

Pupil premium strategy statement

School overview

Detail	Data
School name	Glemsford Primary Academy
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nick George, Headteacher
Pupil premium lead	Sarah Donnelly
Governor lead	Rosie Kerr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66928
Recovery premium funding allocation this academic year	£6960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,888

Part A: Pupil premium strategy plan

Statement of intent

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. Transition 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.

A tiered approach

At Glemsford Primary Academy we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

Teaching Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Pupil Premium spending.

Targeted academic support Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning.

Wider strategies The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support. We ensure that pupil premium children are supported in attending extra-curricular activities wherever possible.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments show that speech, language and communication skills are poor on entry to school.
2	Our assessments show that on-entry personal and social skills are lower for our disadvantaged children.
3	Monitoring has shown that engagement with home learning has been significantly lower for disadvantaged pupils.
4	Monitoring has shown that persistent absence and lateness has been higher amongst our Pupil Premium children than others.
5	Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils
6	Our assessments show that children have early developmental gaps in their mathematical understanding

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved clarity of Speech and Language for disadvantaged learners	Standardised SALT assessments in EYFS and KS1 reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5% by the end of KS1. In 2020 LanguageLink and SpeechLink assessments on entry to school identified concerns about 40% of Pupil Premium children as opposed to 32% of non Pupil Premium children

<p>Improved vocabulary for disadvantaged learners</p>	<p>Standardised vocabulary test scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5%.</p> <p>They should also be benchmarked against age-related expectations. This is within a context of high attainment for all.</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p>
<p>Improved attendance for disadvantaged learners</p>	<p>Attendance for disadvantaged pupils is at least 94% each half term. In the 2019 academic year the figure was 94.1%.</p>
<p>Improved wellbeing for disadvantaged learners</p>	<p>Standardised assessments reflect our ambition to see disadvantaged pupils wellbeing inline with their peers at school.</p> <p>Disadvantaged children's personal and social skills to be in line with peers at school by the end of the Foundation Stage</p> <p>Referrals to our well being team in upper KS2 of disadvantaged pupils in the year 21-21 were 28% of all Pupil Premium children accessed wellbeing support in school, compared to just 5% of their non- pupil premium peers.</p> <p>Referrals to our in house service are targeted to be no more than 5% greater than their peers.</p>
<p>Improved outcomes in mathematics for disadvantaged learners</p>	<p>Year 6 2019 SATs results showed 94.7% of non-pupil premium achieved the expected standard or above versus 87.5% of pupil premium.</p> <p>Standardised assessment scores are to reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5%.</p>
<p>Improved outcomes in reading for disadvantaged learners</p>	<p>Year 2 2019 SATs results showed 77.3% of non-pupil premium achieved the expected standard or above versus 50% of pupil premium.</p> <p>Standardised assessment scores are to reflect our ambition to reduce the</p>

	attainment gap between disadvantaged pupils and their peers to no more than 5%.
Improved engagement in home learning for disadvantaged pupils	Monitoring of home learning during lockdown closures showed 89% of Pupil Premium children regularly engaged in home learning (a large number of these were working in school), whilst 95% of non pupil premium children engaged. We are looking for monitoring to demonstrate equal engagement from disadvantaged pupils and their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to develop an enabling learning environment</i>	A key principle of the statutory Framework for the Early Years.	1 2 5 6
<i>Continuing Professional Development for all EYFS staff</i>	The evidence from “Getting it right in the Early Years Foundation Stage: a review of the evidence Authors: Chris Pascal, Tony Bertram, Liz Rouse of Centre for Research in Early Childhood” and many others suggests that the Characteristics of Effective Teaching and Learning, which support the development of self-regulation and positive learning habits, should be seen as a central aspect of the EYFS framework.	1 2 5 6
<i>Model play and capture in the moment teachable opportunities for personal and social education & language development</i>	Evidence, as above, suggests “It is particularly important that EYFS children have a confident grasp of oral language and communication before they are moved on to grasp the skills of written forms of language.”	1 2 5 6
<i>Continuing Professional Development for all staff</i>	EEF evidence shows us that a focus on metacognition raise attainment. An understanding of early development and pedagogy ensures quality 1st teaching for all and engaging real life opportunities motivate and provide links.	6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Social and Emotional Support interventions</i>	1 in 5 children and youth have a diagnosable emotional, behavioural or mental health disorder and 1 in 10 young people have a mental health challenge that is severe enough to impair how they function at home, school or in the community. Mentally Healthy Schools – “Social and emotional skills are the skills that help children and young people develop their resilience and manage their thoughts, feelings and behaviour.”	2 5
<i>Pixl therapies to provide early intervention in Mathematics</i>	Principles of overlearning, targets and cumulative retrieval underpin learning	5 6
<i>Pre and post teaching delivered to most vulnerable learners</i>		5 6
<i>Small group recovery tuition</i>		5 6
<i>Implement the “CUSP” curriculum</i>		5 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to develop emotionally intelligent and supportive workforce</i>	1 in 5 children and youth have a diagnosable emotional, behavioural or mental health disorder and 1 in 10 young people have a mental health challenge that is severe enough to impair how they function at home, school or in the community. Mentally Healthy Schools – “Social and emotional skills are the skills that help children and young people develop their resilience and manage their thoughts, feelings and behaviour.”	2 5 6
<i>Communication with parents regarding attendance</i>	Research shows that overall absence had a negative link to attainment, with every extra day missed associated with	4

	a lower chance of achieving 5 or more good GCSEs	
<i>Support to engage disadvantaged families</i>	Research shows that taking an interest in your child's learning can make a big difference to how well they do. Making your home a positive home learning environment plays a big part in this, no matter how old your child is.	4 5

Total budgeted cost: £ 73,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupil performance in maths improved in the last academic year in line with our strategy goals. As noted elsewhere in this document, the gap between pupil premium and non-pupil premium students narrowed to 7.2% in maths for KS2 SATs

Performance in phonics and writing was similar to previous years. The performance in reading was similar but still represents a wider gap than other subjects. We continue to use targeted programmes to address this.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

