



Pupil Premium Strategy Statement

Glade Hill Primary and Nursery School 2018 /2019

1. Summary Information			
School	Glade Hill Primary and Nursery School		
Academic Year	2018/19	Total PP Budget	£137,580
Total Number of pupils	290	Number of pupils eligible for PP	102

2. Review Timetable	
January 2019	Publication of new Pupil Premium Strategy following full review of the impact of 2018 Strategy
April 2019	Review the impact of Spring 2019 provision and spending and make adjustments for the summer term
July 2019	Review the impact of Summer 2019 provision and impact and make adjustments for the autumn term Transition meetings to ensure the provision for disadvantaged pupils is in place for September in new year groups
December 2019	Review the impact of 2019 provision and spending
January 2020	Publish 2020 Pupil Premium Strategy

3. Achievement Data

Achievement Data		Pupils eligible for PP (School) 2016	Pupils eligible for PP (School) 2017	Pupils eligible for PP (School) 2018	Pupils not eligible for PP (National)
EYFS	% of pupils achieving a GLD	75	74	100	71 (2017)
Y1	Y1 Phonics - % of pupils working at the standard	60	70	74	85
Y2	Y2 Phonics - % of pupils working at the standard by the end of Y2	90	92	75	-
KS1	% of pupils at the expected standard or above in reading	60	50	58	79
	% of pupils at the expected standard or above in writing	60	50	50	74
	% of pupils at the expected standard or above in maths	60	58	58	80
	% of pupils working at a greater depth in reading	0	17	0	29
	% of pupils working at a greater depth in writing	0	8	0	18
	% of pupils working at a greater depth in maths	0	17	17	25
KS2	% of pupils at the expected standard in reading, writing and maths combined	58	40	56	70
	% of pupils at the expected standard or above in reading	58	60	61	80
	% of pupils at the expected standard or above in writing	67	80	67	83
	% of pupils at the expected standard or above in maths	58	53	56	81
	% of pupils at the expected standard or above in English grammar, spelling and punctuation	58	80	72	82
	% pupils above the expected standard in reading, writing and maths combined	0	3	6	12
	% of pupils above the expected standard in reading	0	10	22	33
	% of pupils above the expected standard in writing	0	20	11	24
	% of pupils above the expected standard in maths	17	20	11	28
	% of pupils above the expected standard in English grammar, spelling and punctuation	8	20	17	39
	Average scaled score for reading	99.5	101.5	101.0	106.1
	Average scaled score for maths	101.8	100.9	98.8	105.4
	Average scaled score for English grammar, spelling and punctuation	102.4	105	102.6	107.2
KS2	Reading Progress	-2.20	+1.60	-4.30	0.31
	Writing progress	-0.99	+4.63	-1.52	0.24
	Maths Progress	-0.18	+0.66	-4.41	0.31

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 and other pupils nationally in all year groups, subjects and subjects combined. Disadvantaged pupils' 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 in line with National other pupils 	Oral language skills Vocabulary Parental engagement with school and learning Well-being – Diet, sleep and exercise Ambition
B1.	To improve outcomes for disadvantaged pupils in reading.	National Data School reading tracking systems Standardised Testing (NFER)	<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 disadvantaged pupils who attain the phonics standard in Y1 achieve the expected standard in reading in Y2 The % of disadvantaged pupils achieving the expected standard in Y2 and Y6 is closer to National for all pupils The % of disadvantaged pupils achieving the expected standard in reading in EYFS will continue to be above National All disadvantaged pupils 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 NFER assessments 	Resilience / Self-motivation SEN Speech and language difficulties Enrichment Attendance Punctuality Multiple Barriers (see individual pupil audits and school summary)
B2.	To improve outcomes for disadvantaged pupils in Maths.	National Data School maths tracking systems Standardised Testing (NFER)	<ul style="list-style-type: none"> The % of disadvantaged pupils achieving the expected standard in Y2 and Y6 is closer to National for all pupils The % of disadvantaged pupils achieving the expected standard in maths in EYFS will continue to be above National All disadvantaged pupils without additional barriers reach age related standards in maths in all year groups. Average standardised scores in maths increase in all year groups in National tests and internal NFER assessments 	
C1.	To improve outcomes for Middle prior attaining pupils, particularly boys.	National Data Standardised testing	<ul style="list-style-type: none"> All disadvantaged middle prior attaining pupils achieve at least the expected standard in reading, writing and maths in Y2 and Y6 Some disadvantaged MPA pupils achieve the higher standard in reading, writing and maths in Y2 and Y6 Boys progress score in kS2 are positive The gap between boys and girls attainment in KS2 is closed 	Parental engagement Well-being – Diet, sleep and exercise Ambition Resilience / Self-motivation Enrichment Attendance (see individual pupil audits and school summary)
C2.	To improve outcomes for disadvantaged pupils with SEN/D	National Data School Tracking systems	<ul style="list-style-type: none"> Disadvantaged pupils with SEN/D will meet their individual targets Provision for pupil with SEN/D is effective and impact of intervention is regularly measured and adapted 	

