



Pupil premium strategy statement (Glenmere primary) 18/19

1. Summary information					
School	Glenmere Primary school				
Academic Year	18/19	Total PP budget	£33,000	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 2019

2a.Current attainment Key stage 2 SAT's 2018						
	<i>Pupils eligible for PP 4 pupils(2children joined us late in year 4 and 1 joined us in yr6) Only 3 children sat the tests. Two of the children when they came to us were pre-keystage</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%(3 took the test)		87%	100%	73%	75%
% achieving expected in writing	0%		73%	93%	53%	78%
% achieving expected in maths	50%		73%	80%	67%	76%
% achieving expected in reading,writing and maths	0%		63%	73%	53%	64%



2b.Current attainment Key stage 1 SAT's 2018					
	<i>Pupils eligible for PP 3 pupils</i>	<i>All Glenmere</i>	<i>girls</i>	<i>boys</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected in reading	33%	77%	55%	89%	75%
% achieving expected in writing	33%	70%	55%	79%	70%
% achieving expected in maths	67%	77%	55%	89%	76%
% achieving expected in reading, writing and maths	33%	70%			65%

Progress from KS1-2 Prior attainment of PP pupils based on KS1 data=10.96					
	<i>Pupils eligible for PP 4(only 3 children took tests in KS1 and 2)</i>	<i>All Glenmere 28</i>	<i>Girls 14</i>	<i>Boys 14</i>	<i>Pupils not eligible for PP (national average)</i>
Progress in reading	-1.88	0.73	2.28	-0.81	+0.33
Progress in writing	-10.35	-2.33	0.03	-4.54	+0.17
Progress in maths	1.78	-1.1	-1.31	-0.91	+0.28

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A. Gaps in social, emotional and development.	Our adopted children have very mixed backgrounds and need a lot of emotional support. Many of them had no stimulation for the first years of their lives. The children are emotionally very behind their peers. Our disadvantaged pupils sometimes have a poor attitude to learning, which can stem from lack of self-esteem or lack of achievement. This is why we find using enrichment to help develop a more positive attitude.
B developing independent	Some of disadvantaged pupils lack self-esteem and struggle to tackle tasks independently. Some of this is because of the fear of



learning skills.	failure or because they lack the knowledge and skills needed to tackle different tasks.	
C.learning difficulties	Many of our disadvantaged pupils have low levels of literacy and numeracy. Parental support at home, gaps in learning ,missed years at school, low vocabulary levels and various special needs contribute to some of their learning difficulties.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D. Lack of parental support	Many of the children do not always have the right equipment and are not always supported at home. Some of the issues are linked to parental knowledge and confidence. Some of the children come from very large families so support is limited	
E. Limited life experiences	Some of our children come from large or low income families. They do not attend things out of school and do not gain the same life experiences as other children in the school.	
F. Not joining school till after Reception	Some of our children have missed the whole first year of school and missed all the basic skills.	
G.Poor language skills	Many of the children have low reading levels and very limited vocabulary	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A. Continue to address Gaps in social, emotional and intellectual development.	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. Children will be part of a 'ME' club, this club helps children focus on their positive traits and explores ways of dealing with their emotions. The whole school will take part in a ten week programme looking at social and emotional well-being. The programme tackles issues relating to friendships and bullying and encourages the children to be assertive about expressing their emotions. The children will use role play to learn how to handle teasing, practice solving problems and learn more effective ways to talk about their feelings. The whole school is working on developing resilience and providing training for parents.	Increase in self –esteem, confidence and the ability to deal with and resolve issues. The ability to recognise positives in their lives and about themselves. In class staff to report positively on the pupil's willingness to engage in activities. Improvements in Rosenberg self-esteem questionnaire. Children to be more resilient and develop strategies to deal with challenges.
B.Improved comprehension and inference skills	Improved communication is evident when responding to comprehension questions. Children in Book Talk are able to answer questions and use evidence from the texts.	Children to have developed stamina in their reading to enable them to answer comprehension questions. Children be able to talk about and find evidence in their level book.



