

# Glemsford Primary Academy Pupil Premium Strategy Statement 2020 - 21

## What is the Pupil Premium?

The government considers the Pupil Premium (PP) to be a key element of their education policy. Introduced in April 2011, the Pupil Premium provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. These include pupils from low income families and children in care. Children eligible for Pupil Premium are classed as 'Ever 6'; those who are, or have been receiving free school meals within the past six years, are entitled to a Pupil Premium Grant (PPG) of £1345 per child. Children looked after from care (i.e. those who are adopted, have a Special Guardianship or Child Arrangements Order) are entitled to £2345 per child and those in care are currently in receipt of a minimum of £600 per pupil per term.

## What are the aims of the Pupil Premium?

The purpose of the Pupil Premium is to raise the achievement and aspirations of disadvantaged groups of children.

The link between free school meal eligibility and under-achievement is strong. The Pupil Premium seeks to tackle this inequality in educational outcomes. The Premium is intended to help schools to provide targeted support to improve the life chances of children from lower income families and young people who face additional challenges in their lives, so that they can reach their full potential.

**Who is eligible?** It is important to apply for free school meals if you are eligible, to ensure school receives the Pupil Premium grant, as it should have a positive effect on your child's time in school, for at least the next six years. Your child may be able to get free school meals if you receive any of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on paid for 4 weeks after you stop qualifying for Working Tax Credit → Universal Credit

## How is the Pupil Premium used at Glemsford Primary Academy?

The Government has given schools discretion in how to best use the funding to meet the needs of their children. This may include helping towards the cost of trips and residential visits, one to one support, staff professional development, mentoring or purchasing resources and interventions. The key element to children's success and therefore the number one priority for Pupil Premium spend is ensuring that all children experience fantastic teaching from a well-trained

teacher. It is essential that all children, especially PP children, develop positive and strong relationships with their class teachers and TA's who will act as positive role models at all times.

It is essential that no ceilings or barriers are put onto pupil premium children's potential. Transitions times are key as they enable relationships to be developed and key information to be passed from teacher to teacher. We have a clear approach to this at Glemsford which is proving to be very successful; in the final summer half term, children spend one day a week with their new class teacher, both getting to know them and also getting ready for the new year ahead.

These high expectations include making sure that pupil premium children are in a language rich environment. All children are expected to speak in grammatically correct, full sentences aloud and in front of the class where appropriate. Due to the small size of our school and the number of pupil premium children on roll, it is crucial that it is not a one-sized fits all approach to improving outcomes for children. Teachers should know the individuals in their class thoroughly and have a clear individual plan of how they will support them through high quality teaching.

As a school, we are required to keep track of Pupil Premium spending and its impact. This report details our strategy and the impact it has had on the outcomes for our Pupil Premium children.

1. Summary information							
School	Glemsford Primary Academy						
			18/19	19/20	20/21		
Academic Year	2020	Total PP budget	£60,800	£62,962	£67,175 (expected)	Date of most recent PP strategy.	February 21
Total number of pupils (excluding Nursery)	206	Number of pupils eligible for PP	46 (23.5% of the school)	46 (24% of the school)	49 (23% of the school)	Date for next internal review of this strategy	April 2022
Pupil Premium Lead	Sarah Donnelly		Governor Lead	Rosie Kerr			

## Prior Attainment at the end of Year Six 2019

	National		Glemsford all Pupils		Glemsford Pupils eligible for PP		Pupils not eligible for PP (national average)	
	2018	2019	2018	2019	2018	2019	2018	2019
% of pupils achieving the expected standards in reading, writing and maths.	65	65	67	74	33	50	71	71
% of pupils scoring the higher standard in reading, writing and maths.	10	11	4	7	0	0	12	13
Reading test average scaled score attainment	105	104.5	105.7	105.1	96.7	102.8	106.1	105.5
Writing (teacher assessment)	78	79	81	81	67	63	83	84
Maths scaled score attainment	104.4	105.1	102.8	106.4	99	104.3	105.4	106.1
% working at expected level in GPS. Figures in brackets - GPS scaled score attainment FFT	78	78	59	70	33	50	82	83

### 2. Barriers to future attainment (for pupils eligible for Pupil Premium - PP)

#### In-school barriers

<b>A.</b>	Children's on entry personal and social skills are lower for PP Premium children than for other children.
<b>B.</b>	Children have gaps in their mathematical understanding.
<b>C.</b>	Many of our Pupil Premium children have poor communication skills and this has a direct impact on their reading and writing.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>E.</b>	Low expectations and aspirations
<b>F.</b>	Attendance rates for many of our Pupil Premium children are lower than our non Pupil Premium children
<b>G.</b>	Parents of Pupil Premium children often do not have the resources or skills to support or engage in their children's learning at school.

