



## Glen Park Primary Pupil Premium Strategy Statement – 2019/2020

| 1. Summary Information |                   |  |          |  |              |
|------------------------|-------------------|--|----------|--|--------------|
| School                 | Glen Park Primary |  |          |  |              |
| Academic Year          | 2019/2020         | Total PP Budget  | £100,440 | Date of most recent PP review                  | July 2019    |
| Total number of pupils | 419               | Number of pupils eligible for Pupil Premium Funding (Ever 6) | 60       | Date for next internal review of this strategy | January 2020 |

| 2. Current attainment - (based upon unvalidated 2019 data, National Benchmark Figures in Red)<br><i>Data to be updated upon release of national statistics in October</i> |      |      |      |      |
|---|------|------|------|------|
| Performance of Disadvantaged Pupils at END of EYFS  |      |      |      |      |
|   | 2019 | 2018 | 2017 | 2016 |
| % of PP pupils achieving GLD  | 57%  | 60%  | 33%  | 57%  |
| % of PP pupils achieving Early Learning Goal in Reading   | 86%  | 60%  | 33%  | 57%  |
| % of PP pupils achieving Early Learning Goal in Writing   | 57%  | 60%  | 33%  | 57%  |
| % of PP pupils achieving Early Learning Goal in Maths   | 72%  | 60%  | 33%  | 86%  |

| Performance of Disadvantaged Pupils at Phonic Check |      |      |           |      |
|---|------|------|-----------|------|
|   | 2019 | 2018 | 2017      | 2016 |
| % of PP pupils achieving Phonic Standard Year 1     | 75%  | 73%  | 71% (84%) | 80%  |

| Performance of Disadvantaged Pupils at END of KS1                         |            |            |                   |             |
|---|------------|------------|-------------------|-------------|
|   | 2019       | 2018       | 2017              | 2016        |
| % of PP pupils achieving the expected standard and above in Reading (EXS) | <b>62%</b> | <b>75%</b> | <b>75% (79%)</b>  | <b>100%</b> |
| % of PP pupils achieving the expected standard and above in Writing (EXS) | <b>62%</b> | <b>75%</b> | <b>75% (72%)</b>  | <b>100%</b> |
| % of PP pupils achieving the expected standard and above in Maths (EXS)   | <b>62%</b> | <b>75%</b> | <b>100% (79%)</b> | <b>86%</b>  |

| Performance of Disadvantaged Pupils at END of KS2               |             |                    |                   |             |
|---|-------------|--------------------|-------------------|-------------|
|   | 2019        | 2018               | 2017              | 2016        |
| % of PP pupils achieving expected standard and above in Reading | <b>93%</b>  | <b>100%</b>        | <b>100% (77%)</b> | <b>60%</b>  |
| % of PP pupils achieving expected standard and above in Writing | <b>100%</b> | <b>79%</b>         | <b>100% (81%)</b> | <b>60%</b>  |
| % of PP pupils achieving expected standard and above in Maths   | <b>93%</b>  | <b>93%</b>         | <b>92% (80%)</b>  | <b>70%</b>  |
| % of PP pupils achieving expected standard and above in R,W & M | <b>86%</b>  | <b>79%</b>         | <b>92% (67%)</b>  | <b>50%</b>  |
| Progress measure in Reading                                     |             | <b>+5.4 (+0.3)</b> | <b>+3.9</b>       | <b>+2.8</b> |
| Progress measure in Writing                                     |             | <b>+3.5 (+0.2)</b> | <b>+3.3</b>       | <b>0</b>    |
| Progress measure in Maths                                       |             | <b>+2.8 (+0.3)</b> | <b>+0.9</b>       | <b>+2.4</b> |

| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>                      |  |
|---|--|
| <b>In-school barriers (issues to be addressed in school, e.g. poor language skills)</b>   |  |
| A.  | Oral language skills in Foundation Stage upon entry are lower for pupils eligible for Pupil Premium than for other pupils. This slows reading and writing progress in subsequent years.  |
| B.  | A number of pupils eligible for Pupil Premium support have emotional, social or special educational needs which can impact upon their learning and the progress that they make in class. Demographical changes to the local area is resulting in more children from disadvantaged backgrounds moving into the school.  |
| C.  | Lack of resilience, self-confidence and co-operation when approaching work, which is affecting children's academic progress.   |
| D.  | Attainment in reading and writing, particularly in grammar and spelling.   |
| <b>External barriers (issues which require action outside school e.g. low attendance)</b> |  |
| E.  | Some of the families in questions are "Families in Need" and are frequently signposted to outside agency support when appropriate. This may be through the Parent Support Advisor or members of school staff.  |
| F.  | The attendance of pupils eligible for Pupil Premium is a concern in a number of year groups and a barrier to the progress and attainment that pivotal pupils make. Overall attendance figures for Pupil Premium pupil's stands at 92.4% for the 2018/2019 academic year, compared to the whole school figure at 95.7%. Attendance figures in 6 out of 7 years groups is below that compared to all pupils in the school. |

