



Glebe Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Glebe Primary School				
Academic Year	2020-21	Total PP budget	£66,349	Date of most recent PP Review	April 2021
Total number of pupils	637	Number of pupils eligible for PP	52	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 at or above the expected standard in reading, writing and maths	36%	64%
% achieving at or above the expected standard in reading	56%	78%
% achieving at or above the expected standard in writing	44%	68%
% achieving at or above the expected standard in maths	52%	80%

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% (16/52) pupils eligible for PP are SEN and receive external agency support. 4 of those 16 have an EHCP (8% of total PP pupil numbers).

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 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.
B.	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)
C.	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.
D.	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 feel confident in supporting their children and are able ask for advice and seek guidance from staff confidently.
E.	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.
F.	To deliver tailored tuition to small groups led by an experienced teacher. Class teachers will provide lead teacher with individualised targets for the students in order to address gaps in learning.	The gap between PP pupils and non-PP pupils at the expected standard will be reduced (as evidenced data.)
G.	To deliver physical activity sessions in order to boost social, emotional and mental wellbeing as well as developing muscle and bone strength, increasing concentration and educational performance and learning.	Pupils to engage in physical activities to boost their physical fitness and stamina as well as developing their emotional wellbeing.

5. Planned expenditure

Academic year

2020 – 2021

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 deliver bespoke tuition to our PP children in line with their individual targets.	<p>Further develop and embed a range of targeted and universal interventions with a focus on reading, writing and maths.</p> <p>We aim to deliver bespoke intervention using 1:1 precision teaching and targeted questioning, using information from our on-going assessments and gap analysis.</p> <p>In school tutoring (face to face) £29,640</p> <p>Online tutoring £10,260</p>	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p> <p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>Identify those disadvantaged pupils that are under performing enables us to provide targeted support in order to accelerate progress.</p>	<p>Targets will be set from termly assessments and bespoke interventions will be planned from the data.</p> <p>Pupil conferences will take place to ask the children what they would find beneficial.</p> <p>INCAS data as initial baseline assessment for students and at the end of sessions.</p> <p>SLT and class teachers will receive feedback from the person leading tuition.</p>	Class teachers, ZQ, SLT	Termly following assessments and pupil progress meetings.

Cost to School: £39,900

<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 meet with the children to discuss their enjoyment of lessons.</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</p> <p>(weekly release time for PP champion)</p>	<p>TI</p>	<p>Termly</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 scrutiny, pupil interviews.</p>	<p>TI 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>Handouts available with links to useful websites.</p> <p>During Lockdown, if required, parents to be provided with paper copies of work, videos to support learning.</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.</p>	<p>MP/JG/KR/TI</p>	<p>As and when</p>
Total budgeted cost					£39,900

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>Children to be provided with tailored 1:1 tuition by an experienced teacher. This will focus on specific academic needs identified by the class teacher.</p>	<p>Children provided with tailored 1:1 tuition led by experienced teacher. Class teachers will provide lead teacher with individualised targets for the student.</p> <p style="text-align: center;">Cost: £39,900</p> <p>Pupil Premium children are provided with a laptop (33 families – one per family) to allow access to online tuition platform.</p> <p style="text-align: center;">Cost: £15,928.35</p>	<p>Parents report a lack of physical resources at home.</p> <p>By providing Chromebooks, this will eradicate any potential barriers to accessing the online platform.</p>	<p>TI will work alongside ZQ (teacher leading tuition) and have regular correspondence on the impact of tuition i.e. progress, potential barriers.</p> <p>Children will undertake INCAS prior to starting tuition and at the end to identify whether progress has been made.</p> <p>TI will monitor assessments to see whether impact has been made.</p>	<p>ZQ, TI</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>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>During Lockdown, parents to be provided with Free School Meal vouchers and if required, students to be provided with paper copies of work.</p>	<p>Children not to miss out on wider experiences.</p> <p>Attendance on trips will develop vocabulary, and make learning come alive for the children which in turn, leads to engagement.</p>	<p>SLT/TI to keep track of upcoming trips and ensure parents know that this option is available.</p> <p>Class teachers feedback to SLT/TI about the cost of trips.</p>	<p>MP/JG/KR/TI</p>	<p>As and when</p>
<p>Cost to school: £6000</p>					
<p>Total budgeted cost</p>					<p>£60,768.35</p>

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?
Develop the confidence in physical education as well as developing their mental, emotional and social wellbeing.	Afterschool sessions with specialist PSD staff to enable children to develop their fitness and stamina.	Physical activity contributes to both good physical and mental development. It has a wide range of physical and emotional benefits, from developing muscle and bone strength, increasing concentration and educational performance and learning, to boosting mood and reducing the risk of many lifestyle related diseases.	Regular discussions with PSD staff to see how the sessions are going and how the children have benefited.	MP/JG/TI	As and when
				Total budgeted cost	£4940
Total Expenditure: £66,768.35 £419.35 over budget					