

Context of School 2017/2018

We are a small close-knit community school that attracts over 50% of its pupils from outside of our catchment area. We believe that this is due to our good reputation and high standards of achievement. We cater for the 4 to 11 year age range. We have a private company onsite, who offer before and after school care, holiday activities and a nursery. We are working in close partnership to develop this service further.

School Context

Glenmere is a smaller than average school that has a one form entry. The school originally federated with Langmoor primary school in April 2010 and became an academy in July 2013. The school has a lower % of pupil. We are part of the OWLS Academy trust, which is made up of 4 other schools. We are linked to the 'Oadby Learning Partnership' Teaching School. We are situated in Wigston just outside the end of Oadby, within Leicestershire. The school was made up of six classes, which went from EYFS to Year 5, where the children transferred to the local high school at the end of Year 5. From September 2016 we increased to 7 classes to accommodate Year 6 and this was our second year that our children completed their end of Key Stage 2 tests with us.

OFSTED June 2015 rated us outstanding.

- Attendance - The overall attendance figures for the school remains above 96% for 2017/2018.
- Children attend full time in the Reception class

We have high aspirations and ambitions for 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 dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that 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 expectation and so are determined to create a climate that does not limit a child's potential in any way.

At Glenmere we do not have a high percentage of FSM, SEN, Pupil premium and EAL pupils. Therefore, Pupil Premium funding does not represent a significant proportion of our budget. We are committed to ensuring that we spend the amount we are given to the maximum effect.

OFSTED June 2015

This is an outstanding school because.....

- We have outstanding leadership at all levels and this has been effective in making rapid improvements to teaching and pupils' achievement, and motivating pupils to develop outstanding behaviour and attitudes to learning.
- Pupils make outstanding progress from their starting points and reach high standards in reading, writing and mathematics.
- Teaching is outstanding because teachers use their excellent knowledge of what pupils already know to plan work which is highly challenging for pupils of all abilities.
- Teachers use excellent questioning skills to confirm pupils' understanding and to challenge them further. Teachers give feedback during lessons which helps to deepen pupils' understanding.
- Teachers' thorough and careful marking helps pupils to understand how to improve their work.
- A stimulating range of topics across all subjects gives pupils excellent opportunities to apply their reading, writing and mathematical skills in investigations and in solving problems.
- Pupils' outstanding behaviour and attitudes enable them to concentrate and persevere in all lessons and this supports their learning extremely well.
- Pupils are exceptionally happy in school and say that they feel very safe because they trust adults to help them. Staff are trained well to identify any concerns and are very effective in keeping pupils safe.
- There is an exceptionally calm, purposeful and happy atmosphere in all areas of the school based upon respect, tolerance and thirst for learning.
- Pupils, staff and parents express a very high level of satisfaction and confidence in the work of the school.
- The school's partnerships within the multi academy trust and the teaching-school alliance have successfully supported its very rapid development. The high-quality training provided for all staff ensures pupils' outstanding achievement.
- Governors' extensive training enables them to have an excellent understanding of the school's strengths and areas to develop. They are very skilled in checking the school's work and ensure that teaching and achievement are outstanding.
- Provision in the early years is good because teachers use accurate assessment to plan exciting activities indoors and outside which help most children of all abilities to make good progress. However, teaching in the early years

Pupil premium

This is additional pupil funding given for to schools to target pupils who are facing the greatest disadvantage. This includes children from low income families, looked after children and those with parents in the armed forces. Eligibility for pupil premium is also provided for pupils who have been eligible for free school meals at any point in the last 6 years (known as the Ever6 Free school meals measure).

The level of pupil premium set for 2016 -17 by the government was £1,320 per pupil. In addition, schools will also receive £1,900 for each looked-after pupil who has been looked after for 1 day or more, was adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order. A Service Premium (£300) is available for children whose parents are currently or have served (in the last 3 years) in the Armed Forces.

2017-2018 the allocation per pupil was £1320 and £1900 for looked after children.
Total allocation was £29,338

At Glenmere we keep records as to how this money is spent to support these and other pupils.

Objectives of Pupil premium expenditure

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups, to offer them new experiences, ensure they have healthy lifestyles and strong mental health and to inspire them in life.

Through targeted interventions and support we are working to eliminate barriers to learning and progress. Resources have been bought to support tuition and interventions. We also aim to offer them new experiences and to inspire them.

Pupil premium expenditure

2017/2018

Allocated=£29,338

Mental-health, wellbeing courses, school counsellor, small group self-esteem work=£933.35

Sport enrichment in and out of school=£2962.50

Trips and enrichment activities out of school=£891.71

Language lessons in and out of school=£1731.50

Enrichment in school=£2265

Tuition after school, reading support in small groups and 1 to 1=£15,387.46

All teachers are aware of their Premium children so they can take responsibility for progress

All teaching staff are aware of who their pupil premium and vulnerable children are. Staff are clear that all pupil premium children benefit from the funding, not just those who are underperforming. Staff meet regularly with senior leaders to discuss the progress of their pupil premium funded children. Staff have ownership of their own data and use termly progress analysis grids to support this. Underachievement at all levels is targeted (not just lower attaining pupils) Performance management of staff also includes discussions about Premium children.

How we will measure the impact of the pupil premium?

