

# Pupil premium strategy statement - Glade Hill Primary School

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	Glade Hill Primary School
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	39.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021.22 2022.23 2023.24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Loretta Sheppard (Head Teacher)
Pupil premium lead	Rachel Want (Assistant Head Teacher)
Governor / Trustee lead	Nicola Anderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,815
Recovery premium funding allocation this academic year	£18,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Covid-19 Catch up grant carried forward	£20,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£214,230

# Part A: Pupil premium strategy plan

## Statement of intent

*At Glade Hill Primary School our ultimate objectives for our disadvantaged pupils are to raise aspirations, make good progress in all subject areas, reach their full academic potential and overcome barriers.*

*We believe that being ambitious for our pupils and providing high quality learning and teaching are the most important factors in reaching our aims. We intend for our disadvantaged pupils to access quality first teaching to equip them with the skills and knowledge required to be successful both academically and in later life. We plan teaching and learning to ensure those who have gaps in skills and understanding are prioritised for intervention and catch up. Robust assessment systems and pupil progress reviews are in place to ensure pupils are identified and key teaching and learning strategies are quickly and effectively employed. We identify high attaining pupil premium children and target them to achieve the higher standards of attainment by ensuring they make good progress and raise their aspirations.*

*We use our pupil premium funding to address barriers in pupil achievement and personal and social development. Some of the barriers are addressed through our curriculum drivers so therefore providing a high-quality curriculum with quality first teaching and learning, alongside intervention, is a core part of our strategy. (See Curriculum Statement).*

*At Glade Hill we are Golden and we Sparkle. We strive to ensure pupils from disadvantaged backgrounds have the skills to be Golden citizens alongside developing the learning attributes of **Self-motivation**, being **Polite**, **Ambition**, **Resilience**, **Kindness**, being a good **Learner** and being **Enthusiastic**. **SPARKLE***

Our objectives are in line with the school improvement plan and focus on the key challenges to achievement for our disadvantaged pupils. We acknowledge that nationally children from disadvantaged backgrounds have been most affected by the pandemic and our school data is in line with these findings. We therefore ensure that our pupil premium children are prioritised in our catch-up plans. We have a school focus on giving children the best start, and aim for all children to develop key reading and maths skills and develop their understanding by the time they leave KS1.

Our school improvement priorities are summarised as follows

- To raise attainment in reading, writing and maths in EYFS, KS1 and KS2 with a specific focus on disadvantaged pupils, higher prior attainers and those who have not caught up to at least their pre-covid standards.

- To ensure the intent of the curriculum is implemented and impactful by developing the strategic role of subject leaders
- To strengthen the EYFS curriculum intent, implementation and impact; improving practice and outcomes for all children, reducing the gap for disadvantaged children.
- To improve the quality, provision and effectiveness of early maths and early reading which ensures improved achievement outcomes for pupils.

At Glade Hill we will also use the grant for other vulnerable pupils who are not eligible for the funding but may require additional support due to other factors such as being part of a large family or having a social worker.

We believe that knowledge is gained from rich experiences so we also use some of our funding to ensure pupils from disadvantaged backgrounds can access these experiences and opportunities.

#### IDACI

Glade Hill Primary & Nursery School is located within the City of Nottingham. Nottingham ranks 6<sup>th</sup> out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score).

Pupils attending Glade Hill have an average IDACI deprivation score of 0.305 (based on residence). This means that 30.5% of pupils may be experiencing family income deprivation in comparison with 29.9% of pupils for Nottingham overall and 15% Nationally.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low starting points in EYFS.</b> Entry data shows that the % of pupils with a good level of entry into F2 is currently 13%. Approximately only 2/3 of the pupils who start in F2 attend our nursery and pupils have a range of experiences when they start F2. This makes early intervention challenging. Only 17% of PP children achieved GLD based on internal data in 2021. The attainment gap in year 1 is therefore a challenge.
2	<b>KS1 and KS2 Attainment –</b> Retention of key knowledge and understanding has an impact on attainment and progress. Early reading, phonics and maths programmes alongside key