| <b>4. Desired outcomes (Desired outcomes and how they will be measured)</b> |   | <b>Success criteria</b>   |
|---|---|---|
| A.  | Improve oral language skills for pupils eligible for Pupil Premium in the Foundation Stage. | All children to make rapid progress by the end of the year towards achieving the Early Learning Goal for speaking, listening and understanding narrowing the gap from their on-entry attainment. Staff have a greater awareness of strategies to develop pupil's communication skills and use questioning and resources effectively to address gaps in learning and engage children to articulate learning. |
| B.  | The emotional needs of pupils are being met through targeted support in school.             | Support is in place to meet the emotional needs of pupils to ensure that their academic progress is not affect by external factors. Improvements in social/emotional well-being of pupils is evidenced in school. Pupils and families to continue to feel supported through signposting to ELSA, Learning Mentor, SENCo and outside agency support when appropriate.  |

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| C. | To improve engagement in lessons including curriculum engagement, social, emotional and behaviour and academic achievement for disadvantaged pupils.                      | Increased targeted support from Teaching Assistants for phonics, reading and mathematics.<br>We continue to provide improved opportunities for Pupil Premium pupils to widen their experiences in school. All pupil premium children to participate in school trips. |
| D. | Attainment for disadvantaged pupils in reading, writing and maths continues to increase and the gap between gender groups in each year group contuse to narrow over time. | Progress in reading, writing and maths for disadvantaged pupils in each group is at least in line with other groups of learners across the school.<br>Staff have a greater awareness of how to meet individual needs in the classroom.                               |

Decisions about the allocation and spending of the Pupil Premium Grant is underpinned by evidence-based research and best practice. Many of these approaches are outlined within the Education Endowment Foundation (EEF) Teaching and Learning Toolkit. This year the school is participating in an EEF project focusing upon maximising the impact of Pupil premium.

A number of whole initiatives that have been prioritised over the last number of years have been based upon developing evidence based whole school teaching and learning approaches. These include:

- establishing teaching for mastery approaches
- developing children vocabulary and spoken language skills
- effectively implementing a phonics programme
- explicit teaching of spelling across the school
- teaching different reading comprehension strategies through modelling and supported practice through introducing 'Reading for Meaning'

| 5. Planned expenditure   |   |  |   |  |                       |
|--|---|--|---|--|-----------------------|
| Academic year 2019-2020  |   |  |   |  |                       |
| i. Quality of teaching for all   |   |  |   |  |                       |
| Desired outcomes   | Chosen action/approach  | What is the evidence and rationale for this choice?  | How will we measure impact?   | Staff lead                                   | Costing & review date |
| <p><b>A</b> - Through employing an additional member of staff we are able to further improve the quality of teaching and learning through targeted intervention with both pupils and their families.</p> | <p><b>Provide additional Teaching Assistant support in the Early Years Foundation Stage.</b></p>  | <p><b><i>Sutton Trust: Early Years Intervention +5months</i></b></p> <p>Through increasing the adult ratio in the EYFS we aim to ensure that a higher proportion of Pupil Premium eligible pupils meet the Good Level of Development criteria by the end of the year through targeted support and intervention work.</p> <p>A targeted plan of intervention work designed to address key gaps in learning is delivered on a daily basis.</p>   | <p>Daily feedback to teaching staff.</p> <p>Impact of intervention work with pupil premium pupils to be monitored via assessment tracker (x3 times a year) by the HT &amp; DHT and discussed within termly pupil progress meetings.</p> | <p>Anthony Hutchings &amp; Emma Bushe</p>    | <p>£14,175</p>        |
| <p><b>D</b> - We aim to enable all staff to participate in high quality training, thereby ensuring the successful application of consistent best practice across the whole school.</p>                   | <p><b>Staff have access to high quality training and evidence-based research to further develop the impact of their teaching upon the progress of disadvantaged and all pupils across the school.</b></p> | <p><b><i>Sutton Trust: Reading Comprehension strategies +5months, Oral Language Intervention + 5months</i></b></p> <p>Through a continued commitment to ensuring that we provide high quality CPD for staff, we have found that this has led to improved quality of teaching and learning across the school, resulting in staff being more aware of the need for ensuring that appropriate provision is in place to meet the needs of Pupil Premium pupils in order to accelerate their progress and narrow the gap in attainment.</p> | <p>Termly Analysis of RWI assessment data and the impact of 1:1 intervention – RWI manager to report to the HT every 6 weeks</p> <p>Termly monitoring and evaluation cycle</p>  | <p>Anthony Hutchings &amp; Claire Duncan</p> | <p>£4,000</p>         |

