

Pupil Premium Strategy Statement 2017 – 2018

1. Summary information					
School	Glenfield Primary School, Glenfield				
Academic Year	2017/18	Total PP budget	£81,840	Date of most recent PP Review	January 2017
Total number of pupils	402	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Sept 2018
Attendance for PP children	94.6%	Attendance target for whole school	96%		

2. Current Attainment:		
Key Stage 2 SATs 2017		
% pupils achieving at least the expected standard by the end of KS2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	80% (67%)	73% (61%)
% making progress in reading	80% (Ave Progress Score 1.76)	87% (Progress 1.3)
% making progress in writing	80% (Ave Progress Score -0.38)	85% (Progress -1.14)
% making progress in maths	90% (Ave Progress Score 1.05)	97% (Progress 3.84)
Current progress: Whole School		
<i>Attainment / Progress measured using statutory assessment milestones (EYFS, KS1)</i>		
<i>Attainment / Progress in Yrs 1,3,4,5 measured using Target Tracker</i>	2016/2017	
% PP students making at least expected levels of progress in reading	82%	
% PP students making at least expected levels of progress in writing	73%	
% PP students making at least expected levels of progress in maths	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.	Pupils who are eligible for PP are achieving below expectations in writing in all year groups (including Speech and Language pupils)
B.	Pupils who are eligible for PP are making less progress than other pupils in Years 4, 5,6 in all subjects .In Years 2 and 3 they are making less progress in writing, mathematics is similar or better.(All PP pupils including Speech & Language)

C.	Mainstream Pupils eligible for PP in Key Stage 1 and Year 3 are making less progress in writing than other pupils.	
D.	A number of pupils eligible for PP funding have Emotional , Behavioural and Social Difficulties and need additional support in order to access the curriculum and activities.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Many pupils have limited opportunities to develop their experiences, aspirations and talents outside school.	
F.	Attendance is poorer amongst pupils eligible for PP funding.	
G.	20% of pupils eligible for PP funding live some distance from the school and have EHCPs and many parents of these pupils have difficult to travel to school regularly.	
H.	A number of pupils eligible for PP funding require greater pastoral support due to circumstances at home which are affecting their well-being and achievement.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Greater numbers of pupils reaching expected standards across the school in all subjects. Continue to access the EEF Toolkit in order to develop areas which have had the most impact on progress and attainment.	The percentages of pupils eligible for PP funding who are working at ARE or above increases in all year groups. EYFS, KS1 and KS2 outcomes for PP pupils are close to, or better than nationally, particularly for mainstream pupils.
B.	Ensure that all pupils make at least expected progress by identifying their needs early and addressing gaps through intervention, Quality First teaching and increased support with aspirations and attitudes to learning. Referral system for pupils who would benefit from the mentoring programme.	All pupils eligible for PP funding make expected or better progress from their starting points in Reading, Writing and Maths
C.	Writing provision improves through engagement in Disadvantaged Boys Project and greater emphasis on overlearning and application of skills.	Pupils in Years 1-3 eligible for funding make accelerated progress in writing so that it is similar to or above that of their peers and is at least expected.
D.	Pupils receive appropriate support, guidance and provision to address EBS difficulties in order that they achieve. This may take the form of social groups, lunchtime clubs and 1:1 guidance.	There are fewer incidents affecting pupils' learning opportunities and pupils have strategies to manage feelings and emotions in place.
E.	Pupils eligible to PP Funding have enhanced access to extra-curricular opportunities and Educational Visits and opportunities to represent and contribute to the school.	All eligible children attend extra-curricular activities of their choice and participation in music tuition increases.
F.	Attendance of eligible pupils to be tracked on a weekly basis and any absences to be followed up. Work with attendance officer were necessary to ensure that all pupils are attending regularly.	Attendance improves for all pupils eligible for funding so that it is above the national rates for this group and closer to other pupils. Persistent absence improves for this group of pupils so that it is closer to the national average for all pupils..
G.	Enhanced provision to be made for pupils who live a distance from school to ensure that they access extra curricular activities and holiday clubs. Additional enrichment activities where parents are supported and have increased access to school to be arranged.	Parents of pupils in this group feel more included and attend additional activities which allow them to have greater communication with staff and other parents.
H.	Pastoral support to be provided where required for pupils dealing with bereavement, separation, safeguarding issues. Parent Officer to be appointed to ensure that parental engagement improves and all parents are kept informed and supported.	Most vulnerable pupils' well- being improves and they feel safe, ready to learn and confident.

5. Review of expenditure				
Previous Academic Year		2016-2017:		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve individualised approach to assessment, planning, teaching and monitoring of expenditure to ensure that all disadvantaged pupils make accelerated progress	<p>Teaching assistants supporting children in class</p> <p>Regular review of quality of teaching through:</p> <ul style="list-style-type: none"> • Lesson observations • Work sampling • Progress reviews 	<p>Clear impact trail evident from monitoring.</p> <p>Gaps between eligible pupils and other pupils closed in most year groups in English and Mathematics. The percentages of eligible pupils achieving expected standards increased, particularly in mathematics across the school.</p>	<p>Approach to continue in 2017/18 due to be more closely targeted due to some inconsistencies in Year Groups.</p> <p>In the year groups where targeted pupils made the most progress, there were explicit high expectations of pupils and a strong sense that everyone can achieve and pupils were more involved in their learning. Teachers worked closely with TAs and they were well informed about the needs of pupils. This is to be shared in 2017/18 and class and progress meetings, actions plans and training will be focused on high expectations of all pupils and the use of over-learning and application of key skills for pupils who were underperforming.</p> <p>Disadvantaged pupils tend to achieve better by the end of KS2. Work in 2017-18 to ensure that the attainment gap is closed earlier and more disadvantaged pupils reach the higher standard in English and Maths.</p>	£38595

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Provide appropriate intervention and support for disadvantaged pupils.	<p>Booster classes and targeted group work to address the needs of pupils.</p> <p>Mentoring programme to support most vulnerable pupils, those who are underperforming or have well-being needs.</p> <p>Support to access learning for pupils with Emotional, social and behaviour needs, through targeted support, social groups and liaison with parents and carers.</p>	<p>Increase in numbers of disadvantaged pupils making expected progress in reading and maths. In writing, the progress was weaker.</p> <p>Vulnerable pupils to feel more confident and secure at school.</p>	<p>School to explore the most effective strategies for improving attainment in writing and to take part in the disadvantaged boys writing project in 2017-2018.</p> <p>Analysis of the mentoring programme showed that there was a greater impact where support focused on self-belief and independence in addition to targeting English and maths skills.</p> <p>A new referral system for mentoring will be set up in 2017-2018 and reviews will take place each term.</p> <p>Teachers to complete case studies for disadvantaged pupils 2017-2018 to ensure a depth of understanding is gained of each pupil's barriers to learning and the steps taken to overcome them are analysed.</p>	£23600
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
To continue to ensure a personalised use of PP to support talents / aspirations and parental involvement and address barriers to learning.	<p>Ensure extra -curricular activities are subsidised.</p> <p>Music lessons for all disadvantaged pupils who express an interest.</p> <p>Subsidised Educational and Residential Visits for disadvantaged pupils.</p> <p>Increased engagement with harder to reach or remote parents by supporting access to and involvement in events.</p>	100% of disadvantaged benefitted from wider learning and enrichment opportunities.	<p>Pupils were involved in an increased number of enrichment activities and clubs, with</p> <p>Class teachers will continue to liaise with parents of PP students to ensure we offer a personalised approach and variety of engaging enrichment activities for pupils to further widen learning opportunities.</p> <p>Parents attended more school events. A parent officer to be appointed 2017-2018.</p> <p>Analysis of attendance data indicates the relationship between disadvantaged pupils who do well and good school attendance. A larger proportion of disadvantaged pupils had persistent absence. This will need to be continuously monitored in 2017-2018 so that actions are taken to rectify poor attendance by working even more closely with parents to inform them of the impact of poor attendance.</p>	£8832