	<p>interventions are planned to ensure children master the basic skills by the time they leave KS1.</p> <p>The proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths following the pandemic has reduced. This is particularly the case for the current Y3 and Y4 pupils. The gap between non-disadvantaged and disadvantaged pupils in reading, writing and maths has widened. Internal data from Autumn 2019 to Autumn 2021 show this gap to have widened from 9% to 17% in reading, 15% to 24% in writing and 7% to 15% in maths. Writing has the lowest % of PP children working at ARE and the widest gap. Very few children from disadvantaged backgrounds achieve GDS. 15% of PP children have been identified to achieve RWM combined Y1-6.</p> <p>In Phonics, which is a key strategy for early reading, approximately 20% more non-pupil premium children achieved the standard in Autumn 2021 than PP children.</p>
3	<b>Communication, speech and language.</b> There has been an increase in pupils who attend the setting that are from disadvantaged backgrounds and a number of children have speech, language and communication difficulties
4	<b>Attendance</b> - data has identified some pupil premium families with low attendance. Prior to the pandemic the attendance of disadvantaged pupils had improved since the employment of the school's attendance officer and this is therefore a proven impactful pupil premium grant strategy which we will continue to target identified families.
5	<b>Some children lack resilience and aspiration.</b> Internal monitoring such as lesson observations, learning walks and pupil voice has found some pupils avoid challenges, problem-solving and lack vision for their future. This prevents them from fulfilling their potential within the opportunities provided by the curriculum. <b>Many children have limited life experiences</b> , which has prevented them developing an in-depth knowledge of the wider world.
6	<b>Mental health</b> – Some children and families are facing mental health difficulties which are a barrier to learning. Although this is not widespread across all children, it is essential that timely support for those who need it must be in place.

## Intended outcomes – 3 Year Plan

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
<b>To close the gap between disadvantaged pupils in the school and other pupils Nationally in all subjects, by accelerating the progress of all pupils.</b>	<ul style="list-style-type: none"> <li>School data shows year on year improvement at closing the gap between disadvantaged pupils (DP) and other pupils nationally in all year groups, subjects and subjects combined.</li> <li>The in-school gap between non-disadvantaged and disadvantaged pupil in school is closed</li> <li>DP make good and better than good progress in all subjects resulting in +ve progress scores in KS2.</li> <li>Average standardised scores increase in all subjects and are closer to National other pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• DPs at Glade Hill perform better than other DPs Nationally – Like for Like comparison</li> <li>• DPs achieve their FFT Estimates</li> </ul>
<b>Improve the quality of teaching and learning for all pupils in the school and to specifically raise standards for disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>• Teaching and learning is developed through quality CPD. Evidenced through monitoring</li> <li>• Teachers reflect and improve practice supported by the Senior Leadership Team</li> <li>• Behaviour for learning is outstanding, children are motivated to succeed, have higher aspirations and demonstrate improved resilience</li> <li>• Pupils learn more and remember more through quality first teaching</li> <li>• Pupils who are under attaining and /or are making slow progress are quickly identified and intervention improves outcomes</li> <li>• Feedback and marking has a direct impact on standards</li> <li>• Children develop knowledge and skills through a well-planned, taught and developed curriculum and learning sequence</li> </ul>
<b>To improve outcomes for disadvantaged pupils in reading particularly low / SEN/D and those with multiple barriers to learning</b>	<ul style="list-style-type: none"> <li>• The new phonics scheme is implemented and impactful</li> <li>• The % of pupils achieving the phonics standard in Y1 and Y2 is in line with National other pupils</li> <li>• All DPs who attain the phonics standard in Y1 achieve the expected standard in reading in Y2</li> <li>• The % of DPs achieving the expected standard in Y2 and Y6 is closer to National for all pupils and is above like for like National comparisons</li> <li>• The % of DPs achieving the expected standard in reading in EYFS will be in line with National</li> <li>• All DPs without additional barriers reach age related standards in reading in all year groups.</li> <li>• DPs identified as being of higher ability achieve GDS in reading in Y2 &amp; Y6</li> <li>• Average standardised scores in reading increase in all year groups in National tests and internal NTS assessments</li> </ul>
<b>To improve outcomes for disadvantaged pupils in Maths</b>	<ul style="list-style-type: none"> <li>• The mastering number scheme is fully embedded and impactful.</li> <li>• The % of DPs achieving the expected standard in Y2 and Y6 is closer to National for all pupils and is above like for like National comparisons</li> <li>• The % of DPs achieving the expected standard in maths in EYFS will be in line with National</li> <li>• All DPs without additional barriers reach age related standards in maths in all year groups.</li> <li>• DPs identified as being of higher ability achieve GDS in Maths in Y2 &amp; Y6</li> <li>• Average standardised scores in maths increase in all year groups in National tests and internal NTS assessments</li> </ul>
<b>To improve outcomes for disadvantaged pupils in Writing</b>	<ul style="list-style-type: none"> <li>• The % of DPs achieving the expected standard in Y2 and Y6 is closer to National for all pupils and is above like for like National comparisons</li> </ul>