### 3. Desired outcomes (Desired outcomes and how they will be)

### Success criteria

<b>A.</b>	Pupil Premium children's personal and social skills to be in line with non-pupil premium children by the end of the Foundation Stage.	Pupils eligible for the Pupil Premium in the Foundation Stage to make rapid progress from their low starting points to be in line with non Pupil Premium children by the end of the Foundation year.
<b>B.</b>	Accelerated progress in in Maths across all phases.	Pupil Premium children will make accelerated progress from their starting points by the end of each year, in order to be in line with the progress of non pupil premium children. This will be measured by the National end of Key Stage tests and the Trust's termly assessments.
<b>C.</b>	Pupil Premium children's communication skills to be in line with non-pupil premium children by the end of the Year 1.	Communication skills will be assessed, taught through appropriate interventions and reviewed regularly. This will be measured using Speech Link assessments.
<b>D.</b>	Higher rates of progress for Low Attaining and High Attaining Groups in reading	Pupil Premium Pupils identified as low and high attaining will make as much progress as 'other' pupils identified as low and high attaining by the end of each Year. This will be measured by the National end of Key Stage tests and the Trust's termly assessments.
<b>E.</b>	Accelerated progress in Writing across all phases.	Pupil Premium children will make accelerated progress from their starting points by the end of each year, in order to be in line with the progress of non pupil premium children. This will be measured by the National end of Key Stage tests and end of year teacher assessments. Writing judgements will be moderated internally and externally.
<b>F</b>	Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.	Pupil Premium pupils will continue to develop positive learning behaviours. This will be measured via the Boxall Assessment.
<b>G.</b>	Attendance Rates for Pupil Premium children will be in line with non PP children.	To ensure Pupil Premium attendance remains in line with non Pupil Premium children.

<b>H.</b>	To develop systems to support home learning for Pupil Premium children.	A wider audience of Pupil Premium parents will be involved in their children's learning.
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#### 4. Planned expenditure

<b>Academic year</b>	<b>2020 - 2021</b>
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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

<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>Key Leads</b>	<b>Review Date</b>
Pupil Premium children's personal and social skills to be in line with non-pupil premium children by the end of the Foundation Stage.	<ol style="list-style-type: none"> <li>1. Continue to develop the learning environment.</li> <li>2. Provide professional development for staff re. interactions with children.</li> <li>3. Ensure 'Plan, do, review' cycle embedded.</li> <li>4. Model playing for children and capture 'in the moment' teachable moments.</li> </ol>	<p><b>Rationale:</b> Children are not ready to become learners if they are not equipped with the social skills needed for school. This use of PP funding is aimed to prepare the children for learning, progressing from their emotional entry points. The Education Endowment Foundation (EEF) suggest a +3 month acceleration in attainment and progress for Social and Emotional learning and +5 months for developing self-regulation skills and for implementation of a play based approach. Although this spending may not show immediate academic acceleration, it will give potential for academic gaps to be closed in the future.</p>	Monitoring of provision using Eexat and Boxall to measure levels of engagement and well-being. Staff perceptions	EYFS team led by KD	May 2021

