

# Pupil premium strategy statement- September 2023

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year 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	Glenfield Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Sam Coy
Pupil premium lead	Kathy Martin
Governor / Trustee lead	Emilie Morris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£87615</b>
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	<b>£87820</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Glenfield Primary School, our core aim is to ensure that every pupil, regardless of their background or the hurdles they face, makes consistent progress and attains high standards across all subjects. Our primary focus within our pupil premium strategy is to provide robust support for disadvantaged pupils, including those already demonstrating high attainment.

The allocation of Glenfield's Pupil Premium funding grant is dedicated to narrowing the gap among pupil groups, ensuring equality and equitable access to quality education and achievement for all our students.

Our school has a commendable track record of ensuring exceptional progress for all pupils by the culmination of Key Stage 2. Many of our disadvantaged pupils surpass expected progress levels, outpacing the progress of other disadvantaged pupils nationally by the end of KS2. Although nationally, levels of attainment tend to be lower for disadvantaged children, this pattern is reflected at Glenfield Primary. Therefore, our pupil premium strategy is focused on supporting disadvantaged pupils across all curriculum areas, aiming to bridge this attainment gap and maintain the positive trajectory of progress for high-achieving pupils within this group.

Within our Speech and Language Provision, there's typically a higher proportion of disadvantaged pupils compared to the mainstream school, many of whom have additional needs. Our objective is to consistently foster outstanding progress and improve their attainment year after year.

Extensive research underscores the pivotal role of quality first teaching in children's development. Our approach centres on high-quality teaching, specifically addressing areas where disadvantaged pupils need the most support. This approach has proven highly effective in closing the attainment gap while also benefiting non-disadvantaged pupils within our school. Implicit in our outlined outcomes is the commitment to sustain and enhance the attainment of non-disadvantaged pupils alongside their disadvantaged peers.

Our overarching goal is to provide equal opportunities to all our children, irrespective of their socio-economic backgrounds. We firmly believe that nurturing a child's character holistically fosters confidence and cultivates life skills essential for future success as responsible citizens.

We are dedicated to fostering a culture where our staff genuinely believe in the potential of ALL children. Excuses for under-performance are not tolerated, and our staff embrace a 'can do' attitude to surmount barriers.

When analysing data, our approach ensures active involvement of all staff members to comprehensively understand the strengths and weaknesses across the school, facilitating targeted action planning for intervention groups.

We are committed to ensuring that all teaching staff are well-informed about Pupil Premium and vulnerable children. Moreover, we ensure that all Pupil Premium children benefit from the funding, not solely those who may be underperforming.

Addressing underachievement at all levels is a priority through appropriate differentiation in class and intervention groups. Individual needs of children are meticulously considered and catered to.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Achievement at the end of KS2:</b> At KS2 in 2023, 44% of disadvantaged pupils achieved the expected standard in Reading, Writing and Mathematics combined. Although this is an increase of 11% since 2022, it is still 11% lower than the figure for all Glenfield Pupils.
2	<b>Phonics and Early Reading:</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2023, 57% of PP pupils in Year 1, achieved the expected standard in phonics, lower than the figures for this group of pupils nationally. The number of disadvantaged pupils in KS2 working at expected or above in reading was below other pupils in the school and below this group of children nationally.
3	<b>Progress of PP pupils with SEND:</b> The progress and attainment of SEND pupils was lower than for other children in 2023 (KS2 National Tests). 41.7% (25) of our disadvantaged pupils also have SEND (14.7% higher than the national of 27.0%.)
4	<b>Extra-Curricular opportunities:</b> Our disadvantaged pupils have less access to extra-curricular activities outside of school to develop their social skills, creativity and keep healthy through physical fitness and healthy eating.
5	<b>Pastoral support:</b> A number of disadvantaged pupils require greater pastoral support as a result of circumstances at home which affects their well-being and achievement.
6	<b>Parental engagement</b> -Parents of some disadvantaged pupils often engage less with the school and know less about how their child is getting on both academically and socially.
7	<b>Attendance-</b> Persistent absence amongst our disadvantaged pupils is often higher than for other pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment

