

Pupil premium strategy statement (primary)

1. Summary information				
School	Glebeland Primary			
Academic Year	2019/20 COSTED	Total PP budget £16,610		Date of most recent PP Review
Total number of pupils	100	Number of pupils eligible for PP 10		Date for next internal review of this strategy

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. 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.	Pupils being "ready to learn" in class (pupils are in a secure place mentally/emotionally)
B.	Low speech and language skills, which impact on learning
C.	Poor learning behaviours eg organisation, commitment and resilience
D.	Gaps in prior learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Consistent attendance and punctuality
F.	Access to resources out of school eg books, libraries, internet, life/learning experiences (especially cultural)
G.	Low aspirations from home about what can be achieved and how to be successful. Limited access to positive role models
H.	Lack of regular home routines including reading, homework and having access to the correct equipment to bring into school eg PE kit
I.	Possible poor parental engagement with school and perceptions of education.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils' attendance to improve and be consistently at least National level	Attendance for this group (94.54% in Spring term 2019) to be monitored regularly, improvements to be made and maintained.
B.	Pupils can access learning in class because their physiological, safety, belongingness and self- esteem needs are being met. Self- regulation and resilience techniques are promoted and meta cognition awareness developed	Pupils' readiness and learning continues to improve, as shown by Pupil Progress meetings and personalised learning impact.
C.	Gaps in learning are identified and targeted. Teaching/personalised learning teaches to fill these gaps and build upon them.	Half termly assessments/Pupil progress meetings will show at least expected progress for these pupils.
D.	Pupils read regularly and have access to high quality texts within school. Pupils have a variety of opportunities to be involved in writing speaking and listening	Pupils achieve at least expected level and progress in reading and writing and will be observed to engage with reading activities and begin to develop a life- long love of books.
E.	Pupils are excellent problem solvers and can apply mathematical skills in everyday life.	Pupils achieve at least expected level in and progress in maths and through engagement in alternative maths activities demonstrate ability to apply these skills.
F.	Pupils experience a wide range of social, cultural, aspirational and sporting experiences	Positive impact evidenced of providing these opportunities.

5. Planned expenditure

Academic year

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For disadvantaged pupils to make at least expected level and progress in R/W/M	High quality teaching and high expectations of all, access to quality CPD for all staff, regular and robust monitoring of planning, teaching and assessment, robust recruitment, regular rewards for outstanding effort/achievement & class attendance, priority readers, regular targeted feedback for pupils, attendance at special subject events	The Sutton Trust found that “the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning with very effective teaching”	School monitoring cycle	Class teachers CW	Half termly
For all pupils, including those who are disadvantaged, to receive termly mentoring meetings with their class teacher.	Facilitate these meetings termly and on a 1-1 basis	See John Hattie research below. Effective feedback can boost progress by up to 8 months, if closely targeted. NFER research found that a culture of mentoring and coaching will over time have a positive impact on young people and their learning.	As above	Class teachers	Half termly
Total budgeted cost				supply cover for mentoring sessions (some covered by HLTA) £668, books for priority readers and rewards £477 £1145	

ii. Targeted support					
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?
To ensure that pupils' basic needs are met, so they are ready to learn.	Daily breakfast club, invitations to PP children & also use this time for personalised learning. Parental engagement and support (parental workshops, access to PSA)	EEF research: nutritious breakfast can boost progress by up to two months per year. Breakfast clubs have also been shown to improve attendance and punctuality. Parental engagement greatest predictor of age 16 achievement (Feinstein & Symons)	Experienced staff to organise and run. Impact monitored.	KL/JB	Half termly
Gaps in learning to be identified and successfully addressed	Targeted personalised learning to be provided before/after school, as well as in school time. Pre learning and over learning techniques to be embedded.	Gaps analysis to allow for precisely targeted teaching. John Hattie research breaks down quality teaching into: pupils having clear objectives/goals & teachers providing pupils with modelling, scaffolding and appropriate next steps	Half termly Pupil progress meetings	CW/JW/LC	Half termly
Total budgeted cost					4x b/fast places a week (£50 a week) £2000, personalised learning (8 hrs a week KB, 12 hrs a week JB, 8 hrs a week KL) £12,955 £14955
iii. Other approaches					
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?
For pupils to experience a wide range of sporting, cultural & aspirational opportunities.	Use Primary Entitlement books as a basis for continuing to extend the chances for pupils to try things outside their normal range of experiences eg taking part in tournaments, inviting aspirational speakers into school, educational visits to London and France (Y6),	Pupils will benefit from experiencing a wide range of extra- curricular activities, which will allow them to see opportunities, spark interests in learning and aspirations for the future. Guy Claxton and Bill Lucas research focussed on the 7 Cs (confidence, collaboration, craftsmanship, commitment, curiosity, communication & creativity)	Primary Entitlement focus on all curriculum maps. Work closely with PDP and local links to invite visitors in to school, Pupil Parliament, links with local clubs	CW & class teachers	Half Termly

	residential for all of KS2, a wide range of after school clubs eg gardening, healthy cooking, Latin, ODL.				
For pupils to receive targeted support for emotional literacy and speech and language difficulties	Emotional Literacy Support (ELSA) training for two members of staff at Borders. Welcom programme, Talk Boost programme	Sheila Burton (ELSA) research Cluster SENDCO recommendation for Welcom and previous success in school with Talk Boost	Timetabled CPD and personalised learning groups	JW/BS/Class teachers	Half termly
				Total budgeted cost	Transport (some use of minibus for smaller events) £340. As a hub, benefit from training at BNC. £340. Supply to cover cascading of training from BNC £170 £510

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk