

Pupil Premium Strategy Statement: Glebeland Primary School

1. Summary information					
School	Glebeland Primary School				
Academic Year	2018-19	Total PP budget	£14520	Date of most recent PP Review	Feb 2019
Total number of pupils	100	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Sept 2019

2. Attainment 2017 (Based on year 6 results)					
Glebeland figures for pupils eligible for PP			National figures for pupils not eligible for PP		
% achieving expectations in reading	29%		% achieving expectations in reading	75%	
% achieving expectations in writing	14%		% achieving expectations in writing	78%	
% achieving expectations in maths	14%		% achieving expectations in maths	76%	
Progress measure in reading	TBC		National min progress measure in reading	-5	
Progress measure in writing	TBC		National min progress measure in writing	-7	
Progress measure in maths	TBC		National min progress measure in maths	-5	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
B.	Limited speech and language skills which impacts on learning.

C.	Poor learning skills. Eg organisation, commitment, 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, such as books, libraries, life experiences (especially cultural).
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
I.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance (currently 96% in Autumn 2017) to better attendance % for national nondisadvantaged (96.4% Autumn 2016 and Spring 2017).
B.	Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met. Self regulation and resilience techniques are promoted and meta cognition awareness developed.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.
C.	Gaps are identified and targeted teaching/interventions teach to gaps.	Formative assessment will show gaps being addressed. Pupils will make (<i>or exceed</i>) expected progress.
D.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	Pupils achieve (<i>or exceed</i>) expected levels in reading and writing and make (<i>or exceed</i>) expected progress.
E.	Pupils are excellent <u>problem solvers</u> .	Pupils achieve (<i>or exceed</i>) expected levels in maths and make (<i>or exceed</i>) expected progress.
F.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure					
Academic year	2018-19				
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 YR PP children to settle into the school quickly and effectively and to make (or exceed) expected progress.	Teacher to pupil ratio to be increased at transition year R (20 in class.) EYFS/KS1 to work as a unit providing staff flexibility	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 teachers Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.	The school monitoring cycle will continuously evaluate provision.	Headteacher	Termly
For PP pupils in Years 3-6 to make (or exceed) expected progress.	Staff to pupil ratio to be increased to allow for additional teaching groups and interventions. SJ – additional teacher for ½ term	See above and: Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.	The school monitoring cycle will continuously evaluate provision.	Headteacher	Termly
To use CPD to ensure teaching is of an excellent standard	To facilitate additional focused CPD for teaching staff led by SLT, middle leaders and experts Reading, Writing, Maths, Curriculum (breadth and depth), inclusion expert workshop	July 2016 DfE Standard for Teachers' Professional Development states that: Professional development must be prioritised by school leadership	All foci are part of School Development Plan	Senior Teacher	Half-Termly
Total budgeted cost					£6000.00
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?

For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Daily breakfast club with invitations to Pupil Premium children to begin by October ½ Term. Utilise this also for personalised learning	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance, punctuality, well-being and outcomes for pupils	Attendance and outcomes will be monitored.	Headteacher	Termly
--	--	---	--	-------------	--------

	Parent Support Advisor	To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	Regular updates with Parent Support Advisor	PSA	Half Termly
--	------------------------	--	---	-----	-------------

For identified gaps in learning to be addressed.	Varied interventions (<i>according to need</i>) to be provided before and during school. Pre-learning and over-learning technique to be embedded.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	Progress will be checked half-termly.	Class Teachers,	Half-Termly
--	---	--	---------------------------------------	-----------------	-------------

For selected pupils to be supported in accessing learning.	1:1 support for disadvantaged pupils who require it. Eg. Priority readers and personalised learning time	2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	Progress of pupils will be checked half-termly.	Headteacher & SENCO	Half-Termly
--	--	---	---	---------------------	-------------

Total budgeted cost					£7550.00

iii. Enrichment and experiences					
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 access a range of social/cultural/sporting experiences, visits and activities.	Pupils will partake in targeted educational visits, sports event, collaborative learning across schools, use of Primary Entitlement books, Pupil Parliament, residential trips including Years 3 & 4 and will meet visitors invited to conduct assemblies	Pupils benefit from working with others and being introduced to a variety of experiences.	Each session will be monitored.	Headteacher	Yearly
	Schools will promote "Primary Entitlement" books	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Reviewing programme of trips and attendance.	Headteacher	Yearly
Total budgeted cost					£700.00
iv. Other approaches					
For disadvantaged children to access public library once a term. An After school Club. Access to school Book Fair plus one paid for book	HLTA to facilitate after school visit to Beccles Library once a term	Research summaries in America (David M Quinn and Morgan Polikoff) found that disadvantaged pupils tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their more advantaged peers after a holiday. This creates further ground for a disadvantaged pupil to make up in their learning over time. The study also found that both groups made broadly the same progress within school so this additional holiday input creates an accumulated benefit for the more advantaged pupils over time.	invitation to pupils to attend	HLTA	Termly

6. Review of expenditure: Academic Year 2018-19

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost

1. Additional detail