## Intended outcomes

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>Priority 1:</b> Improved reading, writing and mathematics progress and attainment.	Pupils barriers to learning are identified as early as possible and strategies used by staff to support best progress possible: Disadvantaged pupils make accelerated progress in reading, writing and mathematics and gaps in attainment between these pupils and non-disadvantaged pupils narrow significantly. Progress scores at the end of Key Stage 2 are above national figures in reading, writing and mathematics for all groups of pupils from 2024/2025
<b>Priority 2:</b> Improve phonics and reading teaching for all pupils.	Phonics results for disadvantaged pupils are in line with all pupils and are above national levels. Phonics results for all Year 1 pupils are above national. Pupils in Year 2 who did not meet the standard in Year 1 are working at expected levels by the end of KS1.
<b>Priority 3:</b> Progress of PP pupils with SEND. Continue to improve provision for SEND pupils through accurate identification of need, adaptive teaching approaches, staff training and effective target setting.	<p>All SEND pupils have access to a high quality SEND passport, with high quality targets. Teachers are fully engaged with the implementation of support to ensure pupils make expected progress or better.</p> <p>Teachers expertly adapt the curriculum where required to meet all learners needs.</p> <p>Teaching staff have a secure/expert understanding of adaptive teaching strategies. Leaders monitoring and evaluation activities evidence that these approaches are full embedded across the school</p> <p>All pupils but particularly those in need of SEND support access good teaching, and learning observed and outcomes seen demonstrate high quality adaptive teaching that ensure learners are able to access the curriculum at the age appropriate level.</p> <p>Pupil Progress meetings and data analysis demonstrate a tangible improvement in the progress of pupils with SEND.</p> <p>A secure percentage of pupils are making expected progress.(80%)</p> <p>There is a significant improvement from 2023 in the outcomes and progress for pupils with SEND at the end of KS1 and KS2</p>
<b>Priority 4:</b> Improved access to sports clubs, enrichment activities and music provision	All pupils to have equal access to sports clubs and music provision to support skills development, well-being and feeling of success and confidence. Sustained, high level of participation from 2024/2025 shown through evaluations, attendance registers detailing access to clubs.

<p><b>Priority 5:</b> Improved access to pastoral support for children and advice for families who have experienced trauma and 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>All identified pupils to have access to internal and external pastoral support funded by the school. Art therapy is provided for the most vulnerable pupils and ELSA support is provided for pupils who need it. Children experiencing behaviour difficulties are able to manage their behaviour and feelings more effectively.</p>
<p><b>Priority 6:</b> Improved partnership for parents with access for parents to know how their child is getting on at school and to share information about how they are in the home setting</p>	<p>Parents and carers are more engaged in supporting their children's learning and wellbeing. Sustained and good level of engagement from parents of our disadvantaged pupils demonstrated through participation figures at parents' meetings, evaluation and feedback through other workshops and parent sessions. Parents of pupils who are vulnerable, disadvantaged or with SEND to have additional consultations with parents/carers each term to their child's class teacher, to share successes and worries and establish support required</p>
<p><b>Priority 7:</b> To continue to improve attendance for disadvantaged pupils so that it is in line with all other pupils and above national levels.</p>	<p>Pupils at risk of poor attendance are identified early and support in place for families to ensure that they attend school regularly and issues impacting attendance are addressed. Attendance for all pupils is at least 96% and Persistent Absence rates for disadvantaged pupils are above national levels for all pupils.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### Teaching

Senior Leader time to observe, give feedback and monitor teaching and learning: **£5000**

