



Pupil Premium Strategy Statement

Glade Hill Primary and Nursery School 2019 /2020

1. Summary Information			
School	Glade Hill Primary and Nursery School		
Academic Year	2019/20	Total PP Budget	£145,500
Total Number of pupils	307	Number of pupils eligible for PP	115

2. Review Timetable	
October 2019	Implementation of new Pupil Premium Strategy following a review of the impact of 2018/19 Strategy
December 2019	Refine and republish the 19/20 Pupil Premium Strategy following the release of National Pupil Premium Data
April 2020	Review the impact of provision and spending and make adjustments for the Summer term Update any budget allocation adjustments
July 2020	Review the impact of Summer 2020 provision and impact and plan the new strategy Transition meetings to ensure the provision for disadvantaged pupils is in place for September in new year groups
September 2020	Publish 2020 / 2021 Pupil Premium Strategy

3. Achievement Data

Achievement Data		Pupils eligible for PP (School) 2017	Pupils eligible for PP (School) 2018	Pupils eligible for PP (School) 2019	Pupils Eligible for PP (National) Like for Like	Pupils not eligible for PP (National)
EYFS	% of pupils achieving a GLD	74	100	50	-	72
Y1	Y1 Phonics - % of pupils working at the standard	70	74	79	-	84
Y2	Y2 Phonics - % of pupils working at the standard by the end of Y2	92	75	88	-	-
KS1	% of pupils at the expected standard or above in reading	50	58	45	-	78
	% of pupils at the expected standard or above in writing	50	50	40	-	73
	% of pupils at the expected standard or above in maths	58	58	45	-	79
	% of pupils working at a greater depth in reading	17	0	5	-	28
	% of pupils working at a greater depth in writing	8	0	0	-	17
	% of pupils working at a greater depth in maths	17	17	0	-	24
KS2	% of pupils at the expected standard in reading, writing and maths combined	40	56	53	51	71
	% of pupils at the expected standard or above in reading	60	61	65	62	78
	% of pupils at the expected standard or above in writing	80	67	76	68	83
	% of pupils at the expected standard or above in maths	53	56	71	67	84
	% of pupils at the expected standard or above in English grammar, spelling and punctuation	80	72	65	67	83
	% pupils above the expected standard in reading, writing and maths combined	3	6	12	5	13
	% of pupils above the expected standard in reading	10	22	24	17	31
	% of pupils above the expected standard in writing	20	11	18	11	24
	% of pupils above the expected standard in maths	20	11	12	16	32
	% of pupils above the expected standard in English grammar, spelling and punctuation	20	17	12	24	41
	Average scaled score for reading	101.5	101.0	101.8	101.9	105.5
	Average scaled score for maths	100.9	98.8	102.0	102.5	106.1
	Average scaled score for English grammar, spelling and punctuation	105	102.6	101.8	103.8	107.4
KS2	Reading Progress	+1.60	-4.30	-3.24	-0.62	0.32
	Writing progress	+4.63	-1.52	-0.10	-0.50	0.27
	Maths Progress	+0.66	-4.41	-3.25	-0.71	0.37

4. Desirable Outcomes		Measure	Success Criteria – What do we want to achieve?	Barriers (To be addressed where possible through provision and funding)
A.	To close the gap between disadvantaged pupils in the school and other pupils Nationally in all subjects, by accelerating the progress of all pupils.	National Data School tracking data	<ul style="list-style-type: none"> 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. DP make good and better than good progress in all subjects resulting in +ve progress scores in KS2. Average standardised scores increase in all subjects and are closer to National other pupils DPs at Glade Hill perform better than other DPs Nationally – Like for Like comparison DPs achieve their FFT Estimates 	Oral language skills Vocabulary Parental engagement with school and learning Well-being – Diet, sleep and exercise Ambition Resilience / Self-motivation SEN Speech and language difficulties Enrichment Attendance Punctuality Multiple Barriers (see individual pupil audits and school summary)
B	Improve the quality of teaching and learning for all pupils in the school and to specifically raise standards for disadvantaged pupils	National Data School tracking data Monitoring of T+L	<ul style="list-style-type: none"> Teaching and learning is developed through quality CPD Teachers reflect and improve practice supported by SLT Teaching is exciting and engaging for all pupils Behaviour for learning is outstanding, children are motivated to succeed Pupils learn more and remember more through quality first teaching Pupils who are stuck are quickly identified and intervention improves outcome Feedback and marking has a direct impact on standards Children develop knowledge and skills through a well-planned, taught and developed curriculum and learning sequence 	
C1.	To improve outcomes for disadvantaged pupils in reading particularly low / SEN/D and middle achieving pupils and those with multiple barriers to learning	National Data School reading tracking systems Standardised Testing (NTS) FFT Estimates	<ul style="list-style-type: none"> The % of pupils achieving the phonics standard in Y1 and Y2 is in line with National other pupils All DPs who attain the phonics standard in Y1 achieve the expected standard in reading in Y2 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 The % of DPs achieving the expected standard in reading in EYFS will be in line with National All DPs without additional barriers reach age related standards in reading in all year groups. Average standardised scores in reading increase in all year groups in National tests and internal NTS assessments 	
C2.	To improve outcomes for disadvantaged pupils in Maths particularly middle and high achieving pupils	National Data School maths tracking systems Standardised Testing (NTS) FFT Estimates	<ul style="list-style-type: none"> 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 The % of DPs achieving the expected standard in maths in EYFS will be in line National All DPs without additional barriers reach age related standards in maths in all year groups. DPs identified as being of higher ability achieve GDS in Maths in Y2 & Y6 and exceed in EYFS Average standardised scores in maths increase in all year groups in National tests and internal NTS assessments 	
D.	To improve disadvantaged pupils oral language skills	National Data School Tracking systems Standardised testing Intervention records	<ul style="list-style-type: none"> The oral language skills of disadvantaged children are improved and they make good or better progress in this area. The DPs develop their ability to pose questions and discuss ideas with confidence. The DPs understanding and appreciation of the world around them, and of each other, is improved. DPs are able to apply their oral language skills across all areas of learning, resulting in improved progress and attainment. 	