- The school evaluates the attainment and progress of each pupil at least termly through close tracking of teacher assessment data and test results and through pupil progress meetings and impact of intervention meetings with the inclusion leader. These assessments directly influence future planned support and target setting for all pupils.
- The school uses additional measures including termly wellbeing trackers and monitoring involvement in school life to measure the impact of wellbeing support and enrichment activities
- Pupils participating in planned focussed support are assessed in terms of academic progress using a range of indicators including tests and standardised scores as well as teacher assessment. Progress in other areas such as confidence, engagement within the classroom, social or emotional development is also monitored.
- Attendance data is measured for key pupils.

Evidence of impact

We have such a small amount of PP pupils in each class it can be difficult to measure impact. The impact of new experiences, developing social skills, addressing psychological problems can't always be evident in data.

YEAR 1: ClassName1 attainment summary by subject and group	Cohort No.s	Reading		Cohort No.s	Writing		Cohort No.s	Maths		Cohort No.s	All subjects	
		EXS+	GDS		EXS+	GDS		EXS+	GDS		EXS+	GDS

National - Non-Disadvantaged		80%	29%		72%	18%		79%	23%			
Disadvantaged	1	100%	100%	1	100%	0%	1	100%	0%	1	100%	0%
Non-Disadvantaged (Others)	29	90%	7%	29	90%	7%	29	90%	14%	29	83%	0%

YEAR 2: ClassName1 attainment summary by subject and group	Cohort No.s	Reading		Cohort No.s	Writing		Cohort No.s	Maths		Cohort No.s	All subjects	
		EXS+	GDS		EXS+	GDS		EXS+	GDS		EXS+	GDS

National - Non-Disadvantaged		80%	29%		72%	18%		79%	23%			
Disadvantaged	3	33%	0%	3	33%	0%	3	33%	0%	3	33%	0%
Non-Disadvantaged (Others)	27	78%	41%	27	78%	15%	27	81%	37%	27	74%	11%

YEAR 3: ClassName1 attainment summary by subject and group	Cohort No.s	Reading		Cohort No.s	Writing		Cohort No.s	Maths		Cohort No.s	All subjects	
		EXS+	GDS		EXS+	GDS		EXS+	GDS		EXS+	GDS

National - Non-Disadvantaged		77%	29%		81%	21%		80%	27%		67%	
Disadvantaged	2	50%	50%	2	50%	0%	2	50%	50%	2	50%	0%
Non-Disadvantaged (Others)	28	86%	32%	28	71%	14%	28	89%	32%	28	68%	11%

YEAR 5: ClassName1 attainment summary by subject and group	Cohort No.s	Reading		Cohort No.s	Writing		Cohort No.s	Maths		Cohort No.s	All subjects	
		EXS+	GDS		EXS+	GDS		EXS+	GDS		EXS+	GDS

National - Non-Disadvantaged		77%	29%		81%	21%		80%	27%		67%	
Disadvantaged	2	50%	0%	2	50%	0%	2	50%	0%	2	50%	0%
Non-Disadvantaged (Others)	27	89%	52%	27	89%	41%	27	89%	33%	27	89%	26%

YEAR 6: ClassName1 attainment summary by subject and group	Cohort No.s	Reading		Cohort No.s	Writing		Cohort No.s	Maths		Cohort No.s	All subjects	
		EXS+	GDS		EXS+	GDS		EXS+	GDS		EXS+	GDS
National - Non-Disadvantaged		77%	29%		81%	21%		80%	27%		67%	
Disadvantaged	4	50%	0%	4	0%	0%	4	50%	0%	4	0%	0%
Non-Disadvantaged (Others)	26	92%	31%	26	85%	15%	26	81%	19%	26	73%	15%

The attainment of our pupil premium children is significantly lower than non PP children, however the cohorts are very small, so it difficult to make a significant judgement.

Internal barriers to learning

There are mainly internal barriers to learning that we will address in school.

- Developing Independent Learning skills
- Gaps in learning
- Learning difficulties
- Speech, language and communication needs
- Emotional and confidence issues.

External barriers

There are also external issues that the children face out of school that can impact on school.

- Mental health and wellbeing needs
- . Social deprivation and social care needs
- Poor attendance

Implications for pupil premium spending 2018/19

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief - We will provide a culture where:

staff believe in ALL children

there are “no excuses” made for underperformance

staff adopt a “solution-focused” approach to overcoming barriers

staff support children to develop “growth” mindsets towards learning

Analysing Data - We will ensure that:

All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

Identification of Pupils - We will ensure that:

ALL teaching staff are involved in analysis of data and identification of pupils ALL staff are aware of who pupil premium and vulnerable children are

ALL pupil premium children benefit from the funding, not just those who are underperforming

Underachievement at all levels is targeted (not just lower attaining pupils)

Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching - We will continue to ensure that all children across the

school receive good teaching, with increasing percentages of outstanding teaching achieved.

Set high expectations

Address any within-school variance

Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading

Share good practice within the school and draw on external expertise

Provide high quality CPD

Improve assessment through joint levelling and moderation

Increasing learning time - We will maximise the time children have to “catch up” through:

Improving attendance and punctuality

Providing earlier intervention (KS1 and EYFS)

Extended learning out of school hours

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

Looking at the individual needs of each child and identifying their barriers to learning

Predicted expenditure 18/19

Intervention and support=28 weeks /32.5 hours=£900 approx

Teacher intervention=£2500

Resources=£2000

Enrichment/clubs/uniform=£3000

After school tuition=£1500

Health and well being courses=£1500