



# Pupil premium strategy statement ( Glenmere primary)

1. Summary information					
School	Glenmere Primary school				
Academic Year	2017/18	Total PP budget	£29,338	Date of most recent PP Review	Summer 2016(by P Merry)
Total number of pupils	204	Number of pupils eligible for PP	22(each pupil =10.7%)	Date for next internal review of this strategy	Summer 2018

2. Current attainment						
% achieving expected or above expected in reading, writing and maths	Pupils eligible for PP ( school) (1 pupil = 4%)			Pupils not eligible for PP (national average)		
	Reading	Writing	Maths	Reading	Writing	Maths
	32.5%	19.1%	31.6%	73.9%	72.5%	79.8%
% achieving expected or above expected progress	75%	68.3%	71.66%	72.9%	67.6%	71.55%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A. Gaps in social, emotional and development.</b>	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>B developing independent learning skills.</b>	Some of disadvantaged pupils lack self-esteem and struggle to tackle tasks independently. Some of this is because of the fear of failure or because they lack the knowledge and skills needed to tackle different tasks.
<b>C.learning difficulties</b>	Many of our disadvantaged pupils have low levels of literacy and numeracy. Parental support at home, gaps in learning and various special needs contribute to some of their learning difficulties.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D. Lack of parental support</b>	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	
<b>E. Limited life experiences</b>	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.	
<b>F. low attendance and periods of absence</b>	<p>Low attendance</p> <p>Some of our disadvantaged pupils have low attendance and some of these pupils have joined our school with historical low attendance trends. This is contributing to lower than expected academic progress. This is a minority of families and school are working closely with the families to increase the attendance. Three of our children have each missed a full year of schooling before joining our schools and two of them have SEND.</p>	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A. Gaps in social, emotional and intellectual development.</b>	<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. 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.</p>	<p>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.</p> <p>In class staff to report positively on the pupil's willingness to engage in activities.</p> <p>Improvements in Rosenberg self-esteem questionnaire.</p> <p>Children to be more resilient and develop strategies to deal with challenges.</p>
<b>B. Developing independent learning skills.</b>	<p>For teaching, marking and feedback to be consistently good or better across the school. Teaching for mastery and metacognition is embedded in practice and supporting children to make age related expectations.</p> <p>Children to be taught learning strategies. Develop the growth mind set through the school so that children do not fear failure. In reading pupils can use a range of strategies to support word reading and develop fluency and support them to reach expected reading attainment levels.</p>	<p>For pupils to know how to improve their own work.</p> <p>For pupils to work with more independence. Test marks after each unit to show improvements.</p> <p>Reading fluency and comprehension skills to have improved again supported by test results.</p>
<b>C. learning difficulties</b>	Learning difficulties	All disadvantaged pupils to be reaching age related expectation