<b>Allocated spend</b>	ELSA support, Lego therapy, Social Skills, Boxall, wellbeing, friendship circle  See also Emotional support below	<b>£8,000</b>
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<p>Accelerated progress in Maths across all phases.</p>	<p>1.Continued professional development for all staff members regarding early mathematical development.  2. Continue to develop EYFS learning environment to ensure it supports children's mathematical development.  3.Ensure balance of individual, small group and guided instruction in EYFS.  4. Pixl therapies provide early intervention  5.Provide 'Real life' opportunities for Maths throughout KS1 and KS2.  6. Embed pre-assessment and pre-teaching. Monitor to ensure consistency of approach.</p> <p>7 Training for LSA's to be provided</p> <p>8. Professional development for staff re, meta-cognition.</p>	<p><b>Rationale.</b> Early numeracy approaches appear to benefit all groups of children, including children from low-income families. There is some evidence that targeted early numeracy approaches, including small group activities, can help children from disadvantaged backgrounds catch up with their peers by the beginning of formal schooling, though not all approaches appear to be equally effective. The Education Endowment Foundation (EEF) suggest a +6 month acceleration in attainment and progress for early numeracy support.</p> <p><b>Metacognition and self-regulation</b> approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p><b>Mastery:</b> Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p>	<p><b>Monitoring</b></p> <p>Pupil Perceptions</p> <p>Learning Conversations.</p> <p>Environment walks.</p> <p>Book Scutinies.</p> <p>Data Analysis</p> <p>Lesson drop-ins.</p> <p>Staff perceptions.</p> <p>Maths moderation</p>	<p><b>Key Leads</b></p> <p>KD &amp; AS</p>	<p><b>Review Date</b></p> <p>May 2021</p>
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<b>Allocated Spend</b>	Maths interventions – Precision teaching, Numicon, Plus 1, Power of 2, Post teaching support				<b>£22, 000</b>
<b>ii. Targeted support</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>Key leads</b>	<b>Review Date</b>
Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.	<ol style="list-style-type: none"> <li>1. Follow up on initial training on Attachment to ensure everyone 'on-message re Attachment training/ Emotional Coaching.'</li> <li>2. Elsa team to develop 'scripts' for working with vulnerable children.</li> <li>3. Staff to undertake emotional/psychiatric First Aid training</li> <li>4. Embed use of Boxall Assessment as a tool for identifying, tracking and meeting Social and Emotional Needs.</li> </ol>	Ensuring all children are 'emotionally' ready for learning is vital. Education Endowment Foundation has shown that effective behaviour programmes can impact on pupils' progress by 3 months.	<p>Learning Conversations with children.</p> <p>Staff perceptions</p> <p>Boxall data</p>	SD	May 2021
<b>Allocated spend</b>	See Foundation above				



Higher rates of progress for Low Attaining and High Attaining Groups in reading and writing.	<ol style="list-style-type: none"> <li>1. Introduction of CLUSP Curriculum</li> <li>2. Reading mentor to work with Years 3 and 4</li> <li>3. Introduction of Easyread intervention</li> <li>4. Refine the process of diagnosing reading barriers</li> <li>5. Pre and post teaching, PIXL therapies and other small group interventions to address barriers above</li> </ol>	<p>Research and cognitive science show that learning must be connected, cumulative and coherent. CLUSP ensures fluency through cumulative sequences, explicit teaching of subject knowledge, (e.g. vocabulary), opportunities for metacognition, retrieval and evaluation.</p> <p>Focus on Years 3 and 4 ensures pupils begin study at Years 5 and 6 as competent readers and writers.</p> <p>Review of data beyond scores allows staff to better understand barriers to reading fluency and to develop targeted approaches to address these barriers.</p>	<p>Pupil Perceptions</p> <p>Learning Conversations.</p> <p>Environment walks.</p> <p>Book Scutinies.</p> <p>Data Analysis</p> <p>Lesson drop-ins.</p> <p>Staff perceptions</p>	TN & AS	May 2021
<b>Allocated Spend</b>	Phonics/reading interventions – Reading & Thinking, Easyread, Academic mentor, daily readers, TRUGS, Toe by Toe Writing support – Precision teaching of spelling, Clicker, handwriting groups, gym trail and other targeted interventions			<b>£6,500</b>	
Attendance Rates for Pupil Premium children will be in line with non PP children.	<ol style="list-style-type: none"> <li>1. Monitoring and comparison of attendance/punctuality data</li> <li>2. Attendance meetings to be held with families whose attendance dips below 92%</li> <li>3. Communication of importance of good attendance/punctuality</li> </ol>	<p>Good attendance and punctuality are important for achieving success at school and are also important life skills. Absence from school disrupts learning and hinders progress.</p>	Absence/lateness analysis	KS	May 2021
<b>Allocated Spend</b>	Monitoring and follow up attendance meetings			<b>£2,000</b>	