	<ul style="list-style-type: none"><li>• The % of DPs achieving the expected standard in writing in EYFS will be in line National</li><li>• All DPs without additional barriers reach age related standards in writing in all year groups.</li><li>• DPs identified as being of higher ability achieve GDS in writing in Y2 &amp; Y6</li></ul>
--	---

## 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: £ 18,343

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of teacher to deliver tutoring 2 days per week (some costs from SLG not PPG)	National Tutoring Programme  <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5
SLT / Phase leaders CPD support  Teacher Review Days  Monitoring and feedback of learning  Performance appraisal / Coaching meetings  Professional development for ECT	To improve the quality of teaching, learning and assessment so that all pupils make good or better progress. SLT/ Phase leaders lead CPD. This includes the development of the curriculum and of subject leaders as SIP  High percentage of pupils in school in receipt of PPG therefore improved teaching and learning for all should have a significant impact on disadvantaged pupils  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1 2 5
English and Maths Consultant / Primary Team CPD sessions – Whole staff and individual Teachers / TAs	As above. Specific CPD on Writing from Primary consultant to improve pedagogy and moderation / assessment to identify next steps for pupils to accelerate their learning, raising attainment and close the widening writing attainment gap.  Maths and English leads attend training and networks to support internal CPD  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1 2 5
Fluency reading project, inference project + Decodable	Continual internal and external training from NST SIA. All three strategies aim to improve the teaching	1 2

reading Groups CPD for TAs and teachers	<p>of reading for individuals and therefore of benefit to those in receipt of the PPG.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	3 5
Purchase of Little Wandle Phonics programme and training for all staff	<p>Early reading and writing is fundamental to raising standards across the school. A consistent approach will improve outcomes for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="#">Phonics   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1 2 3 5
<p>Mastering number project (NCETM)</p> <p>CPD for TAs and teachers</p> <p>Project aimed at F2/Y1 and Y2 children</p>	<p>Number fact fluency is a key area for pupil progress and has been a barrier to maths attainment particularly for low and middle prior attaining disadvantaged pupils. The project aims to ensure all pupils are fluent in additive facts by the end of KS1. The similar Nottingham city project is continually developed and used as intervention for PP children who are not fluent in KS2</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="#">Mastering Number   NCETM</a></p>	1 2 5
<p>Oracy Project Training – Y1</p> <p>ELKLAN Project – EYFS TA</p> <p>Talking Matters – EYFS</p>	<p>One of the key barriers to learning for our children is speech, communication and language. We have tried to address this through TA led interventions for disadvantaged pupils but have not met the desired outcome. Training and focus on early intervention in EYFS and Y1 should improve impact for those in receipt of the PPG</p> <p><a href="#">Early Years Toolkit   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) – Communication and language</p>	1 2 3 5
NELI - Speech and language assessment and Early Intervention	<p>One of the key barriers to learning for our children is speech and language. We have tried to address this through TA led interventions for disadvantaged pupils but have not met the desired outcome. Training and</p>	1 2 3 5

	<p>focus on early intervention in EYFS should improve impact for those in receipt of the PPG</p> <p><a href="#">Early Years Toolkit   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Communication and language</p>	
<p>Maths Mastery for TAs</p> <p>Two staff members assigned to the year-long project to improve pedagogy and intervention. Focus on TA subject knowledge and mastery.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1</p> <p>2</p> <p>5</p> <p>6</p>
<p>Purchase NTS tests and diagnostic QLA tool MARK</p> <p>Purchase of Shine intervention programme that provides tools for teaching the identified gaps with follow up assessment</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Purchase of online Ready to progress diagnostic tool to identify maths gaps and target provision with additional teacher employed on Mondays and Tuesday</p>	<p>NTS standardised test alongside QLA to identify gaps in learning. Pupils are identified and reviewed at pupil progress meetings. Standardised testing alongside teacher assessments and AFL have ensured pupil data is accurate and diagnostic</p> <p>Ready to progress materials are used as part of the maths prioritisation curriculum so to use them for intervention means the children will have a consistent approach.</p> <p><a href="http://www.gov.uk">Teaching mathematics in primary schools - GOV.UK</a> (<a href="http://www.gov.uk">www.gov.uk</a>)</p>	<p>2</p>

