# Pupil premium strategy statement

## This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. (Academic year 2022 – 2023)

## 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

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| Detail | Data |
| School name | Glynne Primary school |
| Number of pupils in school | 419 Rec – Y6 |
| Proportion (%) of pupil premium eligible pupils | FSM – 29 (6.92%) |
| LAC – 5 (1%) |
| Post LAC - 7 (2%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2024  (Current year 2022 – 2023) |
| Date this statement was published | 17/11/22 |
| Date on which it will be reviewed | 01/09/2023 |
| Statement authorised by | T Powell |
| Pupil premium lead | L Timmins |
| Governor / Trustee lead | J Warrington |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £64,535.00 |
| 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 | £64,535.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Glynne 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 funding to them. 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 finding. We also aim to provide wider experiences and opportunities such as music lessons and clubs that they otherwise might not have access to. |

## Challenges

*Please note, changes/updates for 2022 -2023 are in red as this is the second year of a three-year strategy*

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

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| 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. |
| 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 | Level of support from home  From talking to staff and support staff and identifying the barriers to leaning that the disadvantaged pupils have, the level of support from home is notably poorer for our disadvantaged pupils. This is more significant for our reading progress in KS1 with our disadvantaged pupils having limited reading support from home. |
| 4 | Well-being – resilience in learning.  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.  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.  Resilience in learning and learning attitudes of our PP children are often lower that the non-PP children. Building positive attitudes to learning and self-belief is key. |
| 5 | Attendance – Whole school SDP focus  Our school attendance target is 97%, Our attendance data from last year shows that our pupil premium children had an average attendance of 91% compared to our non- pupil premium pupils who had an average attendance of 94%.  Therefore, absence is contributing negatively on the progress of our pupil premium pupils. |

## 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.

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| Intended outcome | Success criteria |
| * To maintain good **progress** and attainment for pupils in receipt of pupil premium funding for reading writing and maths throughout school. | * 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 by 2024/25 * **Additional** targeted support to pupil premium children for reading, writing and maths is identified and provided by L3 teaching assistants and by wave 1 support in class 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. * Ensuring aim higher is used for pp children who are working at mastery level will provide the correct level of challenge enabling continued progress. |
| * 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. | * 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. |
| * Parents of all pupils in particular our disadvantaged pupils feel able and more confident to support reading and homework at home. | * 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. * Engagement in parent workshops * Increase in the home reading |
| * To achieve and sustain improved well –being and learning behaviours. | * 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. * Ensuring PP pupils are scaffolded with their learning in the classroom will have an impact on learning attitudes and independence. * 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. |
| * To sustain high attendance for all pupils particularly our disadvantaged pupils. | Information to parents about the importance of attendance to be shared.  Calls home for pupils who are absent will continue.  Attendance as a school priority on the SDP  Sustained high attendance through to 2024/25   * 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 funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Quality first teaching for all pupils – this will be supported through CPD at staff meetings and additional subject leader training and new phonics scheme training.*  *Wave 1 intervention in class will have a greater focus and will be identified on pupil progress forms.* | Taking on tiered approach with quality first teaching as our top priority.  Ensuring that staff receive quality CPD to offer targeted support and deliver effective teaching.  [Impact of high quality teaching EEF](file://GLY-CC4-DC01/RMStaff/Inclusion/Pupil%20Premium/2020%20-%202021/Impact%20of%20high%20quality%20teaching%20EEF)  [thirdspacelearning.com/blog/quality-first-teaching](https://thirdspacelearning.com/blog/quality-first-teaching/#:~:text=Quality%20First%20Teaching%20is%20a,formative%20assessment%20and%20many%20others). | 1, 2, |
| *Engagement in CPD*  *Updated MITA training for all support staff – to be implemented 2022 - 2023* | There is strong evidence that suggests with the correct scaffolding pupils’ independence and resilience can be developed – impacting upon them as successful learners.  [Maximising the impact of teaching assistants](file://GLY-CC4-DC01/RMStaff/Inclusion/Pupil%20Premium/2020%20-%202021/Maximiisng%20the%20impact%20of%20teaching%20assistants)  In addition, evidence suggests that if pupils can be supported in the classroom instead of being taken out of the classroom to learn their attainment and engagement is higher.  [pupil-premium-with-marc-rowland](https://podcasts.apple.com/gb/podcast/episode-1-pupil-premium-with-marc-rowland/id1516020856?i=1000476461565) | 1,2, 4 |
| *Sharing good practice*  *We will fund release time for staff.* | There are a number of, for and against points for the impact that teacher/peer observations have on the outcomes of pupils.  This 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. This is in the form of non-judgemental observations that can form part of high-quality professional development.  [Approaches to peer observations EEF](file://GLY-CC4-DC01/RMStaff/Inclusion/Pupil%20Premium/2020%20-%202021/Appraches%20to%20peer%20observations%20EEF)  [cambridge-community.org.uk/professional-development](https://www.cambridge-community.org.uk/professional-development/gswpo/index.html) | 1,2 |

