



Glebe Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Glebe Primary School				
Academic Year	2019-20	Total PP budget	£32,400.32	Date of most recent PP Review	July 2019
Total number of pupils	652	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at or above the expected standard in reading, writing and maths	50%	65%
% achieving at or above the expected standard in reading	83%	73%
% achieving at or above the expected standard in writing	67%	78%
% achieving at or above the expected standard in maths	67%	79%

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.	Low outcomes over time
B.	Inconsistent motivation and engagement in lessons in some pupils leading to a lack of perseverance in tasks
C.	Inconsistent completion of homework
D.	Passive learning behaviours in certain pupils due to low esteem or lack of thirst for knowledge
E.	31% (10/32) pupils eligible for PP are SEN and receive external agency support. 3 of those 10 have an EHCP (9% of total PP pupil numbers) 2 more are awaiting assessment for an EHCP (17% [5/32] of PP pupils)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Lack of confidence of parents in supporting their children effectively with school work at home	
G.	Financial constraints at home reducing the opportunity for wider experiences	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the % of pupils at the expected standard and at greater depth in reading by identifying gaps in the children's knowledge (through rigorous pupil progress meetings each term)	The gap between PP pupils and non-PP pupils at the expected standard will be reduced (as evidenced in the level of reading books and data.)
B.	To increase pupils' motivation and engagement in all lessons through regular pupil conferences to gather information about interests – pupils to feed suggestions of topics into planning.	Pupils will be fully engaged in all lessons and feel that pupil voice is being heard and they have some say over their learning.
C.	Continuation of homework club for PP pupils who wish to access the provision. For those who don't, class teachers to proactively engage with parents to ensure homework is completed effectively in all Key stages with a view to creating autonomy for KS2 pupils.	All PP pupils to hand in homework completed to an acceptable standard each week.
D.	Teachers to adopt a supportive 'nowhere to hide' policy for pupils to avoid passive learning in class. Teachers to be highly aware of who is PP within the class and question those pupils during whole class input.	Pupils to be readily engaged and participating actively in all lessons (as evidenced in observations and teacher feedback at Pupil Progress Meetings)
E.	Teachers to liaise with SENDCo and Lead ToD to ensure that the needs of the PP pupils who also have SEND are effectively supported, their work is matched to their needs and expectations of progress remain high.	PP pupils with SEN have the same opportunities as those without SEN and that their additional barriers to learning are noted and addressed. InCAS data to evidence progress annually in age equivalent scores.
F.	Develop the confidence of parents/carers to support their children at home and ensure that they feel able to approach school for advice and guidance (both academic and social/emotional)	Parents readily attend workshops arranged by school. Parents feel confident to support their children as a result of attending workshops. Parents meet with staff to ask advice and seek guidance confidently.
G.	Parents and school to work in partnership to ensure that financial constraints do not negatively impact of the pupils' access to trips and wider school experiences.	Parents feel comfortable and supported when speaking to school staff about financial issues and being assured that this will not affect their child participating in wider school life.

5. Planned expenditure

Academic year

2019-20

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?
To increase the % of pupils at the expected standard and at greater depth in reading by identifying gaps in the children's knowledge (through rigorous pupil progress meetings each term)	Teaching of Phonics from Nursery Setting for Phonics from Reception based on regular assessment. PP pupils to be prioritised in terms of frequency of reading to an adult in school (minimum of 3 times per week) Reading Buddies – PP pupils read to/hear PP peers read weekly Pets as Therapy Reading Dog – targeted PP pupils read to Eddie weekly. Literacy interventions – 3 x per week delivered by LSAs Social Mentors - Children in KS1 are buddied up with a KS2 Mentor who is there to support them and help them with work they are finding challenging in school.	DfE report Reading: the next steps (2015) states: <i>Literacy skills are not just important for people's employment and economic prospects; they also have a strong impact on wider social outcomes.</i> To improve the outcomes in Reading To narrow the gap between PP and non-PP pupils' attainment in Reading	Regular monitoring of impact through analysis of data, through reading reviews and pupil interviews.	LB/MP/ JG/KR	Termly following assessments and pupil progress meetings