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

Budgeted cost: £ 170,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FFT Lightning Squad – Reading intervention 1:3</p> <p>30 children (85% PP) for 6 weeks to have a daily reading intervention – External tutor</p> <p>15 hour block tuition</p> <p>National Tuition partners</p>	<p>To be repeated if impactful and potential to buy the programme and run in school from SLG funding and PP funding</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>
<p>Ready to progress Maths target groups – Mon/Tues for 30 children for 15 weeks. 15 hour block tuition with teacher employed specifically for targeting</p>	<p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>2</p> <p>5</p>
<p>One to one and small group conferencing with Class teachers. Teachers to have ½ day non-class based for feedback and conferencing with pupils from own class</p>	<p>Impact reports from previous years show that class teacher conferencing and feedback time was the most significant in raising attainment. EEF Research</p> <p>Focus on writing conferencing to close the widening gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>2</p> <p>5</p>
<p>Targeted in class reading, writing, spelling, phonics and maths groups – Class teacher and TA led intervention groups</p> <p>Shine interventions</p>	<p>Teacher and TA led intervention groups are key to meeting the needs of disadvantaged pupils. The school has a wide range of abilities in each class. Targeted groups based on assessment information e.g. NTS and Shine are impactful strategies when raising attainment.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>

Additionally EYFS - Targeted in class -Time to talk / Mr. Tongue / fine motor skills / Nurture groups	See provision maps and class intervention plans for details of specific children and groups.  <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	
3x per week or weekly one to one reading depending on need  Includes switch on and precision teaching	To ensure children from disadvantaged backgrounds read on a one to one basis at least weekly regardless of ability and home support.  <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5
Focused Maths intervention and conferencing – Arithmetic, Shine and Fluency project	QLA shows many of the pupils from disadvantaged backgrounds lack in basic fluency skills and using inefficient methods. Teachers to teach the most vulnerable.  <a href="https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5
After school one to one tuition / small group	Targeted one to one support for identified disadvantaged pupils.  Targeted phonics group for Y1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5
Breakfast club tuition	To extend the learning day for pupils from disadvantaged backgrounds. Teachers to plan work specific to pupils' areas of need  <a href="https://educationendowmentfoundation.org.uk/extending-school-time">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5
Monitoring the impact of pupil premium spending, Assessments of pupils and intervention planning with teachers. Pupil progress meetings and teacher review days	To ensure spending targets actions with high impact. Outcomes are measured and provision is reviewed. Focused and improved intervention	1 2

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

Budgeted cost: £ 31,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor 1 to 1 and small group behaviour support</p> <p>Break time and lunch time activity lead supporting behaviour and cooperative play</p>	<p>To provide specialist bespoke support for disadvantaged children experiencing social, emotional, behavioural or mental health needs. This enables these children to make progress in these areas, which in turn makes them more able to access the learning in the classroom for improved life chances.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>2</p> <p>5</p> <p>6</p>
<p>Mental Health support for families and children</p> <p>2 x Trained Mental Health First Aiders</p>	<p>To provide specialist bespoke support for disadvantaged children experiencing social, emotional, behavioural or mental health needs. This enables these children to make progress in these areas, which in turn makes them more able to access the learning in the classroom for improved life chances.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>2</p> <p>5</p> <p>6</p>
<p>ELSA</p> <p>Staff training and time for those trained to provide emotional support to pupils who need this intervention</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>
<p>Attendance officer</p> <p>Head Teacher</p> <p>Admin assistant</p> <p>Monitor and intervene to continue to improve attendance and punctuality</p>	<p>Prior to the pandemic, attendance rates for disadvantaged pupils improved with the strategies employed therefore these strategies will continue</p> <p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p><a href="#">FFT Aspire Attendance Tracker - FFT</a></p>	<p>1</p> <p>2</p> <p>4</p>
<p>Designated remote learning lead to monitor engagement in home learning and target support to families</p>	<p>To ensure pupils who are unable to attend school due to the pandemic are able to access home learning and continue to make progress</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p>