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|  |  | <p>This year we will be undertaking a range of evidence based CPD and research funded through the Pupil premium Grant for further developing teaching &amp; learning including:</p> <ul style="list-style-type: none"> <li>• Education Endowment Fund training</li> <li>• Oracy</li> <li>• Reading for Meaning</li> </ul>  |  |   |                                  |
| <p><b>D</b> - Annual subscription to Power Maths online teaching and learning tool to support access to learning resources for pupils outside of school.</p> | <p><b>Subscription to the Power Maths scheme to support teaching for mastery approaches in maths</b></p>   | <p><b><i>Sutton Trust: Mastery Learning +5 months</i></b></p> <p>Subscription to Power Maths supports teachers to break subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved, thus deepening pupils understanding.</p> <p>This is the second year that we have adopted this teaching approach and already we have seen increase progress and attainment for disadvantaged pupils in all year groups.</p> | <p>Progress of pupils in maths monitored on assessment tracker (x3 times a year).</p> <p>Regular informal drop ins into lessons to monitor the quality of teaching and learning.</p> | <p>Claire Duncan</p>                      | <p>£6,300</p>                    |
| <b>Total budgeted cost</b>   |  |  |  |   | <b>£24,475.00</b>                |
| <b>ii. Targeted support &amp; Specific Intervention</b>  |  |  |  |   |                                  |
| <b>Desired outcomes</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented?</b>  | <b>Staff lead</b>                         | <b>Costing &amp; review date</b> |
| <p><b>A</b> - The progress and attainment of pivotal pupils in KS1 is accelerated through intensive intervention support enabling</p>                        | <p><b>To improve intervention support for pupils in KS1 who have difficulties learning to read and write through employing a qualified teacher to implement the FFT Wave</b></p> | <p><b><i>Sutton Trust Research: Early Years Interventions +5 months</i></b></p> <p>Oral language skills in Foundation Stage upon entry are lower for pupils eligible for Pupil Premium than for other pupils.</p>  | <p>Member of staff employed for 5 mornings a week to deliver the programme to targeted pupils in the EYFS and KS1.</p>   | <p>Anthony Hutchings &amp; Emma Bushe</p> | <p>£11,934</p>                   |

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| <p>attainment gaps to be narrowed.</p> <p>Staff obtain a clearer understanding of early reading and writing behaviours of pivotal pupils.</p>  | <p><b>3 Literacy Intervention Programme.</b></p>   | <p>This slows reading and writing progress in subsequent years.</p> <p>Through introducing the FFT Wave 3 Literacy Intervention programme we aim to improve support for pupils who have difficulties learning to read and write upon entry to the school. Through making the best use of strategies this will ensure pupils are better equipped to participate more fully in literacy and numeracy class provision.</p>                        | <p>As assessment tracking system will be developed to monitor the impact and effectiveness of intervention of upon pupil progress and attainment.</p>       |  |   |
| <p><b>A</b> - Targeted pupils Speech and Language needs are identified as early as possible and tailored individual plans are implemented correctly and promptly. Target pupils meet their individual Speech and Language Targets set by Speech Therapist.</p> | <p><b>S&amp;L Screening: EYFS &amp; KS1 Autumn 2019 (early identification and immediate action). Targeted pupils receive additional speech and language teaching to allow them to address areas of difficulty and fully access age related objectives in class. Key workers plan interventions and adapt personalised plans using S&amp;L therapist expertise.</b></p> | <p><b>Sutton Trust: Communication &amp; language approaches +6months</b></p> <p>There has been an increase in the number of pupils identified with speech and language needs coming into the Early Years Foundation Stage and KS1 who do not meet the criteria for statutory support through the Local Authority.</p> <p>The employment of a S&amp;L therapist enables us to provide targeted support for pivotal pupils below thresholds.</p> | <p>Purchase 1 day a week special Speech &amp; Language support through PLP (Dame Hannah Rogers).</p>  | <p>Emma Bushe</p>                        | <p>£8,385</p>                           |
| <p><b>B</b> - Access to the Learning Mentor will provide support for pupils who face barriers to learning both in and out of school resulting in them being</p>  | <p><b>Maintain subscription to the Multi Agency Support Team (MAST).</b></p>   | <p><b>Sutton Trust: Social &amp; Emotional Learning +4 months</b></p> <p>Pupils have access to a range of specialist services through the MAST subscription. This provides support for</p>   | <p>Progress of pupils being supported through the MAST team is regularly monitored by the SENCo class teachers and reported to the HT. these pupils are</p> | <p>Anthony Hutchings<br/>Lisa Birnie</p> | <p>£14,665 (including ELSA support)</p> |

