

Pupil premium strategy statement

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	Glynne Primary school
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	FSM –5% (19 pupils)
	LAC – 1 % (5 pupils)
	Post LAC - >1% (4 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	17/11/21
Date on which it will be reviewed	01/09/2022
Statement authorised by	T Powell
Pupil premium lead	L Timmins
Governor / Trustee lead	J Warrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,280
Recovery premium funding allocation this academic year	£2,755
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	£39,035

Part A: Pupil premium strategy plan

Statement of intent

At Glynn Primary School we have high expectations for all pupils in our school, and believe that with good quality first teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. To achieve this, we engage in a range of strategies which challenge pupils at an appropriate level and provide support to overcome barriers to learning. We provide a rich, engaging, and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are excited about their learning and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the pupil premium. Some specific interventions and school initiatives have been made possible by allocating the pupil premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of pupil premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the pupil premium.

Our pupil premium strategy plan will work towards providing children with the educational support required to accelerate learning as well as support their emotional wellbeing and mental health. By looking carefully at assessment data and through discussions at pupil progress meetings, both teaching staff and senior leaders ensure that additional support is tailored to meet the individual needs of our pupils eligible for the pupil premium funding. We also aim to provide wider experiences and opportunities such as music lessons and clubs that they otherwise might not have access to.

Challenges

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

Challenge number	Detail of challenge
1	Fluency in Maths and English Assessments, conversations with staff and data show a low level of fluency in maths and English for our PP pupils. 72% are achieving below their year group expectation for Maths and English.
2	End of Key stage 2 outcomes Attainment of PP children through KS2 from their KS1 outcome is lower than that of the non-pupil premium children. Through conversations with staff,

	support staff and pupils it is evident that there is often gaps in learning that is having a negative impact on the attainment of our disadvantaged pupils. This often results in more negative learning behaviours.
3	<p>Level of support from home</p> <p>From talking to staff and support staff about the barriers to learning that the disadvantaged pupils have, the level of support from home is notably lower for our disadvantaged pupils. This is more significant for our reading progress in KS1 with our disadvantaged pupils having limited reading support from home.</p>
4	<p>Well-being – impact of partial closures</p> <p>Our observations and conversations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closure to a greater extent than for other pupils. This challenge is supported by national studies.</p> <p>In addition, limited access to home learning, digital technology and enrichment opportunities during the partial closures has also impacted - leading to gaps in knowledge and some negative learning behaviours. Including a lack of self-belief, resilience, and readiness to learn. This can often impact independence and progress.</p>
5	<p>Attendance</p> <p>Our school attendance target is 97%, from attendance data we determined that 71% of our pupil premium pupils were below this attendance target. Our attendance data from last year (March – July 2021) shows that our pupil premium children had an average attendance of 89% compared to our non-pupil premium pupils who had an average attendance of 97.1%.</p> <p>Therefore, absence is contributing negatively on the progress of our pupil premium pupils.</p>

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
<ul style="list-style-type: none"> To maintain good progress and attainment for pupils in receipt of pupil premium funding for reading writing and maths throughout school. 	<ul style="list-style-type: none"> Quality first teaching ensures that pupils in receipt of pupil premium are given high priority therefore strengthening the outcomes of at least expected progress for pupils is receipt of PP funding for 2024/25 Additional targeted support to pupil premium children for reading, writing and maths is identified and provided by L3 teaching assistants strengthening progress for our PP pupils. The needs of pupil premium are discussed regularly with phase leaders, senior leaders and support staff at phase meetings, pupil progress meetings and planning meetings. This will also include analysis of data enabling support to be targeted exactly where individuals most need it.

	<ul style="list-style-type: none"> Ensuring aim higher is used for pp children who are working at mastery level will provide the correct level of challenge enabling continued progress.
<ul style="list-style-type: none"> The gap is narrowed in the progress and attainment of PP and non-PP children from their end of KS1 outcome to end of KS2 outcome. 	<ul style="list-style-type: none"> KS2 reading, writing and maths outcomes show an upward trend over the next three years in the percentage of disadvantaged pupils meeting the expected standard. There is an upward trend in the number of pupils who are disadvantaged and send achieving their expected progress throughout KS2.
<ul style="list-style-type: none"> Parents of all pupils in particular our disadvantaged pupils feel able and more confident to support reading and homework at home. 	<ul style="list-style-type: none"> The progress and attainment gap between our disadvantaged pupils and non-disadvantaged pupils in KS1 for reading is narrowed. There is an increase in parent engagement and support with reading. This will be measured across the next 3 years. <ul style="list-style-type: none"> Engagement in parent workshops Increase in the home reading
<ul style="list-style-type: none"> To achieve and sustain improved well-being and learning behaviours. 	<ul style="list-style-type: none"> As a result of using support staff effectively to challenge and guide children without creating an over reliance on adult support, pupils will gain confidence, self-belief and become more independent learners. As a result of training support staff in MITA and revisiting this training over the next year we will see more resilience and independence in our pp learners therefore an increase in progress. This project will build up to see an impact over the next 3 years. <ul style="list-style-type: none"> Qualitative data from student voice, staff conversations and observations. An increase in participation in enrichment activities particularly among disadvantaged pupils. Analysis of performance of PP pupils over the next 3 years of internal assessment data.
<ul style="list-style-type: none"> To sustain high attendance for all pupils particularly our disadvantaged pupils. 	<p>Information to parents about the importance of attendance to be shared.</p> <p>Calls home for pupils who are absent will continue.</p> <p>Sustained high attendance through to 2024/25</p> <ul style="list-style-type: none"> An increase in the number of pupils achieving our school attendance target of 97% in the next 3 years with a focus on our disadvantaged pupils.