<p>C.Reading and vocabulary fluency</p>	<p>Increased in reading by having reading coaching. Increased reading fluency. Increased understanding of new vocabulary through Book Talk and class reading.</p>	<p>All disadvantaged pupils to be reaching age related expectation or closing the age gap. National benchmarks show pupils are closing the gap using KS1/ KS2 outcomes. 100% are making accelerated progress in phonics from their starting points.</p>
<p>Lack of parental support</p>	<p>Parents invited to literacy, maths, science and broader curriculum days. Supporting your child letters There are further opportunities for parents to receive support from school about services.</p>	<p>All disadvantaged pupils to be reaching age related expectation or closing the age gap. National benchmarks show pupils are closing the gap using KS1/ KS2 outcomes. 100% are making accelerated progress in phonics /reading from their starting points.</p>
<p>E.Build understanding of the world.</p>	<p>There are increased opportunities for pupils to attend enrichment activities to further aspirations. Children able to visit and take part in new activities. New sport, languages and activities explored.</p>	<p>100% of pupils have received and benefitted from funding for activities to promote engagement and provide enrichment opportunities. Feedback from children to be positive. For children to have learnt new things. 100% of feedback from parent meetings is positive overall.</p>
<p>F</p>		

3. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence/rationale for this?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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>EEF toolkit demonstrates the impact of QFT led by the class teacher.</p> <p>Other schools in our trust have good progress in reading after using Book Talk across the school.</p>	All staff to fill in course form. Reading co-ordinator to monitor book talk implementation and feedback given.	<p>Reading co-ordinator</p> <p>Literacy-ordinator</p>	<p>Termly monitoring of quality of teaching.</p> <p>Termly pupil progress review meetings.</p>
For progress and attainment of pp pupils (including phonics) to be in line with the national.	<p>Interventions.</p> <p>Regular 1 to 1 reading sessions.</p> <p>Focused classroom support</p> <p>Phonics intervention in yr. 1.</p>	<p>Quality first teaching and catch up sessions impact positively on progress.</p> <p>EEF toolkit demonstrates the impact of QFT led by the class teacher.</p>	<p>Book monitoring.</p> <p>Pupil progress meetings.</p> <p>Monitoring of teaching and learning.</p>	<p>HT</p> <p>DHT</p> <p>English and maths leaders</p>	<p>Regular monitoring of teaching quality through SLT:</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Observations</p> <p>Intervention</p> <p>monitoring (entry</p>



					and exit) Half termly data analysis and test score analysis. Monitoring of assessment and planning
Progress in reading from reception to y2 and y2 to y6 to be in line with the national.	Classroom support. Group reading. Booster reading groups. 1 to 1 reading Regular reading assessments. 15 minutes,3 times a week reading coaching.	Greater reading speed and fluency. Improved comprehension and inference skills. Progress in books chosen.	Book monitoring. Pupil progress meetings. Monitoring of teaching and learning. Teachers in year 2,4,6 to run reading interventions.	HT DHT English co	Termly Pupil interviews Review assessment data termly in pupil progress meetings Reading coaching monitoring forms.
Total budgeted cost					£12,000(£9000 reading support,£3500 for tuition) £2000 tuition.
ii. Targeted support					
Desired outcome	Chosen action/approach	Estimated impact	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Children to make age related expectations. Teaching, marking and feedback are consistently good or better across the school.</p>	<p>All pupils, including disadvantaged pupils, achieve highly and that the gap between PP and NPP is closed</p>	<p>Impact analysis shows QFT and teacher led catch up session's impact on progress.</p>	<p>DHT and Key stage AHTs to share teaching and learning updates to rapidly identify and address any areas for development.</p> <ul style="list-style-type: none"> • Regular book checks will look at quality of feedback and marking. • Monitoring of teaching to evidence quality over time of PP teaching. • Analysis of scaled scores on Rising Stars matched to national picture. • Target 70% achieving or exceeding expected in RWM combined at KS2. • Target 75% of PP students to reach age related standard • 	<p>SLT</p>	<p>Regular monitoring of teaching quality through SLT:</p> <ul style="list-style-type: none"> • Learning walks • Book looks • Observations • Intervention monitoring (entry and exit) • Half termly data analysis and test score analysis. <p>Monitoring of assessment and planning</p>
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<p>Gaps in learning Each 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>1:1 tuition and small group intervention before, afterschool and at lunchtime.</p> <p>Focused tuition in year 6 by specialist maths, year 6 teachers.</p>	<p>Intervention bespoke to the pupils individual gaps. Close the gap and accelerate progress.</p> <p>Research of successful strategies to quickly address pupils' gaps in grammar, spelling and punctuation, mathematics skills and comprehension skills.</p>	<p>All pupils to make expected progress in reading, writing and maths by the end of year 6.</p> <p>Higher attaining pupils to reach a greater depth in reading, writing and maths at the end of KS2.</p>	<p>Head teacher DHT English Co Maths Co</p>	<p>termly</p> <p>Pupil progress reviews termly</p> <p>Target reviews with SEND/ PP</p> <p>Detailed gaps analysis by each teacher and actions put in class action plans.</p>
Total budgeted cost					<p>£6000 for extra teacher Specialist maths teacher will come from another budget. £2000 for resources £5000 learning support</p>
iii. Other approaches					
Wellbeing outcomes					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Health and wellbeing	Questionnaires have shown positive	Regular meetings with SLT to	SLT	June 2019



<p>Mental health and wellbeing 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>program for 10 weeks</p> <p>Develop targeted Interventions for identified students and use ME club to support them.</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>feedback and improvement in self-esteem after health and wellbeing course.</p> <p>Parents who have engaged with the support have agreed that it has had a positive impact on their children's wellbeing.</p> <p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.</p>	<p>ensure early identification of children with wellbeing issues.</p> <p>Weekly SLT -whole school behavioural data is referred to and actions are put into place for key individuals.</p> <p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Case Studies of pupils.</p> <p>Regular liaison with external agencies</p>		
Total budgeted cost					<p>£2000 first aid training Menatl health £1500</p>
Enrichment and engagement					



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<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 and social heritage of the UK. <ul style="list-style-type: none"> • Develop other languages • Explore new sports 	<p>A range of trips across the year groups planned for in the year. These will include a residential programme, outside visits, a pantomime and sporting events. Additional opportunities for children including visitors, workshops, music tuition etc. Use staff, parent and pupil feedback to plan for personalised enrichment provision.</p>	<p>Pupils' academic performance can improve if pupils access a wide variety of enrichment. Research and previous provision in school suggests that if families learn life skills together in a school environment this increases the interaction between home and school. Time.</p> <p>The Sutton Trust toolkit identifies Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>	<p>Monitoring impact of enrichments Pupils, parent and staff feedback to the success of engagement and interaction.</p> <p>HT to monitor quality of the enhanced curriculum opportunities. Book scrutiny's following trips and residential visits. Feedback from children, parents and teachers.</p> <p>Target 100% of PP pupils to have funded enrichment</p>	<p>HT</p>	<p>June 2019</p> <p>Termly review of spending (HT/Bursar) Termly individual provision mapping review</p>
Total budgeted cost					£4500

4. Review of expenditure 17/18

Action Plan Strategies

Strategy/Action	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Cost per pupil	Total cost
1. PP information to be shared with governors and other stakeholders.	<p>a. up to date PP information to all stakeholders to include data, activities and impact.</p> <p>B. Website to be updated with information on PP.</p>	HT	A/B. End Autumn term 2017 End of Summer 2018	This was done on a termly basis in the HT report.	Summer 18	£0	£0
2. To develop pupil's comprehension skills, phonics And reading fluency skills.	<p>Focused LSA support</p> <p>Year 6 SAT's booster sessions</p> <p>Year 1 phonics support</p> <p>Ensuring all children are heard read.</p> <p>Rewards given to encourage reading at home.</p>	HT/Lit Co-ord	End of each term track reading	<p>SAT's booster sessions went well.</p> <p>In year 6 there were 4 Pupil premium/disadvantaged children, only one of these were with us in year 2. 50% passed the reading and maths.</p> <p>Cohort groups are very small and difficult to make judgements on.</p> <p>Y1 PP/disad reading=100%</p> <p>Y2 PP/disad reading=33%</p> <p>Y3 PP/disad reading=50%</p> <p>Y4 PP/disad reading=67%</p> <p>Y5 PP/disad reading=50%</p> <p>Y6 PP/disad reading=50%</p>	Summer 18 and termly pupil progress meetings.	£20 £74	12 hours support a week 2 terms=£3,600



<p>3.To raise standards in R,W,M</p>	<p>Extra classroom support,interventions,one to one tuition,SAT's booster sessions.</p>	<p>HT Lit co Maths Co</p>	<p>Look at termly</p>	<p>Our combined scores across the school increased significantly. Y1 pp combined =100% Y2 pp combined =33% Y3 pp combined =50% Y4 pp combined =67% Y5 pp combined =50% Y6 pp combined =0%</p>	<p>Summer 18</p>		<p>£12,000 21 hours school time support 10 hours tuition</p>
<p>4.Strategies used to raise enjoyment in school of PP pupils and provide them with new experiences.</p>	<p>a.Questionnaires to see what the children enjoy about school. b. enrichment activities booked and done, followed by questionnaire about new learning(circus day, First aid, police investigation, African drumming skills, author) Money to fund trips and clubs for them.</p>	<p>HT/SLT</p>	<p>a. September 2017 onwards b. September 2017 c. half termly data reviews with DHT with Feedback to HT d. half termly data reviews with DHT with Feedback to HT</p>	<p>Lots of new trips and activities were on offer.Art banner, disabled tennis, trampoline day, inflatables etc A variety of clubs were attended.</p>	<p>Pupil questionnaire summer 18</p>	<p>£200</p>	<p>Aprox-£3000</p>

