

## Pupil premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Glebeland Community Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	7
Academic year/years that our current pupil premium strategy plan covers	21-22
Date this statement was published	14.12.21
Date on which it will be reviewed	1.9.22
Statement authorised by	L.Scott
Pupil premium lead	L.Scott
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,984.17
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12,984.17

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using the Pupil Premium Funding, it is important to consider the context of the school and the subsequent challenges faced. This alongside the research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at homes, weak language and communication skills, lack of confidence, attendance and punctuality issues, more frequent behaviour issues and parental support.

We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of the context of the school and the current cohort.

We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in CPD for all our staff. Target support is used to narrow gaps and support children to reach their full potential, this covers both academic and social and emotion support. These strategies are supported by wider strategies and who school ethos to improve children's wellbeing and build strong cultural capital.

### *Principles:*

- *We ensure that our teaching and learning opportunities meet the needs of all our pupils*
- *We ensure that appropriate provision and support is made for pupils who belong to vulnerable groups*
- *We recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to support pupils who are legitimately identified as being socially disadvantaged*
- *Pupil Premium is allocated following a needs analysis which will identify priority groups or individuals.*
- *Pupils Premium may be spent on staff resourcing*

### *Ultimate Objectives:*

- *To close the attainment gap between disadvantaged and advantaged pupils*
- *For disadvantaged pupils to at least achieve national standards at the end of year and thus achieving GCSEs in English and Maths.*

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- high quality teaching
- targeted academic support
- wider strategies

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show a gap in some Pupil Premium children's progress and attainment in Writing
2	Our analysis of Attendance & Punctuality shows that some pupils attendance is below that of the current national average
3	Our analysis shows some disadvantaged Pupils requiring additional social and emotional support so that they develop self-regulation strategies which will support their learning.
4	Our assessments, discussions and observations show a gap in some Pupil Premium children's progress and attainment in Maths
5	Our assessments, discussions and observations show a gap in some Pupil Premium children's progress and attainment in Reading

## 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
Above average outcomes in Year 1 and 2 phonics screening for Pupil Premium Children.	Above national average number (82%) of Pupil Premium children pass
Where data evidences there is a gap in Writing between pupil premium and non-pupil premium peers this be reduced by the end of the strategy plan.	The gap attainment between Pupils Premium and non-Pupil Premium children in KS2 Writing assessment is less than national.  Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil Premium peers.

<p>Pupil Premium children's progress and attainment in Reading is equal to or greater than their non-pupil Premium peers.</p>	<p>The gap attainment between Pupils Premium and non-Pupil Premium children in KS2 Reading assessments is less than national. Pupil Premium children progress is equal to or greater than their non-pupil Premium peers.</p>
<p>Where data evidences there is a gap in Maths between pupil premium and non-pupil premium peers this be reduced by the end of the strategy plan.</p>	<p>The gap attainment between Pupils Premium and non-Pupil premium children. Pupil Premium children's progress is equal to or greater than their non-pupil Premium peers.</p>
<p>Pupils will not be disadvantaged by absence or poor punctuality</p>	<p>Attendance of disadvantaged pupils in equal to or above national average.</p>

## 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 for teaching and Targetted academic support: £12,087.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on EEF Feedback report.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1 4 5
Programme of CPD for classroom staff around QFT across all subjects.	<a href="https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf">https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf</a>	1 4 5
Pupil Progress meetings are used to support future teaching and intervention	<a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/</a>	12345
Targetted CPD for Maths leads	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	4

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

Budgeted cost: £2000 (recovery funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of diagnostics to identify barriers to learning and where required SMART IEP targets and	<a href="https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</a>	12345
Targeted 1:1 and small group interventions delivered by teacher and TA's	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1345
The curriculum is adapted and enhance to meet the needs of all PP learners	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a>	1345
Tutoring with qualified teacher	<a href="#">Tutoring research</a> School are adding to the subsidised tutoring funding provided by the government	1 4 5

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

Budgeted cost: £ 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral & Inclusion team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?</a>	3
Expose to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have	<a href="http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf">http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</a>	1245

the knowledge and cultural capital they need to succeed in life	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>	
Funding of Breakfast and after school clubs, visits	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	1,2,3,4,5
Early Intervention of absence as a result of monitoring and analysis of data (including absence through lateness).	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> Monitor current EEF research on attendance interventions	2

**Total budgeted cost: £12987.17**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*Strategy impact on data is not available due to COVID impact on education. However pupils receiving pupil premium funding were all supported during the past year with free meal vouchers, IT updates and use of or donations of laptops to support home learning. The school created a welfare team to monitor wellbeing and all pupils received the welfare support that they required. Parental feedback supported the positive work of the welfare team and the quality of home learning*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*