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. Disadvantaged children are able to apply their oral language skills across all areas of learning, resulting in improved progress and attainment. 	Parental engagement Well-being – Diet, sleep and exercise Enrichment Attendance SEN Speech and Language difficulties (see pupil audits and school summary)
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5. Planned Expenditure

Academic Year 2018/19

i Actions focused on learning

Desired Outcome	Chosen action / approach	Staff/Resources	Cost	Rationale	Monitoring
A,B,C	One to one and small group conferencing with Class teachers. Focus – boys / MPA	PPA cover teacher 4 x ½ day per week PPA cover teacher 2 x ½ day per week	£16934 £8467	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, Twice yearly impact reports, team meetings, pupil progress meetings
A, B, C	Targeted in class reading, writing, spelling and maths groups – Class teacher and TA led intervention groups	Employment of class TA for each class, proportionally used to target pupils in receipt of PPG (50%)	£73,809	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
B	Daily, 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 daily/3 times per week. Pupils at ARE or above read 3 x per week in KS1 and once per week in KS2	Reading records Reading performance data
B	Focused Maths intervention and conferencing – Arithmetic and Superhero Maths	Cost – Proportion of Class TA time	No additional Cost	To ensure pupils from disadvantaged backgrounds get regular practice in basic skills regardless of ability and home support.	Superhero trackers Arithmetic Test Trackers Maths performance data
B	Fluency teacher / TA intervention groups Teacher SEN/D / LA children	Cost proportional of TA time	No additional costs	QLA shows many of the pupils from disadvantaged backgrounds lack in basic fluency skills and using inefficient methods. Teachers to teach the most vulnerable	Arithmetic Test Trackers Maths performance data

					Observation of pupils – Fluency tracker
B	Phonics Club	2 x TA - ½ hr per 1 x Teacher ½ hour per week (20 weeks)	£367 £235	This group has run for the last 4 years. Disadvantaged pupils who attended the group in Y1 passed the screening	KS1 Lead to monitor uptake, attendance and provision ½ Termly phonics scores tracked
A, B, C	After school one to one tuition / small group	4 Teachers / 1 TAs	£1741	12 hours targeted one to one support for identified Y2 and Y6 disadvantaged pupils in the two terms before SATs. Rationale is impact from previous years	Bench mark data and impact reports AHT to monitor
A, B, C	Breakfast club tuition	½ hour TA time, 4 days per week	£1395	To extend the learning day for pupils from disadvantaged backgrounds. To complete homework tasks (reading, maths, spellings)	To monitor the attendance from pupils from disadvantaged backgrounds and target parents. Learning file
A, B, C	Monitoring the impact of pupil premium spending, including pupil action plans. Pupil progress meetings and teacher review days	AHT PP Lead ½ day per week AHT Inclusion lead ½ day per week	12,189	To ensure spending is targeted towards actions with high impact. Outcomes are measured and provision is reviewed CPD for teachers and TAs	Monitoring and assessment timetable and monitoring reports. Pupil premium strategy including provision maps Internal assessment data
A, B, C	Focused Maths CPD for TAs	Courses School led CPD by Maths lead	£1000 for training	To improve maths interventions by developing subject knowledge and pedagogy.	Observation Maths assessments Reviews with Maths SL
D	Philosophy for children Fortnightly sessions	CPD for all staff	No additional cost at present. Provision for all pupils	To develop the pupils speaking and listening skills, including asking questions, listening and responding to viewpoints and challenging ideas respectfully.	Monitored by Inclusion lead- See P4C action plan and monitoring plan.
Total Budgeted Cost					£116,137