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: £1,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality first teaching for all pupils – this will be supported through CPD at staff meetings and additional subject leader training</i></p>	<p>Taking on tiered approach with quality first teaching as our top priority.</p> <p>Ensuring that staff receive quality CPD to offer targeted support and deliver effective teaching.</p> <p>Impact of high quality teaching EEF</p>	<p>1, 2,</p>
<p><i>Engagement in CPD MITA training for all support staff</i></p> <p><i>We will fund release time for assistant head to lead these sessions.</i></p>	<p>There is strong evidence that suggests with the correct scaffolding pupils' independence and resilience can be developed – impacting upon them as successful learners.</p> <p>Maximising the impact of teaching assistants</p>	<p>1,2, 4</p>
<p><i>Sharing good practice</i></p> <p><i>We will fund release time for staff.</i></p>	<p>There are a number of for and against points for the impact that teacher/peer observations have on the outcomes of pupils.</p> <p>For us as a school, it is about the opportunity to share experience and subject expertise within interventions and within whole class approaches to ensure that every adult is effective within their teaching.</p> <p>Approaches to peer observations EEF</p>	<p>1,2</p>

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

Budgeted cost: £45,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a blend of 1:1 support, intervention groups and in class support for those pupils whose learning has been most impacted by the pandemic. These pupils will include our disadvantaged pupils including those who are high attainers. <i>(We will fund additional support staff in each phase)</i></p>	<p>Intervention targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils and those who have fallen behind. This is effective both 1;1 and as small group interventions. This needs to be reviewed and adapted regularly.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<p><i>We will buy into Third Space Learning maths tuition</i></p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<p><i>L3 TAs work within each phase to offer additional academic and pastoral support to all PP pupils.</i></p>		4
<p><i>Purchased web-based programmes</i></p> <ul style="list-style-type: none"> - Purple Mash - Spelling Shed - TT Rock stars 		1,2,3
<p>High focus on reading across school with increased reading intervention sessions delivered as part of our school impact of interventions cycle and reading CPD.</p>	<p>Building reading skills and understanding comprehension are fundamental to developing successful readers. As a school reading is high priority on our sip</p> <p>Effectiveness of building reading skills</p>	1,2,3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons in school We will fund or part fund school music lessons	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. The positive impact of enrichment activities EEF toolkit arts participation	4
Trips and visits We will part fund school visits, trips, residential trips.		4,5
Forest School sessions to support confidence, independence and well-being.		1,2,4
Engagement with parents to offer additional support on how they can help their child at home. Engaging with parents about the importance of attendance and the effects that not being school can have on progress.	Engaging with parents and giving parents the tools and confidence to support their pupils is a high priority. Engaging with parents is an effective way to ensure additional support for our pupils. Support resources for schools and parents EEF (educationendowmentfoundation.org.uk) Wider strategies - involving parents	3,5

Total budgeted cost: £49,234

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.

There was no external assessment data for 2020-21 due to Covid-19.

Our internal assessment data shows a positive impact of the quality first teaching and the additional adult support put in place. 100% of our pupil premium children at the end of year 6 achieved expected progress or more across reading writing and maths with 86% of pp pupils achieving expected or accelerated progress in line with their KS1 outcomes.

At the end of Year 6:

- In reading, 71% of pp pupils achieved expected standard with 29% achieving greater depth. 85% of our non-pupil premium pupils achieved the expected standard with 36% achieving greater depth.
- In writing, 71% of pp pupils achieved the expected standard with 14% achieving greater depth. 8% of our non-pupil premium pupils achieved the expected standard with 25% achieving greater depth.
- In maths, 57% of pp pupils achieved the expected standard with 14% achieving greater depth. 85% of our non-pupil premium pupils achieved the expected standard with 28% achieving greater depth.

The above outcomes have been affected by the disruption caused to education due to covid-19. However, the impact was mitigated by ensuring that a high quality curriculum was provided for all pupils as part of our home learning. During our partial closure our Pupil Premium pupils were contacted and monitored to ensure they accessed the home learning (see below)

Pupil Premium Home Learning Spring 2021

Number of PP pupils	25	
Number of PP pupils in school	6	23%
Number of PP pupils with device from school	3	11%
Number of PP pupils accessing remote learning.	19 of 20 pupils at home	95%
Number of PP pupils with limited engagement to home learning – monitored by SLT	2	7%

On the return to school it was evident that well-being, mental health and resilience had been impacted upon as a result of covid-19. We used pupil premium funding to fund additional adults to provide a number of interventions including nurture groups, Lego therapy and counselling.

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
Maths support	Third Space Learning

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

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.