Purchase of additional reading materials **£1500**

Additional Progress Meetings each term: **£1800**

Mentoring and coaching **£5000**

Writing Project **£2076**

National College Training **£1949**

Standardised Tests **£3600**

**Budgeted cost: £ 20925**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to enhance QFT of all subjects across the school through CPD, and external training through the National College for Teachers and Support Staff.</p> <p>Subject Leads to be released to attend local hubs and development groups to impact and strengthen our curriculum offer.</p>	<p><b>EEF Evidence Brief</b> recommends developing high quality teaching, assessment and curriculum as an effective targeted approach for PP spending.</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise.</p> <p><b>Great Teaching Toolkit Evidence Review June 2020</b></p> <p>Great teachers understand the content they are teaching and how it is learnt. This means teachers should have deep and fluent knowledge and flexible understanding of the content they are teaching and how it is learnt, including its inherent dependencies. They should have an explicit repertoire of well-crafted explanations, examples and tasks for each topic they teach.</p>	1, 2, 3
<p>Additional strategy meetings for class teachers with SLT to discuss progress attainment of pupils and next steps for teaching and learning.</p>	<p>Pupil Progress Meetings and professional dialogue and coaching for year groups and individual teachers, with a focus on the pupils who have been identified as needing to make accelerated progress, have been effective previously</p>	1, 2,3
<p>Mentoring and coaching by senior leaders. <i>Key Stage Leads</i> to have ½ day per week to observe teaching and learning, give feedback and ensure best outcomes possible.</p> <p>Efficient and targeted coaching for individual staff and groups of staff, where inconsistencies are identified, e.g.adaptive teaching, writing and reading strategies, assessment, behaviour management etc.</p> <p>Writing project for Y4, Y6 to: Raise the attainment for the focus children in the focus group.</p> <p>Gain an increased understanding of the barriers</p>	<p>Research demonstrates that all children benefit from high quality teaching and learning provision. We want to ensure that teaching strategies are the best they can be through a well planned monitoring and feedback process, using instructional coaching strategies.</p> <p><b>School Development Plan 23/24</b> Leaders believe that the quality of teaching &amp; learning across the school is strong. We have a culture of continuous improvement for all and recognise that even with the best teaching, there are always challenges in ensuring the best outcomes due to some of the barriers that our children face (as outlined earlier in this strategy). We believe that focusing on outcomes alone will not improve these. We believe that the focus must be on the delivery. Utilising research, and promoting self-development, will strengthen our collective approach and facilitate sharing of best practice as well as improving outcomes in each class.</p> <p><b>The EEF Guide to the Pupil Premium (April 2022):</b></p> <p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along</p>	1,2,3

<p>to learning for children involved.</p> <p>Identify any themes or patterns that can be addressed through adaption to the school's curriculum offer.</p> <p>Support teachers to promote the best outcomes for learners.</p>	<p>with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. <b>EEF Evidence Brief:</b> Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p>	
<p>Diagnostic assessment of pupil progress through standardised testing tool, diagnostic assessments and review meetings with senior leadership team every term using Insight and gap analysis data following termly data drops.</p> <p>Purchase of standardised diagnostic assessments for Y1,Y2,Y3, Y4, Y5.</p> <p>Termly progress meetings with less experienced staff or cohorts that have lower data. Writing is Y3 and Y4.</p>	<p>Standardised tests provide essential tracking information for the teacher. These tests provide a diagnostic tool that can be completed to identify specific strengths and weaknesses. This in turn will be addressed through future teaching and interventions where appropriate.</p> <p><b>The EEF Guide to the Pupil Premium (April 2022):</b> Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age related expectations, you should examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance</p>	1,2,3

### Targeted academic support

In class support to access learning: **£ 15000**

Booster Classes for Year 5 and 6 **£400**

Primary Stars Intervention: **£4800**

Additional SENDCo Release time **£7000**

Phonics Interventions **£2000**

Book subscriptions for pupils to use at home: **£2000**

Budgeted cost: **£ 31200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention for KS1 phonics sessions for low attaining pupils and disadvantaged pupils who require further phonics support based on continuous assessment and tracking of progress.</p> <p>Specific action: Small group TA support in Spring term for Year 1 pupils and Year 2 pupils not on track with their phonics.</p>	<p>Phonics approaches support children to access reading. Targeted phonics sessions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. EEF research confirms that phonics achievement for all is important.</p> <p><b>EEF T&amp;L toolkit:</b></p> <p>Phonics +5</p> <p>Teaching Assistant Interventions +4</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>1</p>