6. Planned expenditure					
Academic year	2017/18		Total budget= 62 x £1320 per child = £81840		
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	Review
To raise the attainment and of all disadvantaged pupils in Reading, writing and Maths so that the proportion of pupils achieving the expected standard or above is similar to national in all year groups.	<p>Increased focus on disadvantaged pupils in all school improvement: School Development Plan, Pupil Progress Meetings and Performance Management, particularly in writing.</p> <p>Increased support within class for disadvantaged pupils in writing and a more focused teaching approach to ensure they reach their potential.</p> <p>Involvement in EYFS Disadvantaged</p>	<p>EEF Toolkit demonstrates the impact of QFT led by the class teacher.</p> <p>Children who are eligible for PP are assessed as having lower attainment than their peers in all year groups in writing. A rigorous approach needs to be in place to ensure the children are reaching their full potential and strategies that are in place to support these children are effective.</p>	<p>Refinement of all teaching strategies to maximise progress (ensuring expected progress targets are achieved for all pupils.)</p> <p>Staff to analyse data regularly and to address differences during phase meetings and staff meetings.</p> <p>Disadvantaged pupils to have a high profile in all development work.</p> <p>Frequent monitoring of PP teaching to ensure it is of high quality.</p> <p>Action plans monitored by senior leaders to ensure the children are tracked carefully and any interventions have measureable outcomes.</p> <p>Target: Percentage of disadvantaged pupils achieving GLD is at least National Level in EYFS</p> <p>Target: 60% Of mainstream KS1 disadvantaged pupils to achieve at least expected standard. (40% Expected in EYFS)</p> <p>Target: The % of PP pupils working at expected in writing increases by at least 25% in LKS2</p> <p>Target : Percentage achieving or exceeding expected level combined in KS2 SATs 2018 is at least at National levels.</p> <p>KS2 Progress Scores for disadvantaged pupils are at least at national levels.</p>	<p>All Staff</p> <p>SLT</p> <p>SLT SENCo</p>	<p>January 2018/ April 2018 Progress Meetings</p> <p>June 2018 End of year meetings</p>
Ensure that all pupils make at least expected progress by identifying their needs early and addressing gaps through intervention, Quality First teaching and increased support with aspirations and attitudes to learning through character education.	<p>Take a flexible approach to groupings within the class and ensure that expectations remain high for all pupils.</p> <p>Ensure that the needs of disadvantaged pupils are given a high profile across the school and assessments are used effectively to inform teaching and learning.</p> <p>Case Studies to be developed so that all staff have a clear understanding of the barriers to</p>	<p>EEF Toolkit research concludes that grouping by ability “does not appear to be an effective strategy for raising the attainment of disadvantaged pupils.”</p> <p>EEF Toolkit states that character-related approaches are most effective when they are specifically linked to learning.</p>	<p>Refinement of all teaching strategies to maximise progress (ensuring expected progress targets are achieved for all pupils.)</p> <p>Staff to analyse data regularly and to address differences during phase meetings and staff meetings.</p> <p>Disadvantaged pupils to have a high profile in all development work.</p> <p>Regular work audits of disadvantaged pupils by the SLT</p> <p>The standards achieved, expectations, groupings and marking and feedback for PP pupils will be a focus of monitoring. SLT to monitor the impact of groupings.</p>	All Staff	Termly

	learning and the impact of the actions taken to address them.		Target: All mainstream Pupil Premium Pupils make at least expected progress (6 steps) by the end of the year.		
Intervention for all Pupil Premium pupils Class support for children ½ termly progress meetings each term with staff to monitor and track objectives (proportion) Subject Leader Release Time to monitor, evaluate and support EYFS Disadvantaged pupils Project				£14800 £11100 £1296 £750 £720 £28666	
ii. Targeted support 2017-2018					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Disadvantaged pupils in Year 2 and 3 make at least expected progress in writing. (20 pupils)</p> <p>All Disadvantaged pupils make at least expected progress in Reading, Writing and Mathematics.</p>	<p>Small group work with children to enrich language</p> <p>Groups deliver high quality teaching to remove/lessen identified barriers and ensure accelerated learning</p> <p>Involvement in Disadvantaged Boys Writing Project- intervention delivered by experienced teacher .Pupils interests and ideas are included to increase engagement and enjoyment of writing.</p> <p>Mentoring Programme enhanced through referral system, increased training and rigorous review.</p>	<p>EEF – effective strategies include: Develop pupils’ language capability to support their reading and writing</p> <p>EEF: Effective strategy: Teach writing composition strategies through modelling and supported practice</p> <p>EEF: effective strategy: Use high-quality structured interventions to help pupils who are struggling with their literacy.</p> <p>Increased scores on well-being questionnaires last year for pupils</p>	<p>Progress and attainment tracked and monitored at half termly meetings and end of term writing moderation sessions.</p> <p>Interventions tailored to address the barriers of the pupil premium children.</p> <p>Monitoring of lesson observations, interventions, self-assessment strategy used by TA’s.</p> <p>Regular Meetings with mentors.</p>	<p>SMT</p> <p>SENCO</p> <p>TA’s</p>	<p>Half termly progress meetings</p> <p>Lesson Observations.</p> <p>Mentoring Reviews.</p>
<p>Enhanced provision for disadvantaged pupils who experience social, emotional and behavioural difficulties so that their needs are met, they have productive relationships with others, improved self-esteem and make at least expected progress.</p>	<p>Small group work on developing social skills and managing feelings.</p> <p>Enhanced support and small group activities during lunch and break times to build relationships.</p> <p>Support in class to ensure that all pupils have equal access to learning opportunities.</p>	<p>EEF: Evidence to suggest that behaviour interventions can increase academic performance.</p> <p>Social and Emotional interventions tend to benefit disadvantaged and lower attaining pupils.</p>	<p>Develop “hub” with other schools to share practice through the Disadvantaged Boys writing Project.</p> <p>ELSA training for TAs and sharing of practice.</p>	<p>SLT</p> <p>DHT</p> <p>HT</p> <p>AHT</p> <p>(Project Lead)</p> <p>Behaviour Mentor</p>	<p>Behaviour Logs and IBPs.</p> <p>Analysis of data for target pupils.</p>

