

Pupil premium strategy statement (Glenmere primary)/Evaluation 19/20

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 2021

2a. Current attainment Key stage 2 SAT's 2020 based on teacher assessment

	<i>Pupils eligible for PP</i>	<i>All pupils Glenmere 30</i>	<i>Girls 17</i>	<i>Boys 13</i>	<i>Pupils not eligible for PP</i>
% 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%

2b.Current attainment Key stage 1 SAT's 2020 based on teacher assessment

	<i>Pupils eligible for PP Not enough children to use the data.</i>	<i>All Glenmere</i>	<i>girls</i>	<i>boys</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading	-	77%	73%	81%	80%
% achieving expected in writing	-	74%	67%	81%	77%
% achieving expected in maths	-	77%	60%	94%	80%
% achieving expected in reading, writing and maths	-	65%	53%	75%	67%

Progress from KS1 to KS2 Due to no SAT's in 2020, no official progress data. It was also the first year that pupils 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.	<i>Disadvantaged PP KS1 % achieving EXP or above</i>	<i>Disadvantaged PP KS2 teacher assessment 2020</i>	<i>All Glenmere 30 KS1 % achieving EXP or above</i>	<i>All Glenmere 30 KS2 % achieving EXP or above</i>	<i>Non disadvantaged KS1 % achieving EXP or above</i>	<i>Non disadvantaged KS2 % achieving EXP or above</i>
reading	57%	71%	67%	80%	65%	83%
writing	43%	57%	57%	74%	65%	83%
maths	43%	86%	63%	83%	70%	83%
R,W,M combined	29%	57%	57%	77%	61%	83%

3.Review of expenditure 19/20

Action Plan Strategies

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Total cost
<i>I-Quality of teaching for all</i>				
<i>To provide high quality intervention for pp pupils.</i>	<i>Specialist maths teacher. Reading support, reading coaching.</i>	<i>Specialist maths teachers in year 6 has helped us to gain strong maths results. We had afternoon support and focused small group interventions at the end of</i>	<i>Quality first teaching has the greatest impact; however, the interventions help support this. 86% of pupil premium were predicted to reach Expected standard in maths compared to 83% of all year 6 pupils at Glenmere.</i>	<i>Reading-£13,603.57 Maths tuition £2814.79</i>

	<p><i>After school tutoring.</i></p> <p><i>Good quality first teaching across.</i></p>	<p><i>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</i></p>	<p><i>The maths tuition helped the children's confidence. After speaking to the children and observing how their attitude changed towards maths over the interventions, it was clear that it has been really successful.</i></p> <p><i>Still need to find ways to track the below key stage children.</i></p> <p><i>After the reading coaching, we felt we still needed other ways of tracking reading, so we purchased eye tracking reading assessment, however due to lockdown, we have been unable to use it yet.</i></p>	<p><i>Interventions</i> <i>£2574.97</i></p>
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		<p><i>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>		
<p><i>To ensure that quality first teaching has high impact through the use of targeted support for pupil premium students.</i></p>	<p><i>Regular reviews of quality teaching through:</i></p> <ul style="list-style-type: none"> • <i>Lesson observations</i> • <i>Work sampling</i> • <i>Progress reviews coaching</i> 	<p><i>All lessons observed were good or better and 50 % were outstanding.</i></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><i>Monitoring early really helped us pick up areas that needed developing in reading coaching. This then enabled us to put training in place straight away.</i></p> <p><i>Developed staff quality first teaching by having fortnightly observations and working on targets related to that class.</i></p>	
<p><i>Progress and attainment of PP, to be in line with national.</i></p>	<p>Interventions.</p> <p>Regular 1 to 1 reading sessions.</p> <p>Book monitoring.</p> <p>Pupil progress meetings.</p> <p>Monitoring of teaching and learning.</p>	<p>71% of yr6 PP pupils achieved EXP in reading, where as in KS1 only 57% of PP children achieved EXP in reading.</p> <p>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</p>	<p>Reading coaching is working well across the school and progress is being made.</p> <p>Need to develop more thorough ways of tracking the progress of PYG children, as these children are making progress from their starting points.</p> <p>Regular reading coaching training helps raise the standards of the interventions.</p>	

	<p>Focused classroom support.</p> <p>Phonics intervention in yr. 1.</p>	<p>children were in KS1, only 46% were EXP in reading. 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>Classroom support.</p> <p>Group reading.</p> <p>Booster reading groups.</p> <p>1 to 1 reading</p> <p>Regular reading assessments.</p> <p>15 minutes, 3 times a week reading coaching.</p> <p>Book monitoring.</p> <p>Pupil progress meetings.</p> <p>Monitoring of teaching and learning.</p> <p>Teachers in year 2, 5, 6 to run reading interventions.</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. 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>The reading interventions in year 6 were successful, especially in moving children to GDS, as you are able to have focused interventions for each ability group.</p> <p>Year 5 interventions, helped children start to understand multi stage questions and helps prepare them for year 6.</p>	<p><i>Reading coaching as above</i></p>

