



Pupil premium strategy statement review of 2018/19 (Glenmere Primary)

1. Summary information					
School	Glenmere Primary school				
Academic Year	19/20	Total PP budget	£36,000	Date of most recent PP Review	Summer 2016 (by P Merry)
Total number of pupils	211	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Summer 2020

2a. Current attainment Key stage 2 SAT's 2018/2019					
	<i>Pupils eligible for PP 13%</i>	<i>All pupils Glenmere 30</i>	<i>Girls 15</i>	<i>Boys 15</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading	50%	67%	60%	73%	69%
% achieving expected in writing	50%	80%	73%	87%	85%
% achieving expected in maths	50%	80%	73%	87%	85%
% achieving expected in reading, writing and maths	50%	67%			69%



2b. Current attainment Key stage 1 SAT's 2019					
	<i>Pupils eligible for PP 1child</i>	<i>All Glenmere</i>	<i>Girls</i>	<i>Boys</i>	<i>Pupils not eligible for PP (national average) 29 children</i>
% achieving expected in reading	100%	80%	78%	83%	79%
% achieving expected in writing	100%	77%	78%	75%	76%
% achieving expected in maths	100%	80%	83%	75%	79%
% achieving expected in reading, writing and maths	100%	67%	60%	73%	72%

Progress from KS1-2					
	<i>Pp. progress Official data not out, so figures from internal data. 3 children 1 child joined in year 6</i>	<i>All Glenmere 30</i>	<i>Girls</i>	<i>Boys</i>	<i>Pupils not eligible for PP (national average) Official data not out, so figures from internal data. 26 children</i>
Progress in reading	-3.31	-0.58	-1.08	0.08	-1.45
Progress in writing	-1.26	0.26	0.22	0.31	0.50
Progress in maths	-0.89	0.65	0.38	0.92	1.18



1. Review of expenditure 18/19

Action Plan Strategies				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Total cost
I-Quality of teaching for all				
Further improve the teaching of reading across the school.	<p>All staff to have attended book Talk training.</p> <p>Be part of the SIF Reading project and for a member of staff to attend all the training and provide in house training.</p> <p>Support staff and teachers to all have reading coaching training.</p> <p>Teachers to run reading comprehension groups after school for year,2,4 and 6</p>	<p>Observations showed the training and resources from the reading project had improved the quality of reading teaching across the school.</p> <p>All support staff had reading coaching training, 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.</p> <p>Reading comprehension groups were ran in 2, 4 and 6 and these were all well attended. The results in year 6 reading do not show how much these children came on, unfortunately test technique is still a challenge.</p>	<p>Need to assess reading attitudes, need to also evidence the positive impact reading coaching has on their confidence.</p> <p>Staff improved their knowledge on developing reading strategies and vocabulary and this was evident in observations and books.</p> <p>Analysis of reading in Y6, showed children struggled to answer the multi-step problems and middle ability children struggled to finish the text. We now need to work on finding evidence and proving it in texts and use more challenging text in reading VIPERS.</p> <p>We need to provide more opportunities for children to read.</p> <p>Need to engage parents further, in supporting reading development</p>	<p>£2080.36</p> <p>On 1to 1 reading coaching,1 to 1 readers, after school class, interventions, before school 1 to 1 interventions</p> <p>reading books, reading resources- £1092.93</p> <p>Support was given in classes for daily VIPERS or Book Talk session, funding for this was not from PP.</p> <p>£200 on raising the profile of reading.</p>



		<p>It is very difficult to make judgments on just PP as the number in each class is not large enough to make a significant judgment on.</p> <p>Clear progress could be seen in the assessment charts used for reading coaching.</p> <p>Boys achieved well across the school in reading. Tuition had the biggest impact on GDS boys</p>	<p>beyond hearing children read. Will set up workshops to develop parent's knowledge.</p> <p>Reading comprehension groups have a positive impact and moving children to GDS</p>	
<p>For progress and attainment of pp pupils (including phonics) to be in line with the national.</p>	<p>Interventions. Regular 1 to 1 reading sessions. Focused classroom support Phonics intervention in yr. 1.</p>	<p>Focused 1 to 1 phonics interventions helped in year 1. The one pupil premium child did not pass but her scores improved dramatically over the year.</p>	<p>To continue with frequent 1 to 1 short bursts of support.</p> <p>One to one reading with the pupil premium children ensured these children were reading each week.</p> <p>Need to look at ways to monitor reading progress in small steps.</p>	
<p>Progress in reading from reception to y2 and y2 to y6 to be in line with the national.</p>	<p>Classroom support. Group reading. Booster reading groups. 1 to 1 reading Regular reading assessments. 15 minutes, 3 times a week reading coaching.</p>	<p>Progress in reading was good, -0.58, banded as average on ASP.</p> <p>At the time of writing this, ASP has not produced any PP data. Our internal data was just for 2 pupils as 2 children did not have KS1 data from their previous schools.</p>	<p>Update staff training on reading coaching and continue to develop this next year.</p> <p>Reading interventions were successful in progress during these sessions. Continue with these in year 2, 5 and 6, next year.</p> <p>Maths specialist teacher would benefit</p>	