	Disadvantaged pupils with identified SEND progress in reading, writing and maths to be at the national average or better.	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.
<b>Lack of parental support</b>	Parents invited to curriculum days. Homework club offered to support them. Supporting your child letters There are further opportunities for parents to receive support from school about services.	100% of SEND support to be achieved 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.
<b>E.Limited life experiences</b>	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.	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.
<b>F.Low attendance</b>	Low attendance Work with pupils, families, family support workers, school nurse, teaching staff and secondary schools to ensure a joint approach to improving attendance. Continue to monitor attendance of PP children and talk to parents about support when absence drops below 95% Increase the attendance of pupils that have historically low attendance or missing out of education reports when they arrive at the school.	Attendance of PP is in line with/above national average. Attendance of pupils with persistent attendance difficulties to in line with/ above national average.  Show an improvement in attendance of pupils that join the school after EYFS.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017 - 2018</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence/rationale for this?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>For pupils to be able to self-evaluate their work and make corrections and improvements.</p> <p>Teaching, marking and feedback to be consistently good or better across the school.</p>	<p>Additional support for all members of staff from maths and English leaders: All staff to develop independent learners and develop a can do it attitude for all disadvantaged pupils. To teach pupils how to plan, monitor and evaluate specific aspects of their learning</p>	<p>Quality first teaching and catch up sessions impact positively on progress.</p>	<p>SLT to share teaching and learning updates to rapidly identify and address any areas for development. Regular book checks will look at quality of feedback and marking. Monitoring of teaching to evidence quality over time of PP teaching.</p>	<p>HT DHT English and maths leaders</p>	<p>June 2018</p> <p>Regular monitoring of teaching quality through SLT: Learning walks Book scrutiny Observations Intervention monitoring (entry and exit) Half termly data analysis and test score analysis.</p> <p>Monitoring of assessment and planning and LSA/teacher reviews by DHT</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>Quality first teaching and catch up sessions impact positively on progress.</p>	<p>Book monitoring. Pupil progress meetings. Monitoring of teaching and learning.</p>	<p>HT DHT English and maths leaders</p>	<p>Regular monitoring of teaching quality through SLT: Learning walks Book scrutiny Observations Intervention 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.	Greater reading speed and fluency. Improved comprehension and inference skills. Increased % of PP pupils passing year 1 phonics test .Pass rate to be in line with national disadvantaged pupils.	Book monitoring. Pupil progress meetings. Monitoring of teaching and learning.	HT DHT English co	Termly Pupil interviews Review assessment data termly in pupil progress meetings. Monitor interventions. <b>£12,000</b> <b>Resources £700</b>
<b>Total budgeted cost</b>					..
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<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"> <li>• Regular book checks will look at quality of feedback and marking.</li> <li>• Monitoring of teaching to evidence quality over time of PP teaching.</li> <li>• Analysis of scaled scores on Rising Stars matched to national picture.</li> <li>• Target 70% achieving or exceeding expected in RWM combined at KS2.</li> <li>• Target 75% of PP students to reach age related standard</li> <li>• Target 100% of PP to achieve progress targets.</li> </ul>	<p>SLT</p>	<p>Regular monitoring of teaching quality through SLT:</p> <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Book looks</li> <li>• Observations</li> <li>• Intervention monitoring (entry and exit)</li> <li>• Half termly data analysis and test score analysis.</li> </ul> <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>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 more than expected progress in reading, writing and maths.</p> <p>Higher attaining pupils to reach a greater depth in reading, writing and maths at the end of KS.</p>	<p>Head teacher DHT English Co Maths Co</p>	<p><b>June 2018</b></p> <p>Pupil progress reviews termly</p> <p>Target reviews with SEND/ PP</p> <p>Detailed gaps analysis by each teacher on the target tracker.</p>
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<p>Learning difficulties Disadvantaged pupils with identified SEND progress in reading, writing and maths to be at the national average or better.</p>	<p>Support for those pupils double disadvantaged with SEND and eligible for pupil premium. LSA support to work on targets set for each individual pupil linked to their learning needs.</p> <p>Increase the amount of time in the classroom accessing the learning and being involved in the deeper questioning of the lesson.</p>	<p>Children with SEND need to access learning fully and to embed the classroom skills into everyday life.</p> <p>Additional support from a TA will allow pupils to close the academic gap and allow them to access the learning in whole class sessions.</p>	<p>Small group and 1:1 reading programmes for children not hitting national benchmarks for progress/attainment at KS1 in reading.</p> <p>English lead, maths lead and SENCO to monitor impact of approaches.</p>	<p>Head teacher DHT English Co Maths Co</p> <p>Class teacher SENCO support</p>	<p><b>June 2018</b></p> <p>Pupil progress reviews termly</p> <p>Target reviews with SEND/ PP</p> <p>Detailed gaps analysis by each teacher on the target tracker.</p> <p>IEP and EHCP monitoring Annual reviews</p>
<b>Total budgeted cost</b>					£3600
<b>iii. Other approaches</b>					
<b>Wellbeing outcomes</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Mental health and wellbeing Children with emotional, social and wellbeing difficulties receive mentor support, counselling</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>Questionnaires have shown positive 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>Regular meetings with SLT to 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>	SLT	<b>June 2018</b>