To develop systems to support home learning for Pupil Premium children.	Monitor homework to ensure consistency of approach.  Develop the language we use during conversations with parents – extending focus to helping parents to help their child to develop a positive learning attitude/ how to give praise etc...	Homework is an opportunity to rehearse and develop fluency. It teaches pupils to work independently and develop self-discipline. It, vitally, allows parents to have an active role in their child's education and helps them to evaluate their child's progress.	Parent, staff and pupil perceptions  Records of homework set and completed	NG & SD	May 2021
<b>Allocated spend</b>	Homework Club			£675	
<b>iii. Other central approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>		<b>How will you ensure it is implemented well?</b>	<b>Key leads</b>	<b>Review Date</b> May 2021
<b>Quality First Teaching</b>	<ul style="list-style-type: none"> <li>• A consistent approach to teaching literacy based on the USP CLUSP, alongside teaching the specific skills of reading and writing.</li> <li>• A clear calculation policy following White Rose Hub plans in Maths.</li> <li>• Foundation subjects taught through the USP CUSP</li> <li>• Co-operative learning approach to develop excellent behaviours for learning</li> <li>• Explicit vocabulary instruction across the curriculum</li> <li>• Research based professional development opportunities for all teaching staff</li> <li>• Programmed 'core team' meetings to focus on pupil progress and next steps</li> <li>• Tailored mentoring and coaching for all trainees, newly qualified and early career teachers</li> <li>• NPQ courses available for all senior and middle leaders</li> <li>• A proven phonics programme across EYFS and KS1 with strong results</li> </ul>		Progress meetings Staff feedback SLT monitoring Book scrutiny	NG & SLT	

<b>Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>• Targeted post teaching programme for all year groups in maths and English.</li> <li>• Thorough intervention programme using PIXL resources across KS1 And KS2</li> <li>• Focussed phonics booster sessions for KS1 children</li> <li>• Individualised curricular for specific children</li> <li>• Bespoke year 6 intervention programme run by SLT</li> </ul>		SD & SLT	
<b>Wider Strategies</b>	<ul style="list-style-type: none"> <li>• Daily breakfast club available for disadvantaged children</li> <li>• All parents of PP children can receive up to £50 to spend on their child's uniform/school equipment.</li> <li>• 50% reduction on year 6 residential trip</li> <li>• Emotional Literacy Support Assistant for all children needing emotional, mental health support</li> <li>• Free after-school clubs</li> <li>• Friendship club at lunchtimes to support vulnerable children</li> </ul>		KS & SD	
<b>Allocated spend</b>	Additional Teaching & Learning opportunities, Additional adult support, non-curriculum support, residential support Wider strategies (above)		<b>£25,500</b> <b>£2,500</b>	

## 1. Review of expenditure

Previous Academic Year

2019-20

<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Next steps</b>
To improve outcomes for Pupil Premium children across the school	<p>CPD led by HT and AHT</p> <p>Staff to know PP pupils</p> <p>High quality teaching with consistent practice monitored by learning walks</p> <p>Pre/post teaching and intervention programme in place with a focus on PP children</p> <p>PP parents' evenings to be held termly</p> <p>Pupil progress meetings to focus on outcomes for PP children and subsequent intervention</p> <p>PP Trust meetings to be attended</p> <p>Attendance officer and HT to monitor attendance of PP children</p> <p>Family Support Worker to be in place to support needs of PP families</p>	<p>Pockets of improvement, however PP children as a whole continue to do less well than their non PP peers.</p> <p>Performance management and Pupil Progress meetings show that staff know individual PP children and their needs well.</p> <p>The quality of teaching improved, however some lower attaining PP children continue to struggle to learn independently.</p> <p>The timetable allows for these to take place post teaching and interventions to take place. Pre teaching is occurring infrequently.</p> <p>These have proved successful, but staff need to be relentless on attendance for all PP parents.</p> <p>These showed success, with teachers having a good knowledge of PP children's needs and attainment, as well as suggestions for raising attainment over time.</p> <p>Due to C-19 and change of personnel attendance not all meetings took place.</p> <p>Monitoring introduced and early signs of improvements to PP attendance.</p>	<p>Continued need to highlight PP pupils in all CPD and meetings.</p> <p>Introduction of CUSP and CLUSP to further improve teaching. Monitoring of this to be central to further gains.</p> <p>Further CPD and monitoring required.</p> <p>Ongoing.</p>

		We no longer have a FSW. Now have ELSA staff and other trained TAs.	Need to provide ongoing CPD for allocated staff
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