i Actions focused on learning – Quality of teaching for all

Desired Outcome	Chosen action / approach	Staff/Resources	Cost	Rationale	Monitoring
A, B, C	SLT / Phase leaders CPD support Team teaching / modelling Monitoring and feedback of learning Performance appraisal / Coaching meetings and SIP focus on improved pedagogy	2 x AHT 1 day per week 1 x SLT (English Lead) 1 day per week Phase leader time (part of additional PPA)	£32,471	In line with the school improvement plan to improve the quality of teaching, learning and assessment so that all pupils make good or better progress. 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	3 weekly cycle of phase monitoring by AHT and SLT Termly Pupil progress meetings and internal data analysis to measure impact Feedback to HT and SLT half termly with phase leaders
A, B, C, D	English Consultant CPD Sessions – Writing Modelling / Questioning / Planning	5 x 1.5 hours CPD sessions English lead monitoring time	£1,920 + £1,905	As above. Specific focus on planning, modelling and questioning to improve pedagogy. Transferable across subjects, year groups and vulnerabilities.	English lead to monitor through planning, books, learning walks and assessments
A, B, C2	Maths Fluency Project training TA session Sessions for KS1 Teachers and TAs – Maths Consultant	Attendance at Fluency project training (cover) Follow up sessions with Maths consultant Specific TA training with Maths consultant to aid intervention		Training specific on supporting teachers to ensure pupils learn and remember the key components of maths to ensure learning is built upon solid foundations	Maths subject lead to monitor planning, lessons and impact via individual pupil fluency assessments
A, B, C1	GROW Project for reading CPD for TAs on 1 to 1 reading	Attendance on training Sharing of training with the wider team		Reading is an area for school improvement and particularly for low and middle prior attaining disadvantaged pupils. The GROW project aims to improve the teaching of reading for all and therefore of benefit to those in receipt of the PPG.	English lead to monitor School data Book Band checks Engagement data
A, B, D	Oracy Project Training – Y1 ELKLAN Project – Talking Matters – EYFS P4C in school ongoing training	Attendance on training Sharing of training with the wider team		One of the key barriers to learning for our children is speak 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	EYFS and KS1 one lead to monitor the impact
Total Budgeted Cost					£36,296

i Actions focused on learning – Targeted Support and Intervention

Desired Outcome	Chosen action / approach	Staff/Resources	Cost	Rationale	Monitoring
A, C	One to one and small group conferencing with Class teachers.	Additional half a day PPA cover for each teacher	£39,167	Impact reports from previous year show that class teacher conferencing and feedback time was the most significant in raising attainment. EEF Research	SLT work scrutiny, Impact reports, team meetings, pupil progress meetings
A, C	Targeted in class reading, writing, spelling, phonics and maths groups – Class teacher and TA led intervention groups Additionally EYFS - Targeted in class -Time to talk / Mr. Tongue / fine motor skills / Nurture groups	Employment of class TA for each class, proportionally used to target pupils in receipt of PPG 25%	£59,518	Teacher and TA led intervention groups are key to meeting the needs of disadvantaged pupils. Two adults in each class means children's needs are met by reducing group numbers. The school has a wide range of abilities in each class.	Provision mapping and planning Assessment books Work scrutiny Pupil progress meetings Class pupil action plans
C1	3x per week or weekly one to one reading depending on need Includes switch on and precision teaching	Cost – Proportion of Class TA time	No additional Cost	To ensure children from disadvantaged backgrounds read on a one to one basis at least weekly regardless of ability and home support. Pupils below ARE read 3 times per week. Pupils at ARE or above read once per week to an adult	Reading records Reading performance data SLT hearing pupils read
C2	Focused Maths intervention and conferencing – Arithmetic and Superhero Maths Fluency project	Cost – Proportion of Class TA time	No additional Cost	QLA shows many of the pupils from disadvantaged backgrounds lack in basic fluency skills and using inefficient methods. Teachers to teach the most vulnerable.	Superhero trackers Arithmetic Test Trackers Maths performance data
A, C	After school one to one tuition / small group	4 Teachers / 2 TAs	£1,610 + £968	12 hours targeted one to one support for identified Y2 and Y6 disadvantaged pupils in the two terms before SATs. Targeted phonics group for Y1 Rationale is impact from previous years	Bench mark data and impact reports AHT to monitor KS1 Lead to monitor phonics uptake, attendance and provision ½ Termly phonics scores tracked
A, C	Breakfast club tuition	2 TAs x 5 days per week for ½ hour	£4,668	To extend the learning day for pupils from disadvantaged backgrounds. Teachers to plan work specific to pupils areas of need	To monitor the attendance from pupils from disadvantaged backgrounds and target parents. Learning file
A, B, C	Monitoring the impact of pupil premium spending, Assessments of pupils and intervention planning with teachers. Pupil progress meetings and teacher review days	AHT PP Lead AHT Inclusion lead	No additional cost	To ensure spending targets actions with high impact. Outcomes are measured and provision is reviewed Focused and improved intervention	3 weekly phase monitoring. Pupil premium strategy including provision maps Internal assessment data Impact reports
Total Budgeted Cost					£105,931

