

Pupil premium strategy statement – Glebeland Community Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Dec ‘23
Date on which it will be reviewed	Sept ‘23
Statement authorised by	Louise Scott/Lisa Jones
Pupil premium lead	Louise Scott/Sam Barnard
Governor / Trustee lead	Dawn Carmen-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,695
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£9,695

Part A: Pupil premium strategy plan

Statement of intent

At Glebeland Community Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. This is alongside our commitment to developing the 'whole' pupil, including their learning characteristics, within the areas of personal development, creative development and community engagement. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are in care or have been adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

A well planned, ambitious and carefully sequenced curriculum and high-quality teaching is at the heart of our approach. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged *peers*.

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

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 emotional support. These strategies are supported by wider strategies and whole 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.

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 achieve GCSEs in English and Maths.
- Strive to remove barriers to learning created by poverty, family circumstances and background
- Develop confidence in pupils to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

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

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
1	Pupils will not be disadvantaged by absence or poor punctuality	Attendance of disadvantaged pupils is equal to or above national average.
2	Where data evidences there is a gap in Reading (including Phonics attainment) between disadvantaged and non-disadvantaged peers, this will be reduced by the end of the strategy plan Improved phonic acquisition and reading fluency.	The achievement gap between disadvantaged and non-disadvantaged children in Statutory Reading assessments and Phonics screening is less than that reported nationally. The attainment gap between that of the school and national data is closing. Internal tracking and monitoring shows disadvantaged children progress equal to or greater than their non-disadvantaged peers.
3	Where data evidences there is a gap in Writing between disadvantaged and non-disadvantaged peers, this will be reduced by the end of the strategy plan.	The achievement gap between disadvantaged and non-disadvantaged children in Statutory assessments is less than that reported nationally. The attainment gap between that of the school and national data is closing. Internal tracking and monitoring shows disadvantaged children progress equal to or greater than their non-disadvantaged peers.
4	Where data evidences there is a gap in Maths between disadvantaged and non-disadvantaged peers, this will be reduced by the end of the strategy plan.	The achievement gap between disadvantaged and non-disadvantaged children in Statutory assessments is less than that reported nationally. The attainment gap between that of the school and national data is closing. Internal tracking and monitoring shows disadvantaged children progress equal to or greater than their non-disadvantaged peers.
5	To achieve and sustain improved wellbeing and emotional capacity to learn for all pupils in our school, particularly our disadvantaged pupils.	By the end of 2023-2024, there will be higher participation in a broad range of after school curricular enrichment, especially from disadvantaged pupils. Pupils will attend a variety of different educational visits, including residential experiences. Monitoring uptake of curriculum enrichment and educational visits. The curriculum will provide the knowledge and skills that exposes pupils to the cultural capital they need to engage as active participants in society.
6	An improved curriculum enrichment for all pupils in our school, particularly our disadvantaged pupils.	By the end of 2023-2024, there will be higher participation in a broad range of after school curricular enrichment, especially from disadvantaged pupils. All pupils will attend a variety of different educational visits, including residential experiences. Monitoring uptake of

		<p>curriculum enrichment and educational visits.</p> <p>The curriculum will provide the knowledge and skills that exposes pupils to the cultural capital they need to engage as active participants in society.</p>
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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: £6946

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Programme of CPD to embed Teaching and learning Principles by Interim Regional Executive Lead</i></p>	<p>Rosenshine's Principles of Instruction https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Maths Hub.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	2,3,4
<p><i>Instructional Coaching Model embedded by Interim R.E.L & AAH</i></p>	<p>https://my.chartered.college/impact_article/implementing-instructional-coaching-a-guide-for-school-leaders/</p> <p>https://www.ambition.org.uk/blog/what-instructional-coaching/</p>	2,3,4

<p><i>Phonics training for all teachers of early reading by Hub Early Reading Lead and English Lead.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4</p>
<p><i>Pupil Progress meetings are used to support future teaching and intervention</i></p>	<p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4,5,6</p>
<p><i>Resourcing the Read, write, Inc based Phonics scheme to continue to provide strong phonics teaching for all pupils.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: £ combined with budgeted cost above

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Daily Readers</i></p>	<p>Frequent practice of reading promotes fluency and language acquisition.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p>	

<i>Support staff delivering structured interventions. Targeted 1:1 and small group interventions delivered by teacher and TA's</i>	(EEF + 4 months impact) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2,3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitoring of attendance</i>	Attendance Lead (AAH) to review with OM and provide support for individual families where attendance falls within the intervention approaches within the trust policy.	1
<i>Support from Trust Attendance Lead</i>	Pupil absence remains worryingly low for all pupils.	1
<i>Support with educational visits</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 6
<i>Curriculum enrichment funded after school and holiday provision - staff and resources</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 6
<i>Pastoral support including: co-constructors, friendship group, peer mentoring</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	1,2,3,4,5,6,

Total budgeted cost: £9,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Impact report:

Attendance 21-22 (still experiencing impact from Covid Pandemic):

Whole school Attendance	Whole School Persistent Absence	Disadvantaged Attendance	Disadvantaged Persistent Absence	Non PP Attendance	Non-PP Persistent Absence
93.22%	14.81%	95.96	0%	93%	16.33%

National data for the full year is due to be published March '23. Autumn '22 & Spring '22 combined indicates an average of 93.8% attendance.

disadvantaged children experienced less absence than their non-PP peers. Persistent absence was 0% for the disadvantaged pupils. The impact of our focus on attendance has resulted in less absence than their non-disadvantaged peers.

KS1 Outcomes:

Phonics:

Nationally the attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage attainment gap by 17 percentage points. disadvantaged pupils attained lower than that of disadvantaged pupils nationally at 62%. Therefore, Phonics remains a priority focus for our disadvantaged children.

National Data:

In reading, attainment fell to 51% for disadvantaged pupils

In writing, attainment fell to 41% for disadvantaged pupils.

In maths, attainment fell to 52% for disadvantaged pupils.

School data:

KS2 Outcomes		
Subject	Disadvantage National	National Non-disadvantaged
RWM:	43%	66%
Reading	63%	80%
Writing	55%	75%
Maths	56%	78%

Pupil Wellbeing Impact:
 Data indicates that pupils continue to struggle with resilience and wellbeing. Learning Characteristics have been implemented but there is further work to be done in supporting pupils with their emotional regulation through invention support and wider whole-school approaches.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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.