Cost to School: £5,373.28

<p>To increase pupils' motivation and engagement in all lessons through regular pupil conferences to gather information about interests – pupils to feed suggestions of topics into planning.</p>	<p>Pupil interviews to gauge interests which will be fed into planning.</p> <p>PP Champion to regularly meet with the children to discuss their enjoyment of lessons.</p> <p>PP Champion create extra-curricular opportunities based on pupils' interests</p>	<p>The more pupils are engaged in their learning and enjoying school, the better their outcomes will be.</p>	<p>Pupil Interviews and feedback (weekly release time for PP champion for a morning)</p>	<p>LB/MP/ JG/KR</p>	<p>Termly</p>
<p>Cost to School: £3,800</p>					
<p>Teachers to adopt a supportive 'nowhere to hide' policy for pupils to avoid passive learning in class. Teachers to be highly aware of who is PP within the class and question those pupils during whole class input.</p>	<p>Teachers to hold pupil conferences during each lesson to provide verbal feedback and discuss individual targets, this to be recorded during marking as VF with a brief written outline of what was discussed.</p> <p>PP pupils' names to be added to planning as a note for teachers to raise their profile.</p>	<p>The more pupils feel that they are a priority, the more they will engage in their learning and their outcomes will improve.</p>	<p>Regular monitoring of impact through analysis of data, book and planning scrutinies, pupil interviews.</p>	<p>LB and Class Teachers</p>	<p>Half termly</p>

<p>Develop the confidence of parents/carers to support their children at home and ensure that they feel able to approach school for advice and guidance (both academic and social/emotional)</p>	<p>Senior Leaders visible and approachable at the start and end of the school day.</p> <p>Workshops for parents to show them how they can best support their children at home with their learning.</p> <p>Introduce crèche facilities to ensure that childcare issues are not a barrier to their attendance.</p> <p>Handouts available with links to useful websites.</p>	<p>Parents feel more equipped to support their children at home.</p> <p>Important for the children to see the partnership between home and school.</p>	<p>Parent questionnaires, informal feedback after workshops.</p>	<p>MP/LB/JG /KR</p>	<p>As and when</p>
<p>Cost to School: £1,105</p>					
<p>Total budgeted cost</p>					<p>£10,278.28</p>

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?
<p>Continuation of homework club for PP pupils who wish to access the provision. For those who don't, class teachers to proactively engage with parents to ensure homework is completed effectively in all Key Stages with a view to creating autonomy for KS2 pupils.</p>	<p>Open to pupils in KS1 and KS2 to use school premises and equipment to complete homework. Staff available to support pupils with their work.</p> <p>Children to have access to school resources to support achievement and progress.</p> <p>Cost: £2,600</p>	<p>Parents report a lack of physical resources at home.</p> <p>Children often respond better working in the school environment leading to better quality of work produced.</p>	<p>Teachers monitor weekly that homework is being completed by PP pupils. Teachers to report to LB if there is an issue. LB to monitor attendance at homework club</p>	<p>LB/DMc</p>	<p>Weekly</p>
<p>Parents and school to work in partnership to ensure that financial constraints do not negatively impact of the pupils' access to trips and wider school experiences.</p>	<p>School to subsidise places on school trips for all PP pupils if needed.</p> <p>Children to have access to all school trips provided, thus enriching these children's life experiences; experiences they can draw upon in their learning</p> <p><i>Cost: Dependent on cost of individual trip.</i></p> <p>Average cost @ £18 per pupil per trip = approx. £1000</p> <p>School Residential (2019/20) = £425 per pupil</p> <p>9 PP pupils = £3825.00</p>	<p>Children not to miss out on wider experiences. Attendance on trips will develop vocabulary, and make learning come alive for the children which in turn, leads to engagement.</p>	<p>SLT/LB to keep track of upcoming trips and ensure parents know that this option is available. Class teachers feedback to SLT/LB about the cost of trips.</p>	<p>MP/LB/JG /KR</p>	<p>As and when</p>