<p>5. For teachers to have a clear view of how they are going to close the gaps and raise attainment.</p>	<p>a. rigorous Performance Management cycle objectives that clearly link to raising standards.</p> <p>b. termly pupil progress meetings</p> <p>c. Class Action Plans to have been set up and to identify PP pupils and strategies that are being used to raise standards and close gaps.</p> <p>d. regular monitoring of PP , Pupil conversations, ensuring that any actions have been implemented and follow-up discussions look at the impact of the actions taken</p>		<p>a. termly review</p> <p>b. each half term</p> <p>c. Immediate with feedback to HT</p> <p>d. Termly</p>	<p>Termly pupil progress meetings and class action plans helped focus support etc.</p>	<p>Termly</p> <p>Review summer 18</p>	<p>£0</p>	<p>£0</p>
<p>5. For pupils to be fully aware of next steps and targets especially in KS2</p>	<p>a. Regular monitoring schedule of marking created and shared with staff</p> <p>b. book scrutiny shows that all pupils are acting on formative comments with assessment practice showing a significant improvement in formative assessment .scrutiny with senior leaders</p> <p>c. Pupil conversations</p>	<p>HT/SLT</p>	<p>termly</p>	<p>Targets were altered to per unit of work and learning walks showed pupils were clearer on their targets than previously with the whole year targets. Still need to work on this.</p>	<p>Review summer 18 and then go over sept 18.</p>	<p>£0</p>	<p>£0</p>

	<i>shows pp pupils can clearly articulate next steps</i>						
<i>6.To raise the standards of the more able PP sports pupils.</i>	<i>Weekly able group sessions in different sports. Make links with external clubs for these pupils. Review work on education endowment foundation linked to this.</i>	<i>HT/P.E co-ordinator</i>	<i>termly</i>	<i>A variety of children attended the different groups, gym was very popular.</i>	<i>Summer 18</i>	<i>£213</i>	<i>£1000</i>
<i>7.To ensure the social and emotional wellbeing of PP pupils.</i>	<i>Weekly social and emotional group sessions Meetings with the school councillor. Using rewards to raise esteem.</i>	<i>HT/class teachers</i>	<i>termly</i>				<i>Emotional group and school councillor=£3500 Rewards-£500</i>
<i>8.To raise standards in maths and English through 1-1 tuition, small group tuition, homework club and by purchasing interesting and challenging resources.</i>	<i>a.group and individual tuition timetable to be planned. Work to be planned by teachers. b.progress measured in Pupil progress meetings. Resources purchased and monitored for effectiveness.</i>	<i>HT/SLT</i>	<i>Monitored termly</i>	<i>A variety of resources were purchased for the small groups and interventions.</i>	<i>Summer 18</i>	<i>1-1=£240 Small group-£74 Homework club-£24</i>	<i>Part of the £10,000 in obj 3.</i>
9 <i>Further strengthened Governance</i>	<i>a. Governors will have greater detail of the impact of PP spending</i>	<i>HT</i>	<i>Termly meeting with link governor to</i>	<i>Termly report given to governors.</i>	<i>termly</i>		<i>£0</i>



	<p>from:</p> <p>i) PP Termly reports to link gov</p> <p>ii) Web page statement</p> <p>iii) Governor reports</p>		<p>review this action plan.</p> <p>Autumn and summer report to governors.</p> <p>Website updated Autumn and summer 2016/17</p>				
<p>10 Further Improve Moderation/Standardisation of writing within the MAT</p>	<p>a. All teaching staff to attend regular moderation with OLP to ensure consistency across the MAT standards bank showing 'emerging, expected, exceeding</p>	HT	<p>Moderation - termly with report to HT</p>	<p>Moderation went well and judgements were accurate.</p>	Summer 18		£0
<p>To ensure children have essential life skills.</p>	<p>Children to have basic cooking skills and first aid skills</p>	HT	Summer 18	<p>First aid didn't happen this year. Some cooking but more could have been done. Cooking was limited due to the member of staff having an operation and not being physically fit to do it.</p>			£1500
<p>To provide pupils with high quality resources</p>	<p>High quality resources to support</p>	HT	Spring 18	<p>Resources purchased and used.</p>	Spring 18		£3000
Total pupil premium expenditure:							<p>Aprox-£28,100</p> <p>Spent Approx 26,000-see separate report.</p>