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

Budgeted cost: £58,935

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide a blend of 1:1 support, intervention groups and in class support for those pupils who are below expected attainment. These pupils will include our disadvantaged pupils including those who are high attainers.  *We will fund additional hours for support staff and for external consultants to support reading, maths and speech and language.* | 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 11 and as small group interventions.  This needs to be reviewed and adapted regularly.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1,2,4 |
| *We will buy into Third Space Learning maths tuition (2021 -2022 only catch up funding)* | 1,2,4 |
| *L3 TAs work within each phase to offer additional academic and pastoral support to all PP pupils.* | 1,2,4 |
| *Purchased web-based programmes*   * *Purple Mash* * *Spelling Shed* * *TT Rock stars* |  | 1,2,3 |
| *Ipads purchased to support SEND and lower attainers in maths*  *Focus on using maths apps and web-based programmes to raise attainment.* | Supports pupil engagement to have an app-based programme.  Research indicates that the use of iPads helps to improve student motivation and determination. Therefore, raising standards.  <https://files.eric.ed.gov/fulltext/EJ1126733.pdf> | 1,4 |
| High focus on reading across school with increased reading intervention sessions delivered as part of our school impact of interventions cycle and reading CPD.  Focus on our lowest 20% of readers who are also often our PP children.  Support provided by paying into the Reading Doctor | Building reading skills and understanding comprehension are fundamental to developing successful readers.  As a school reading is high priority on our sip  [Effectiveness of building reading skills](file://GLY-CC4-DC01/RMStaff/Inclusion/Pupil%20Premium/2020%20-%202021/Effectiveness%20of%20building%20reading%20skills) | 1,2,3 |
| High focus across school on attendance with all stakeholders promoting good attendance  Place attendance as a focus on our SDP | Attendance is critical in maintaining progress and attainment for all learners. Engagement with parents is important in ensuring that attendance is raised.  <https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances> | 5 |

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

Budgeted cost: £2000

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| 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](file://GLY-CC4-DC01/RMStaff/Inclusion/Pupil%20Premium/2020%20-%202021/The%20positive%20impact%20of%20enrichment%20activities)  [EEF toolkit arts participation](file://GLY-CC4-DC01/RMStaff/Inclusion/Pupil%20Premium/2020%20-%202021/EEF%20toolkit%20arts%20participation) | 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 in school can have on progress.  Early help packages  Attendance focus is on the SDP | 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.  SDP priority - Ensuring parents understand the importance of attendance and the negative effect days from school can have on learning.  [Support resources for schools and parents | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/support-resources-for-schools-and-parents?utm_source=/guidance-for-teachers/covid-19-resources/support-resources-for-schools-and-parents&utm_medium=search&utm_campaign=site_searchh&search_term)  [Wider strategies - involving parents](file://GLY-CC4-DC01/RMStaff/Inclusion/Pupil%20Premium/2020%20-%202021/Wider%20strategies%20-%20involving%20parents) | 3,5 |
| Outside agencies and specialists to be involved with individual pupils who require a targeted individual approach to tackle behaviour, social and emotional issues. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 4,5 |

**Total budgeted cost:** £64,535.00

# 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.

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| 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, times tables check 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.  **Internal progress data** - Our internal assessment data shows a positive impact of the quality first teaching and the additional adult support put in place. 75% of our pupil premium children at the end of year 6 achieved the expected standard or more across reading, writing and maths.  75% of pp pupils at the end of KS1 achieved expected or accelerated progress in their end of KS1 outcomes based on their prior attainment group.  At the end of Year 6 teacher assessment data   * In reading, 75% of pp pupils achieved expected standard with 50% achieving greater depth. 75% of our non-pupil premium pupils achieved the expected standard with 25% achieving greater depth. * In writing, 75% of pp pupils achieved the expected standard with 50% achieving greater depth. *75*% of our non-pupil premium pupils achieved the expected standard with 22% achieving greater depth. * In maths, 75% of pp pupils achieved the expected standard with 25% achieving greater depth. 63% of our non-pupil premium pupils achieved the expected standard with 27% achieving greater depth. * 75% of our pp pupils made expected progress from their prior attainment group at the end of KS1 and 25% made accelerated progress from their prior attainment group at the end of KS1.   Absence amongst pupil premium children for the academic year 2021 -2022 was 91% compared to their non-pupil premium peers which was 94%. Absence amongst pupils’ premium children for the previous academic year 2020-2021 was 89% so we are seeing an increase in attendance.  We recognise that the above percentages for absence are too high which is why raising attendance is a focus on this plan and on our SDP.  The investment in TT Rockstars had a significant impact on our disadvantaged pupils with 83% of them gaining a score over 16/25 and 67% gaining a score of over 20/25. This programme will continue into 2022 – 2023. |

## 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 |
| Reading | Reading Doctor |
| Phonics and reading | Super Sonic Phonic Friends |

## Service pupil premium funding (optional)

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

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| 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)

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| *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.* |