<p>Parents and school to work in partnership to ensure that financial constraints do not negatively impact of the pupils' access to trips and wider school experiences.</p>	<p>Pupils who are keen to learn a musical instrument will have their tuition and lease/purchase of the instrument paid for by school.</p> <p>Cost: £1,436 per year (including rental of the instrument)</p>	<p>To broaden children's horizons and experiences and giving them an opportunity to develop social mobility through a love and talent for music.</p> <p>Focus on developing commitment and perseverance</p>	<p>Music subject leader to inform class teachers about the opportunities to learn instruments.</p> <p>LB to liaise with class teachers to check for interest from PP pupils. Class teachers to talent spot in whole class instrument lessons for pupils who would benefit from more targeted tuition.</p>	<p>LB/Class Teachers</p>	<p>Termly</p>
<p>To increase the % of pupils at the expected standard and at greater depth in reading.</p> <p>To increase pupils' motivation and engagement</p>	<p>Lego Therapy sessions to develop vocabulary and increase comprehension skills.</p> <p>Pupils will also develop a sense of responsibility in completing a task and the resilience and stamina to maintain their commitment to completion of a set goal.</p> <p>Cost: £2,789.20</p>	<p>Focus on developing commitment and perseverance</p>	<p>PP Champion to monitor sessions and the LSA delivering the intervention to feedback to class teachers.</p>	<p>LB/Class Teachers/LSAs</p>	<p>Half termly</p>
Total budgeted cost					£11,650.20

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?
<p>Develop the confidence of parents/carers to support their children at home and ensure that they feel able to approach school for advice and guidance (both academic and social/emotional)</p>	<p>Regular 1:1 sessions with a specialist adult to support emotional needs. Children feel emotionally supported and their emotional literacy develops. Their self-confidence and happiness improves.</p> <p>Parents to also have access to the Pastoral Support Worker for advice and guidance.</p> <p>Cost: £5,234.67</p>	<p>Parents and children who can build positive relationships with staff who care leads to greater engagement with the school.</p>	<p>Regular catch up meetings between the Pastoral Support Worker and SLT/PP Champion to talk through issues.</p>	<p>LB/CS</p>	<p>Fortnightly catch up meetings</p>
<p>Develop the confidence of parents/carers to support their children at home and ensure that they feel able to approach school for advice and guidance (both academic and social/emotional)</p>	<p>Access to Seasons for Growth – an education peer programme to help children deal with loss, grief and significant change in their lives. 10 week programme.</p> <p>Cost: £1,716.20</p>	<p>Children feel emotionally supported and able to discuss their loss, identify the emotions associated with loss and move forward emotionally. If children are supported effectively in terms of their emotions, this will lead to pupils being in the correct mindset to focus in lessons</p>	<p>Observations of session, feedback from pupils attending and feedback from parents following the intervention</p>	<p>CS</p>	<p>Annually</p>

<p>Parents and school to work in partnership to ensure that financial constraints do not negatively impact of the pupils' access to trips and wider school experiences.</p>	<p>Money to be made available to support children in their choice of extra-curricular activity clubs.</p> <p><i>Cost: Varies dependent on the cost charged by the provider.</i></p> <p>Average cost: £150 per pupil per club over the year</p> <p>Approx. £5 per session x 30 weeks = £150 per pupil £150x 32 pupils = £4800</p> <p>Potential cost for each PPG pupil to participate in one club during the year: £4,800</p>	<p>To provide a range of opportunities and equal access for all children and promote healthy active lifestyles.</p> <p>LB to liaise with the providers of the clubs and request invoices are sent directly to school.</p>	<p>Regular participation of PP pupils at an after school activity that they are interested in.</p> <p>LB to monitor attendance at clubs</p>	<p>LB</p>	<p>Termly</p>
Total budgeted cost					£11,750.87
<p>Total Expenditure: £33,679.35 £1,279.03 over budget</p>					