<i>ii-targeted support</i>				
To improve percentage of PP children on track for expected and / or greater depth in mathematics	<p>Specialist maths teaching.</p> <p>After school interventions with teachers and support staff.</p> <p>Robust 'teaching over time' monitoring schedule in place to ensure both high standards and expectations, as well as a high level of consistency across the school.</p> <ul style="list-style-type: none"> • On-going reviews by SLT, mathematics lead • Rising Stars data • Book looks • Observations and learning walks. 	<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>Specialist maths tuition and interventions, alongside good quality first teaching helped make good progress in maths. Regular assessments helped also guide interventions.</p>	<i>Tuition and maths tuition as above.</i>
Gaps in learning for, individual, disadvantaged pupils' gaps analysed and each pupil to receive 'closing the gap'	<p>Intervention bespoke to the pupil's individual gaps.</p> <p>Close the gap and accelerate progress.</p>	<p>Interventions in year 6, which is the only year group with above 4 pupil premium children, had successful reading and maths support,</p>	<p>Need to find ways of tracking basic skills for PYG children.</p> <p>1 to 1 and more focused classroom support, seems more beneficial than small group</p>	

<p>intervention for reading, writing and maths.</p> <p>Higher attaining pupils to be given 1:1 and small group booster intervention.</p>		<p>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. 6 KS2,27% 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>interventions, so that they do not miss out on the broader curriculum.</p> <p>Next year, we will use LSA support more in classes, to support PP children.</p>	
<p>To provide specialist assessments where needed.</p>	<p>Specialist assessment.</p> <p>SENCO assesses individual need and looks at impact or additional gain to be</p>	<p>SENCO assessed some children, however due to COVID lockdown assessments in summer term were not completed.</p>	<p>Continue to offer this an option if it is needed on an individual basis.</p>	<p><i>Nothing went ahead.</i></p>

	had by specialist services. Cases considered on individual basis.			
<i>iii-other approaches/wellbeing/enrichment and engagement</i>				
<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>Health and wellbeing program for 10 weeks.</p> <p>Small group social and emotional support. = £2400 (to come from another budget pot for well-being)</p> <p>Workshops on anxiety etc. for parents run by the ED Psych Service = £1000</p> <p>Worry monsters in each class.</p> <p>First aid training for pupils/this was cancelled due to COVID 19 lockdown.</p>	<p>The wellbeing and emotional support during lockdown was 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>Work on wellbeing has really helped the children be very resilient during lockdown.</p> <p>We made regular contact with all PP children and our adopted families, during this time it showed parents often needed more support than the children.</p> <p>Consider our wellbeing support for parents too.</p>	<p><i>Mental health and wellbeing support and ELSA training</i> £2484.30</p> <p><i>Enrichment=£1,428.11</i></p> <p><i>Clothing</i> £795.50</p> <p><i>Early years resources and resources for interventions and reading work</i> £4,555.86</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. 	<p>We continued to offer a range of trips across the year groups planned for in the year.</p> <p>All Pupil premium children were offered music lessons with our rock steady group.</p>	<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</p>	<p>Pupils' academic performance can improve if pupils access a wide variety of enrichment.</p> <p>We have now developed our personal growth curriculum across the school, so clear progress can be seen. Work on resilience is also developed in this.</p> <p>Enrichment activities are invaluable, the music lessons were so well received and the</p>	

<ul style="list-style-type: none"> • Build understanding of the world. • Explore the rich artistic, cultural, spiritual and social heritage of the UK. <ul style="list-style-type: none"> • Develop other languages • Explore new sports • Fund clothing and uniform 	<p>Many trips and enrichment were cancelled due to COVID 19 lockdown. Offered a wide variety of sport and continued to offer sport and outdoor learning during lockdown.</p> <p>Introduced our personal growth curriculum to support their wellbeing.</p> <p>Bought quality resources to support children having 1 to 1 and in the early years.</p>	<p>and the response from parents was amazing.</p> <p>Quality resources help children get excited about learning, especially in the early years.</p>	<p>enjoyment and positive comments from this is definitely something we will continue once music is allowed again after COVID 19 reintegration.</p> <p>Giving the children as many rich opportunities that they may not experience is essential and something we will continue to plan carefully.</p>	
<p><i>Total expenditure</i></p>				
<p>Total pupil premium expenditure:</p>				<p><i>Approx. £28,257.10 Due to COVID lockdown there is some carry forward as not all enrichment and interventions took place. This will be used for enrichment next year.</i></p>

