.</p> <p>Art therapy wasn't used due to maternity leave.</p> <p>Many children were also supported with our emotional support worker.</p> <p>Children complete a daily feelings chart and identify if they need to talk, this worked well and helps us see where support is needed.</p> <p>Interviews on half termly learning walks showed pupils know how to get support and all report the staff follow up if they put their name in the need to talk box.</p>

*Enrichment activities.*

A whole variety of school enrichment was provided in school for no charge. Disadvantage children had 50% or more if needed paid towards trips and had some free clubs each term.

PP children had two terms of Rocksteady music.

Indian dance

African dance

First aid

Year 5 and 6 swimming

Author visits

Our British values day, this was very successful and we will now be doing this annually.

Lunches with parents

Sports days

No Way anti bullying day. This was very successful and we will now be doing half a day per term..

KS2 Spanish morning

Multi faith day. This was very successful and we will now be doing this annually.

Protected characteristics day. This was very successful and we will now be doing this annually.

External trips

Y6 residential, 100% of PP children went on the trip.

Conkers winter wonderland

Pantomime

Snowdome

Ninja Warrior

King Richard the 3<sup>rd</sup> centre

Warwick castle

Beaumanor Victorian Xmas

	<p>End of year trips including Wickstead park, Warwick Castle, farms and bowling.</p> <p>Y6 had extra special treats. They had trip to Ninja Warrior, leavers lunch, leavers disco and water fight</p> <p>All pupil premium children came to all the trips for their year group and took part in any school enrichment.</p> <p>100% of pupil premium pupils in KS2 took part in a sport development event or a sporting fixture against other schools. A wide variety of events were booked to enable all abilities to experience a team sport or individual.</p>
<i>Developing parental engagement</i>	<p>Class Do Jo was sent every week to parents with an outline of what was being covered each week.</p> <p>Supporting your child letter sent each term.</p> <p>Family day was well attended by PP parents.</p> <p>Monthly E safety newsletter</p> <p>Send newsletter</p> <p>Personal development newsletter</p> <p>Parent lunch with your child were well attended by pupil premium parents.</p> <p>Sports day and cross country were well attended.</p> <p>Class assemblies were well attended.</p> <p>We offered maths, phonics and computing sessions with their children, attendance for these was good, but not as high as the other events.</p> <p>Overall Pupil premium parents engaged well with all, in school events. Our records showed that 100% of pupil premium parents came to at least one in school event, not including sports days, which are always well attended.</p>
<i>Monitoring and working with parents to improve attendance.</i>	<p>Each half term letters were sent out to any child below 95%.</p> <p>Each term meetings were held with all parents who had children below 90 %.</p> <p>Families that were late were also met and strategies like us purchasing them alarm clocks were used.</p> <p>Both of these strategies led to improvements.</p> <p>Attendance for 22/23</p>

	Whole school	PP	FSM	SEND
	96%	94%	93%	94%
<i>Provide school and sports uniform.</i>	All pupil premium pupils were given new sports top and jumper. Families that required uniform were also given school uniform.			

## 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
Boom Reader	Go-read.co.uk
Doodle learning	Doodlelearning

## 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 8.5%, which is below the national average.*

*4% of our children are PLAC, many with adverse childhood experiences.*

*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.*

*A phone call update is given to PP premium parents and an extra in person meeting in the summer term.*

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