Small group intervention for PP children in maths, writing and reading Mentoring Programme Disadvantaged Boys Writing Project –Training Disadvantaged Boys Project- Teacher Y2/Y3 1:1 and group behaviour and social emotional support from Behaviour Mentor Lunchtime Provision Resources Total budgeted cost	£7400 £3700 £1420 £1920 £9500 £1526 £300 £27192
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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	Review?
Improve Attendance for disadvantaged pupils.	<p>Develop rewards for pupils at risk of poor attendance to encourage improved attendance.</p> <p>Arrange meetings to discuss attendance for any pupils we are concerned about or whose attendance falls below 90%.</p> <p>Ensure that parents understand the implications of poor attendance.</p>	<p>School data 2016-2017 indicated a close link between PP pupils who made progress and good school attendance.</p> <p>Older pupils tended to have better attendance and progress.</p>	<p>Weekly analysis of attendance to be broken down into different groups of pupils.</p> <p>Work closely with Attendance Officer and parents to reduce persistent absence of disadvantaged pupils and increase attendance overall so that it is at least at national levels. (Letters sent and meetings arranged, if necessary)</p> <p>Teachers and admin staff to alert HT with any issues/patterns concerning attendance of PP pupils.</p>	<p>HT</p> <p>Parent Officer</p>	Each term: Key Issue 4 on School Development Plan.
Enhanced pastoral provision for most vulnerable pupils .	<p>Increased communication with harder to reach parents to ensure they support the education of their pupils and feel welcome and valued at school events.</p> <p>Develop Art and Lego Therapy for pupils who have experienced trauma or difficult periods to ensure they have full access to learning.</p>	<p>There is well-established evidence that parental involvement in education has a positive effect on the achievement of pupils.</p> <p>Some pupils who may not receive support from external agencies, need support to focus and manage feelings if they are to fully access learning and achieve their potential.</p>	<p>Parent questionnaires. Measure the involvement of parents in supporting reading, attending workshops and special events and engagement with Parent Officer and other professionals.</p> <p>Analysis of notes from sessions and audit of the progress made by these pupils at the ends of the year.</p>	<p>Parent Officer</p> <p>HT</p>	Termly evaluation
Continue to ensure a personalised use of PP to support talents / aspirations and ensure equality of access to all extra curricular activities and events.	<p>50% funding for educational visits for all eligible pupils.</p> <p>Deposit only arrangement for residential visits for all eligible pupils.</p> <p>50% funding towards music tuition for all disadvantaged pupils who express an interest.</p>	<p>Parental questionnaires indicate that support with funding these activities ensures that pupils take part.</p> <p>Some of our most vulnerable pupils experience anxiety which affects their learning before and</p>	<p>Parental and Pupil Questionnaires.</p> <p>Target pupils to ensure that all PP pupils who request extra curricular activities are offered a place.</p> <p>Targeting of pupils to encourage participation, closer communication with parents.</p>	<p>SMT</p> <p>Class Teacher</p> <p>SP Lang Lead</p>	Termly review of spending and impact on pupil opportunities

	<p>50% funding for After School Clubs Reduced payments for Holiday Clubs for eligible pupils. Support for vulnerable pupils who live a distance away from the school to ensure they have equal access to additional activities provided by the school.</p>	<p>after holidays due to changes in routine and structure. Some of the parents of the most vulnerable pupils struggle to support events and to provide stimulating enrichment activities for their children out of school.</p>		<p>School Clubs coordinator Parent Officer</p>																								
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