



Pupil premium strategy statement /Action plan 19/20 (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. 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. Poor language and reading skills	Support the development of language and communication skills to enhance comprehension and inference in reading.
C. Learning difficulties/lack of self-esteem leading to below average progress and standards.	Many of our children lack confidence and find maths and English challenging. Provide 1 to 1 opportunities to read, 1 to 1 tutoring, and small group arithmetic with specialist maths teacher, small group tuition, to build confidence. Support in class.
D. Limited life experiences	Increased opportunities for pupils to attend enrichment activities to further aspirations. 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.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E. 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 and children are not read to at home.



2. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A. Continue to address Gaps in social, emotional and intellectual development.	<p>Children with emotional, social and wellbeing difficulties will continue to 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. Workshop for parents on health and well-being and workshop on tackling anxiety.</p> <p>To engage the parents-to have 1 to 1 meetings with all the adopted children's parents and work out a plan to meet their individual needs.</p>	<p>Continue to Increase their 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> <p>Parents of adopted children to attend termly 1 to 1 meetings so that the child's individual academic and emotional needs are being catered for.</p>
B Poor language and reading skills	<p>Increased in reading by having reading coaching.</p> <p>Increased reading fluency.</p> <p>Increased understanding of new vocabulary through Book Talk and class reading.</p> <p>Improved communication is evident when responding to comprehension questions.</p> <p>Pupils can use a wider range of vocabulary.</p> <p>Pupil's become more confident reading, through the opportunity to read to an adult on a frequent basis.</p>	<p>Pupils are making accelerated progress in phonics from their starting points.</p> <p>Pupils tracking, through reading coaching, show improvements in tracking grids.</p> <p>KS2 tests, to show progress in reading comprehension.</p> <p>Daily VIPERS/Book Talk to develop new vocabulary.</p> <p>Vocabulary focus in broader curriculum to have expanded their vocabulary.</p>



<p>C. Learning difficulties/lack of self-esteem leading to below average progress and standards.</p>	<p>KS check points – all PP children have appropriate targeted support to ensure they achieve highest possible scores at phonics, KS1 SATs, Y4 times tables check, KS2 SATS</p>	<p>Provision mapping is checked against pupils and interventions target PP children. All PP children not on track for expected or greater depth receive targeted support, through classroom support, before and after school 1 to 1 interventions, small group interventions in required areas.</p>
<p>D. Limited life experiences</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>E. Continue to address lack of parental support</p>	<p>Increased parental involvement and engagement through: Parents attending, literacy, maths, science and broader curriculum days alongside their children. Parents attending support workshops in reading, phonics, science, well-being, anxiety etc. Supporting your child letters sent out. There are further opportunities for parents to receive support from school about services. Parents of adopted children to attend termly 1 to 1 meetings to build an EPAC (education plan for adopted children.)</p>	<p>Parents to be more engaged, monitored by attendance to different parent workshops. Parents to have attended termly progress meetings. Children to come to school in the correct uniform and have been provided with P.E uniforms. Parents to have contributed to EPAC (education plan for adopted children)</p>

3. Planned expenditure					
Academic year		2019/20			
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/cost	What is the evidence/rationale for this?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide high quality intervention for PP pupils	Specialist maths teaching = £1300 Reading support = £10,000 Tutoring support = £3000	EEF + 1 month	<ul style="list-style-type: none"> High quality interventions in reading, writing and maths e.g. reading recovery, math's group tuition with specialist maths teacher. Tracking of interventions Provision maps /action plans reviewed termly and children discussed in progress meetings Intervention supports quality first teaching 	SC	termly
To ensure that quality first teaching has a high impact through the use of targeted support for pupil premium students.	Regular review of quality teaching through: <ul style="list-style-type: none"> Lesson observations Work sampling Progress reviews In class support = £7000	As a school we believe that QFT is crucial and must come first if we are to have a significant impact on pupils' progress. Quality first teaching and catch up sessions impact positively on progress. EEF toolkit demonstrates the impact of QFT led by the class teacher.	<ul style="list-style-type: none"> Termly monitoring schedule adapted to evaluate 'teaching over time' identifying strengths and areas for development and ensure consistency across the school. Literacy lead and head teacher ,to monitor progress of reading coaching and interventions . Identify and address any areas for staff development and provide training. 	SC/EC	Regular monitoring of teaching quality through SLT: <ul style="list-style-type: none"> Learning walks Book looks Observations Intervention monitoring (entry and exit) Half termly data analysis and test s