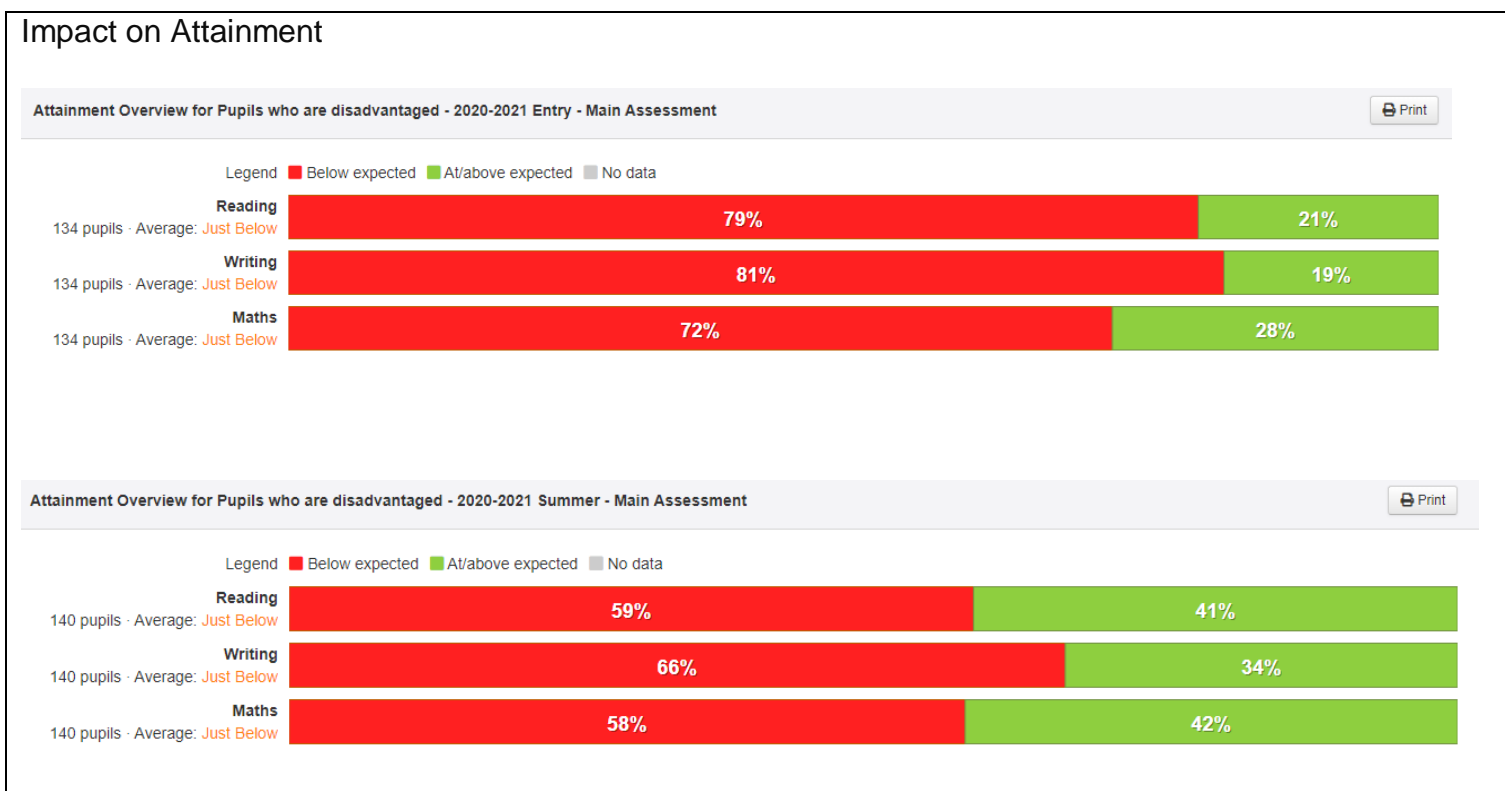
Funding for revision books, Homework supplies, PE kits, Home learning packs Equipment  Electronic Devices	To ensure pupils from low income families are fully equipped for school and are able to access home learning	1 2 5
Funding for residential and other educational visits	To provide enrichment and develop speaking, listening and learning skills. School audit findings show many disadvantaged pupils have very little access to enrichment activities	3 5
Music Tuition	To provide enrichment  School audit findings show many disadvantaged pupils have very little access to enrichment activities	5
Ice Skating	To provide enrichment  School audit findings show many disadvantaged pupils have very little access to enrichment activities	5
After School Clubs- Targeting pupils' interests and talents	To provide enrichment  School audit findings show many disadvantaged pupils have very little access to enrichment activities	5
Breakfast Club - Free meal places  Breakfast – Free bagels for all pupils	To target learning  To improve punctuality  To provide breakfast for pupils who may not have a breakfast at home.	1 2 4 5

**Total budgeted cost: £ 220,332 (£6,102 over budget)**

# 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.



## 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

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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.*