		<p>Maths specialist teaching was very beneficial and helped towards us reaching 80% at EXP and 27% at GDS and also 47% of boys reached GDS in Maths.</p>	<p>PP children group and build their fluency, arithmetic and confidence. Feedback from the children that lacked confidence was very positive about input from maths tutor.</p>	
ii-targeted support				
<p>All pupils, including disadvantaged pupils, achieve highly and that the gap between PP and NPP is closed</p>	<p>Developing good quality first teaching.</p>	<p>See data chart at the end. The gap between PP and Others did not close, but once again the number of PP children in a cohort is too small to make a significant judgment on.</p> <p>All pupils in year 2 achieved good results.</p> <p>Got 80% in maths and one PP child got GDS. Specialist maths teacher input in school and after.</p>	<p>The % of pupils achieving EXP in writing still needs developing.</p> <p>Good standards are being met, but need to look at the GDS between boys and girls in reading and maths, as boys are stronger in nearly all year groups.</p> <p>This was not an appropriate target, as the group is too small to make significant comparisons to others. Need to set more measurable targets.</p> <p>Maths specialist teacher would benefit PP children group and build their fluency, arithmetic and confidence. Feedback from the children that lacked confidence was very positive about input from maths tutor.</p>	<p>More able -£360 Small group interventions (part of the £21,019.38)</p> <p>Resources to support group work=£2080.36</p> <p>More-able readers in 2,5 and 6 had small group after school interventions. (part of the £21,019.38 used on support)</p> <p>Maths tuition for y6 able pupils with specialist maths teacher, money for this did not come from PP.</p>
<p>Gaps in learning for, individual, disadvantaged pupils' gaps analysed and each pupil to receive closing the gap intervention for</p>	<p>Higher attaining pupils to be given 1:1 and small group booster intervention</p>	<p>A small group of pupil premium pupils were given 1 to 1 support in KS1, these children worked on spelling their names, knowing their address, date of birth etc.</p>	<p>Extra support and frequent short interventions that are tailored to the child are successful in year 6, so need to develop this strategy in other year groups more.</p>	



<p>reading, writing and maths.</p>		<p>Some PP children had 1 to 1 support based on their needs before or after school.</p> <p>One pupil premium child had higher ability maths intervention from a maths specialist teacher and achieved GDS.</p> <p>Regular meeting were held to look at areas that needed developing in year 6 and an intervention timetable was put in place and extra support was put in the class ,this clearly helped in maths and writing and GPS as 80% at EXP was achieved.</p> <p>Each year group had 3 pupil progress meetings and action plans set up.</p>		
<p>iii-other approaches/wellbeing/enrichment and engagement</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</p>	<p>Health and wellbeing program for 10 weeks</p> <p>Develop targeted Interventions for identified students and use ME club to support them.</p>	<p>The targeted interventions helped improve confidence. Teacher's reported improved moods and confidence.</p>	<p>Need to consider the life skills alongside confidence and also develop resilience in the children with less confidence.</p> <p>1 to 1 and small group emotional support work was well received by the families and the engagement with</p>	<p>£1073 - 10 week health and wellbeing course y1-y5</p> <p>Emotional support group, 1 to 1 and family support = £1,567.60.</p>



<p>make progress in their learning</p>	<p>Small group social and emotional support.</p> <p>A counsellor to provide sessions for targeted pupils School nurse to work with identified pupils.</p> <p>Staff to have art therapy training. Staff to have mental first aid training.</p> <p>Staff to have bereavement training.</p> <p>Worry monsters in each class.</p> <p>First aid training for pupils.</p>		<p>parents was really positive.</p> <p>Look at ways we can provide training for parents to help deal with anxiety and provide workshops on developing their well-being.</p> <p>Staff had art therapy and mental first aid training, need to look at ways to use this with limited support time.</p> <p>Look at developing individual action plans for the adopted children to meet their needs.</p>	<p>A lot of the money for this came from the school well-being budget.</p> <p>Resources/equipment for the children = £569 on uniform and sports uniform.</p> <p>Milk = £53.36</p> <p>French club = £177, funded for PP children</p> <p>Extracurricular = £588</p> <p>Enrichment activities = £680</p> <p>£1,150 on outdoor play equipment in reception to give children the experience of learning through play.</p>
<p>To 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 	<p>A range of trips across the year groups planned for in the year. These include a residential programme, outside visits, a pantomime and sporting events. Additional opportunities for children including visitors, workshops,</p>	<p>The children have their trips and clubs paid for and then also experienced a variety of enrichment in school with a live dinosaur visit, African circus skills, African drumming. YR5 and Yr6 also had enterprise day and growth mind-set day. Reports from staff showed these activities</p>	<p>The school has 6 adopted children, so we are planning in this school year, to meet the parents and put an individual learning plan into place.</p> <p>Enrichments are essential to develop the children's creativity. It's hard to measure enjoyment.</p> <p>Next year we need to do follow up questionnaires and talks with the</p>	



and social heritage of the UK. <ul style="list-style-type: none">• Develop other languages• Explore new sports	music tuition etc. Use staff, parent and pupil feedback to plan for personalised enrichment provision.	built confidence, risk taking and resilience.	children	
<i>Total expenditure 18/19 = £31,881.93</i>				
Total pupil premium expenditure:				<i>Approx. £31,881.93</i>