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	£11,663	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,B, D	Talk Groups	TA – 2 x ½ hour per week	£697	To improve the oral language skills of disadvantaged children and their ability to apply these skills across the curriculum. To support the development of their ability to pose questions and discuss different ideas with confidence, resulting in improved attainment and progress across the curriculum.	Monitoring by DP Lead Performance data Pupil interviews Intervention records
A, D	Funfit	Learning Mentor 2 groups x 30 mins per week	£598	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					£12,958

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	£3135	Attendance rates have improved with the strategies employed therefore these strategies will continue	Head Teacher to monitor attendance of DP
To address barriers	Additional parents evenings – Daytime meetings to target parental attendance	Class teachers	No additional cost (included in teachers' conferencing time)	To work towards overcoming the barriers of parental engagement. Parents evenings are termly following assessment weeks so teachers can give parents accurate information to support their child	DP Lead to monitor the uptake of parents' evenings
To address barriers	Teachers working with targeted parents Reading cafes	Class Teachers	No additional cost (included in conferencing time)	Teachers to invite parents in to demonstrate how to support their child with their learning	DP lead to speak with Class teachers re impact
Total Budgeted Cost					£3135

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 - £920 Other £50	. 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	£510	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	£398	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	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					£1878

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) £3895	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					£3895

vi Actions focused on F2 Pupils

Desired Outcome	Chosen action / approach	Staff/Resources	Cost	Rationale	Monitoring	
A B D C	Pupil Premium TA to work with disadvantaged pupils. Interventions include:	1x TA 3 days per week 1 x teacher 1 hour per week	£10,342 £1303	To sustain the high numbers of pupils achieving GLD. Last year indicated the effective impact of interventions so the same strategy will be employed	Monitoring of Planning Formal and informal observations of interventions Scrutiny of Progress data Interviews with pupils Staff dialogue in planning meetings	
B D	Speaking and Listening - Time to talk			A high proportion of pupils entered EYFS below ARE in Speaking		
D	Music Interaction			A high proportion of pupils entered EYFS below ARE in Speaking		
A B C D	Targeted Phonics			Additional, targeted support to close gaps or promote challenge for pupils. This strategy is a continuation from last year.		
A C	Sentence Structure / Comprehension group					
A C D	Nurture time					To give children extra experiences of high quality interaction with an adult and peers.
A B C	Fine motor skills, letter formation and name writing group					Additional, targeted support to close gaps or promote challenge for pupils.
	Social Skills group					To over come learning barriers
A B C	1 to 1 intervention and Daily reading	2 x Teachers – 1 hour per week 1 x teacher – 1 hour per week 1x TA 1 hour (daily)	£2440 £1303 £2599	To give disadvantaged pupils the additional experience of reading 1:1 with an adult. Disadvantaged pupils who are working below ARE will read every day, those at ARE will read 3 times a week and those above ARE will read at least once.	Monitoring of Reading Records Observations of the teaching of reading Scrutiny of progress data	
To address the barrier of lack of Enrichment	Ice Skating	Transport and coaching	£487	To provide enrichment School audit findings show many disadvantaged pupils have very little access to enrichment activities	Pupil interviews RW/PC Cost analysis	
Total Budgeted Cost					£18474	

Budget Summary

Actions	Total Budgeted Cost
i Actions focused on learning	£116,137
ii Actions focused on social, emotional and behavioural	£12,958
iii Actions focused on family support	£3,135
iv Actions focused on enrichment	£1,878
v Actions focused on well being	£3,895
vi Actions focused on F2 Pupils	£18,474

Total	£156,477
Amount from Pupil Premium Grant	£137,580
Amount from School Budget	£18,897