ii Actions focused on Social, Emotional and Behavioural					
Desired Outcome	Chosen action / approach	Staff/Resources	Cost	Rationale	Monitoring
A, D	Learning mentor 1 to 1 and small group behaviour support Break time and lunch time activity lead supporting behaviour and cooperative play	Learning mentor 3 days per week equivalent time for DPs	£10,534	To provide specialist bespoke support for disadvantaged children experiencing difficulties with 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.	Monitoring by Inclusion Lead Performance data Pupil interviews Intervention records
A, D	Funfit	Learning Mentor 2 groups x 30 mins per week	No additional cost	To provide specialist activities to improve gross and fine motor skills alongside development of social skills, to support progress in these areas, which in turn makes them more able to access the learning in the classroom for improved life chances.	Monitoring by Inclusion Lead Performance data Pupil interviews Intervention records
Total Budgeted Cost					£10,534

iii Actions focused on Family Support					
Desired Outcome	Chosen action / approach	Staff/Resources	Cost	Rationale	Monitoring
To address barriers	Monitor and intervene to continue to improve attendance and punctuality	Attendance improvement officer	£2,194	Attendance rates have improved with the strategies employed therefore these strategies will continue	Head Teacher to monitor attendance of DP
To address barriers	Teachers working with targeted parents Reading cafes	Class Teachers	No additional cost	Teachers to invite parents in to demonstrate how to support their child with their learning	English lead to speak with Class teachers re impact
To address barriers	Funding for revision books, Homework supplies, PE kits, Equipment	Equipment	£500	To ensure pupils from low income families are fully equipped for school	Record of purchases
Total Budgeted Cost					£2,694

iv Actions focused on Enrichment					
Desired Outcome	Chosen action / approach	Staff/Resources	Cost	Rationale	Monitoring
D To address the barrier of lack of Enrichment	Funding for residential and other educational visits	Cost of free places and board and lodgings for residential visits	Res - £1,085 Other £300	To provide enrichment and develop speaking, listening and learning skills. School audit findings show many disadvantaged pupils have very little access to enrichment activities	Pupil interviews RW/PC Cost analysis
To address the barrier of lack of Enrichment	Music Tuition	Music Teachers	£816	To provide enrichment School audit findings show many disadvantaged pupils have very little access to enrichment activities	Pupil interviews RW/PC Cost analysis
To address the barrier of lack of Enrichment	Ice Skating	Transport, Coaching	£1,062	To provide enrichment School audit findings show many disadvantaged pupils have very little access to enrichment activities	Pupil interviews RW/PC Cost analysis
To address the barrier of lack of Enrichment	After School Clubs- Targeting pupils' interests and talents	Learning Mentor, TAs, Class teachers	No additional cost – PP targeted	To provide enrichment School audit findings show many disadvantaged pupils have very little access to enrichment activities	Pupil interviews Attendance registers RW/PC Cost analysis
Total Budgeted Cost					£3,263

v Actions focused on Well-being					
Desired Outcome	Chosen action / approach	Staff/Resources	Cost	Rationale	Monitoring
To address barriers	Breakfast Club – Free meal places	TA +Food and drinks 10 free places available to pupils currently in receipt of FSM	(Dependent on take up) £4,085	To provide breakfast for pupils who may not have a breakfast at home. To target learning To provide a social eating experience. To improve punctuality	Monitor the uptake and target parents. Breakfast club registers
Total Budgeted Cost					£4,085

Budget Summary	
Actions	Total Budgeted Cost
i Actions focused on learning – Quality of teaching for all	£36,296
i Actions focused on learning - Targeted Support and Intervention	£105,931
ii Actions focused on Social, Emotional and Behavioural	£10,534
iii Actions focused on Family Support	£2,694
iv Actions focused on Enrichment	£3,263
v Actions focused on Well-being	£4,085
Total	£162,803
Amount from Pupil Premium Grant	£145,500
Amount from School Budget	£17,303