<p>Small group work and additional classroom support for pupils to support their progress.</p> <p>Teaching assistant support for pupils to work in small groups to complete preteaching and intervention activities.</p> <p>Primary Stars Intervention in Reading and Writing in Y3,Y4 and Y5</p> <p>Y5/Y6 Booster Sessions 6 weeks x 1 hour</p> <p>SENDCO Release time to support and train support staff for 1:1 and small group interventions</p>	<p>Ensuring that the children are having personalised learning support to ensure that their learning is specific, timely and ensures their rate of progress is similar to their peers.</p> <p><b>EEF T&amp;L toolkit:</b></p> <p>Reading Comprehension strategies +6</p> <p>Small group tuition +4</p> <p>Feedback +6</p> <p><b>EEF Evidence Brief</b> recommends interventions to support language development, literacy, and numeracy as an effective targeted approach for PP spending: Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p>	1, 2,3
<p>Half termly Book Trust packs sent home with children identified in most need.</p>	<p>Engaging parents in learning has been proven to improve outcomes. Our school has developed a strong relationship with our families in many different ways. Providing additional reading resources at home for our families who can't afford to update books regularly helps improve outcomes at our school. The school has received positive feedback from parents and carers about these packs.</p>	1,2,6

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

Parent engagement meetings x 3 a year: **£3000**

Residential and Educational Visits: **£6000**

Parent Officer Support: **£8500**

IT upkeep for home devices **£195**

After School Clubs: **£1500**

Behaviour and well-being Support: Art Therapy, ELSA Support, Social groups **£14400**

Music Lessons: **£2100**

**Budgeted cost: £ 35695**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Attendance strategy and increase information for parents and carers about the impact of good attendance on attainment, progress and well-being	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>Attendance in school has been well documented as imperative to support children's increased outcomes. Forming a close working relationship with parents to engage and inform has been recognised as important by EEF research in improving outcomes.</p> <p><b>EEF T&amp;L toolkit:</b> Parental engagement +4</p> <p><b>EEF Evidence Brief</b> recommends supporting attendance as an effective wider approach for PP spending. It particularly notes how parental communication and targeted engagement show promise in supporting pupil attendance.</p> <p><b>WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Report</b> Research on the factors affecting parental engagement with school suggests the need for a whole-school approach that is embedded over the long term. Effective partnership with parents is likely to be supported by several ingredients at the school level, including a leader who prioritises it and ensures that it is integrated into school planning, and a plan for working with parents that is informed by an understanding of families' lives.</p>	7

<p>Increased support for parents to discuss the child's educational progress and involve them in their learning journey over the year.</p> <p>Teachers to spend time with parents to build up support, relationship with school and discussing progress with ideas of how parents can support at home. Additional meetings with parents for SEND and PP pupils.</p>	<p>Research from EEF shows that parents involvement helps the child at school and is important for the child's well-being and academic progress.</p> <p>Implement our Parent Pledge, involving the whole school community.</p>	<p>1,2,6</p>
<p>After School Clubs Coordinator to ensure that all PP pupils have access to all clubs and enrichment activities.50% funding.</p> <p>Funding for educational visits, residential, Music lessons - piano, guitar.</p>	<p>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><b>EEF T&amp;L toolkit:</b> Arts participation +3</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><b>EEF T&amp;L toolkit:</b> Physical activity +1 Extending school time +3</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and joy of learning environment, including increased school attendance.</p>	<p>4</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>ELSA support for pupils most in need. Referral system and monitoring of progress.</p> <p>Teaching Assistant to develop social group intervention and use more robust measures to monitor progress in these area.</p> <p>Art Therapy for pupils who have experienced trauma or difficult periods to ensure they have full access to learning.</p> <p>Parent officer to support parents and signpost to services.</p>	<p>Some pupils have experienced difficulties and faced additional challenges during school closure and will need support to manage feelings</p> <p>EEF Toolkit states “Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.”</p> <p>And “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</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>	5
<p>Provide more resources for pupils and parents to use at home, including reading materials, IT device upkeep, replacement, licenses and security update for home laptops</p>	<p>We provide IT equipment for children who do not have access to IT at home to complete homework, learning research and use it to broaden their specific talents and skills. Evidence from our school observations has shown that homework completion increased when our children had IT at home. Some children do not have access to a wide range of literature at home.</p>	1