and targeted interventions to reduce incidents and to ensure that they are able to make progress in their learning	<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>	The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<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>		
<b>Total budgeted cost</b>					£3900
<b>Enrichment and engagement</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To fund a range of out of classroom experiences for pupils in order to:</p> <ul style="list-style-type: none"> <li>• Promote interests and talents.</li> <li>• Participate in the arts.</li> <li>• Build understanding of the world.</li> <li>• Explore the rich artistic, cultural, spiritual and social heritage of the UK. <ul style="list-style-type: none"> <li>• Develop other languages</li> <li>• Explore new sports</li> </ul> </li> </ul>	<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.</p> <p>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><b>Target 100%</b> of PP pupils to have funded enrichment</p>	HT	<p>June 2018</p> <p>Termly review of spending (HT/Bursar) Termly individual provision mapping review</p>



					Costing £8000
For PP attendance to be in line with national average or better.	Head teacher and attendance manager to continue to work to support families where children's attendance is having an impact on progress.		<p>Work with parents and carers to improve punctuality/ attendance. Support families to promote early engagement with school learning. Early identification of children with attendance issues. Parent meetings to promote attendance with the attendance officer. Regular review of attendance data. Work with family support, school nurse, social services and secondary schools to support the families.</p> <p><b>Target 95%</b> of PP children to have attendance above 95%.  <b>Target</b> persistent attendance families to stay <b>above 85%</b></p>	HT Attendance officer	June 2018 Termly monitoring
<b>Total budgeted cost</b>					£4900



6. Review of expenditure				
Previous Academic Year		2016 - 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Quality 1 <sup>st</sup> Teaching PPM children to close the gap on their peers.  PP to make expected progress.	Ta support 1-1 tuition 1-2 small group tuition	The attainment of PP compared to NPP was much lower, however in some year groups you are comparing just 1 or 2 children so it is difficult to make significant judgments.  Progress of PP in KS2 was better than NPP.	Small group work helps progress. need to look at more reading interventions.	£9069.54
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



<p>Before and after school intervention Children feel more confident when in a small group setting and achieve more. Interventions for more able PP. Small group interventions in class.</p>	<p>TA and teacher intervention support</p>	<p>KS1 phonics interventions were successful. Progress of PP premium pupils in KS2 was very good, so the interventions helped the children make progress.</p>	<p>Writing interventions were limited. Looking at moving to class interventions were all children can come and look at test techniques. Need more work on individual reading as until reading improves comprehension will be challenging.</p>	<p>Equipment= £717.81 In school support and tuition= £9069.54</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Equality of Experience for all All children treated equally and given the same opportunities regardless of financial background</p>	<p>Funding to support pupils opportunities including uniform, trips extra-curricular experiences and resources for learning.</p>	<p>Children do not have low self-esteem through not being allowed to take part in core experiences. E.g. trips. Also supplying PE kits and uniform as well as other resources to support learning. Pupil voice from pupils eligible for funding has enabled pupils to gain further experiences</p>	<p>Essential that this is continued to support all of the PP families. .</p>	<p>Enrichment activities= £570 Language lessons=£283.50 Uniform=£418.37 Sports= £1157.72</p>



<p>To develop the emotional and social wellbeing of PP pupils</p>	<p>Small group social and emotional work.</p>	<p>Children were able to build relationships with their families and had the chance to talk about their feelings. Feedback from families has been very positive.</p>	<p>We have adopted children and their families have found the social and emotional work invaluable.  First aid training is an essential life skill.</p>	<p>School councillor=£360 Health and wellbeing/first aid=£350 Confidence and self esteem work=£2934.64</p>
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<p><b>7. Additional detail</b></p>
<p>Education Endowment Foundation research used to support the actions in this plan. In particular; Mastery Learning,(+5 progress) Collaborative learning (+5) Mastery Learning (+5) Social and Emotional Learning (+4) Meta Cognition and Self-Regulation (+8) as well as looking at the Early Years Intervention Teaching and Learning Toolkits focusing on Early numeracy Approaches(+5), early communication and language approaches(+6), early literacy approaches(+4) and early self-regulation strategies (+7).</p>