			<ul style="list-style-type: none"> All staff to attend professional development workshops in poetry, maths, reading. 		
For progress and attainment of pp pupils (including phonics) to be in line	Interventions. Regular 1 to 1 reading sessions. Focused classroom support Phonics intervention in yr. 1.	Quality first teaching and catch up sessions impact positively on progress. EEF toolkit demonstrates the impact of QFT led by the class teacher.	Book monitoring. Pupil progress meetings. Monitoring of teaching and learning.	HT DHT English and maths leaders	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. 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. Started last year and was pleased with the progress the children made during reading coaching, so plan to continue with this.	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 predicted budgeted cost					£21,300
ii. Targeted support					
Desired outcome	Chosen	Estimated impact	How will you ensure it is	Staff lead	When will you



	action/approach		implemented well?		review implementation?
To improve percentage of PP children on track for expected and / or greater depth in mathematics	<p>Specialist maths teaching After school interventions with teachers and support staff. High quality homework books for KS2 = £500 High quality termly test = £1500</p>	<p>Developing reasoning and metacognitive approaches. These are also identified in the EEF toolkit.</p> <ul style="list-style-type: none"> • Metacognition + 7 months • Collaborative Learning + 5 months <p>Pre-teaching, over learning and impact sessions has been effective and simple interventions for mathematics.</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 and Inclusion manager. <p>Using:</p> <ul style="list-style-type: none"> • Rising Stars data 	SC/GP	Termly pupil progress meetings
<p>Gaps in learning for, 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>£1200</p> <p>Resources to support learning through play for EYFS and KS1 pupils = £1500</p>	<p>Intervention bespoke to the pupil's 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>	Head teacher DHT English Co Maths Co	<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>



To provide specialist assessments where needed Specialist	Specialist assessment e.g. dyslexia assessment for targeted pupils Cost = £2000	Where PP children are thought to have underlying difficulties such as dyslexia, specialist services are used to diagnose / provide advice for staff.	SENCO assesses individual need and looks at impact or additional gain to be had by specialist services. Cases considered on individual basis.	TD	annually
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Estimated Total budgeted cost					£6700
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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?
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	Health and wellbeing program for 10 weeks = £1500 Develop targeted Interventions for identified students and use ME club to support them. Small group social and emotional support. = £2400(to come from another budget pot for well-being)	Questionnaires have shown positive feedback and improvement in self-esteem after health and wellbeing course. Parents who have engaged with the support have agreed that it has had a positive impact on their children's wellbeing. The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be effective. EEF Social and emotional learning + 4 months gain	Regular meetings with SLT to ensure early identification of children with wellbeing issues. Weekly SLT -whole school behavioural data is referred to and actions are put into place for key individuals. Observations of learning and behaviour of pupils through learning walks. Case Studies of pupils. Regular liaison with external	SLT	Termly well-being trackers Summer 2020.



	<p>Workshops on anxiety etc. for parents run by the ED Psych Service = £1000</p> <p>Worry monsters in each class. First aid training for pupils. £1500</p>		agencies		
Estimated Total budgeted cost					£3000
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 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. • Build understanding of the world. • Explore the rich 	<p>Continue you to offer 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</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</p>	HT	<p>June 2020</p> <p>Termly review of spending (HT/Bursar) Termly individual provision mapping review</p>



artistic, cultural, spiritual and social heritage of the UK. <ul style="list-style-type: none">• Develop other languages• Explore new sports	provision. £2600 Language lessons = £2400		and teachers. Target 100% of PP pupils to have funded enrichment		
Total budgeted cost					£5000
Estimated total spend 2019/2020					£36,000