**Total budgeted cost: £ 87820**

# 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 2022 to 2023 academic year.

### Teaching

Phonics- Since the Implementation of the Essential Letters and Sounds Phonics Scheme. The school's overall phonics results have improved since 2022. However, there is only a slight increase in the number of disadvantaged pupils working at the expected standard (57%)

KS1 -The numbers of disadvantaged pupils meeting the expected standard in RWM was significantly lower than for other pupils and below national levels for this group of pupils. 50% of the disadvantaged pupils in this cohort are also SEND, including 1 EHCP and 2 further pupils awaiting assessment.

KS2- The numbers of disadvantaged pupils meeting the expected standard in RWM was lower than for other pupils and below national levels for this group of pupils. The numbers of pupils attaining the expected standard in reading was close to the national figure. However, writing and mathematics were lower than national for this group of pupils.

Across the school in 2022-2023, 82% of disadvantaged pupils made expected average progress or better across all three subjects. Those who made less progress all have additional needs.35% made better than expected average progress across all 3 subjects

### Targeted Academic Support

All disadvantaged pupils received tutoring in 2022/2023.Tutoring undertaken by the pupils' existing teachers was often, through pre-teaching and a focus on addressing misconceptions, explicitly linked to classroom lessons. Teachers were able to use their assessment and observations to address issues, prepare and embed learning with very small groups and on a one to one basis. Good practice was observed and shared along with up to date research about the size of groupings and the content of these sessions. In general, the numbers of disadvantaged pupils working at expected levels or above has increased since Summer 2022 by 9%. This is in addition to 14% increase in 2021-2022.

Small Group Work and additional classroom support- Staff were able to target support in response to need to provide intervention in small groups to address difficulties and gaps in learning. Teachers also led booster classes after school.

### **Wider Provision**

Research from EEF shows that parents involvement helps the child at school and is important for the child's well-being and academic progress. We used pupil premium funding to release staff to meet with parents during the daytime and have an extended dialogue with them out their child. Parents reported that these were very helpful meetings and enabled them to work together with the class teacher to support their child. These were reviewed and as a consequence next year we will be building further on this approach.

Attendance in school is very important. We used Pupil Premium funding to fund our Parent Officer to work with the families of children with lower attendance levels and monitor closely. Consequently, our attendance figures for disadvantaged pupils are above national levels. 9 of our pupils with previous persistent attendance improved their attendance significantly in 2022-2023 and now have attendance close to or exceeding the national average for primary schools.

#### **Attendance for Pupil Premium / Whole School is as follows:**

	Pupil Premium	All pupils
% of attendance	94.5%	95.3%
% of authorised absence (illness/religious leave)	4.6%	3.7%
% of unauthorised absence	0.87 %	2.0%
% of persistent absentees	9%	7.8%

Evidence from review of impact from previous year as well as EEF research supported our view that funding extra-curricular activities for each pupil decided in partnership with parents (per pupil). This included After school clubs, residentials, music provision::

- 9 (81%) of children who are disadvantaged benefitted from the residentials to Conover (Y6) and 7 (70%) to Beaumanor (Y4)
- 100% of disadvantaged pupils accessed school day visits with their year groups. (Total:
- 75% of disadvantaged pupils attended at least 1 After School Club and 23% received additional music tuition.

Also provided:

- School milk scheme
- Uniform support
- Laptop or ipad to be used at home for the duration of the child's time at school
- Therapy services
- Mentoring/ELSA/Behaviour Mentor support
- Homework resources