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| <p>more engaged in their learning in the classroom.</p> <p>The school will have access to a wider range of external support services for children with complex needs (counselling, anger management therapy).</p>  |  | <p>targeted pupils to support their self-esteem and well-being.</p> <p>The subscription provides access to Art/Play therapists, Counsellors, Family Support workers and additional EP support.</p>   | <p>discussed during termly pupil progress reviews.</p> <p>An evaluation is completed at the end of a block of support in order to measure impact.</p>   |   |  |
| <p><b>B</b> - The emotional needs of pupils are supported within school through access to trained ELSAs in each key stage.</p> <p>These include: including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.</p> | <p><b>Three trained ELSAs provide 4 hours of weekly support for targeted pupils.</b></p>   | <p><b><i>Sutton Trust: Social &amp; Emotional Learning +4 months</i></b></p> <p>There has been an increase in the number of pupils across the school requiring emotional support for a range of factors, including:</p> <ul style="list-style-type: none"> <li>• Developing confidence and self-esteem</li> <li>• Helping children to understand parental separation</li> <li>• Learning to discuss anxieties</li> <li>• Supporting children to manage their emotions</li> <li>• Developing social skills to support friendships</li> <li>• Support in managing distractions in the classroom</li> </ul> | <p>Progress and wellbeing of pupils being supported by the ELSAs is regularly monitored by class teachers and reported to the HT. An evaluation is completed at the end of a block of support in order to measure impact.</p> | <p>Lisa Birnie</p>                          | <p>£2,269</p>                          |
| <p><b>B</b> - Weekly release time is provided for the SENCo to coordinate intervention support and agency referrals across year group teams and curriculum leaders,</p>  | <p><b>To provide weekly release time for the SENCo to coordinate intervention support for Pupil Premium pupils and children in care of the Local Authority pupils across the school.</b></p> | <p>Due to an increase in both pupil numbers and those eligible for Pupil premium funding, the SENCo needs support in terms of release time to fulfil the responsibilities of the post.</p> <p>This is essential to ensure that pupils</p>  | <p>Termly analysis of the progress and attainment of pupils receiving additional intervention support.</p>  | <p>Anthony Hutchings</p> <p>Lisa Birnie</p> | <p>£7,273 (1-day release per week)</p> |

|   |  |   |   |   |               |
|---|--|---|---|---|---------------|
| <p>seeking and sharing best practice for accelerating progress and addressing key gaps in learning.</p> <p>To deliver more rigour in tracking and intervening on children, including Pupil Premium and Looked After Children, who are non-moving and not making expected levels of progress</p> | <p><b>SENCo to meet termly with teachers to discuss progress, impact of intervention programmes, referrals to external agencies or additional support needed for all children with particular focus on Pupil Premium, SEN and Looked After Children.</b></p> | <p>are supported with outside agencies and parents are fully engaged with IEPs/EHCPs.</p> <p>This year the SENCo will be undertaking a research project facilitated through the Plymouth Teaching School into how the explicit over teaching of subject specific language can support vocabulary development in the Early Years.</p>  | <p>Monitor numbers of children making expected and good levels of progress.</p> <p>Compare progress rates of children before and after intervention programmes.</p>   |   |               |
| <p><b>D</b> - Subscription to Accelerated Reader scheme leads to improved comprehension and increased attainment across the year in each year group and an increased proportion of pupils reaching age related expected levels by the end of the year.</p>                                      | <p><b>Continue to provide access for all pupils including those eligible for Pupil Premium Funding, to the Accelerated Reader programme.</b></p>   | <p><b><i>Sutton Trust: Reading Comprehension Strategies +6 months</i></b></p> <p>Improved reading assessment and tracking procedures enables teachers to monitor the reading level and comprehension skills of each pupil more effectively and inform further instruction or intervention.</p> <p>Evidence demonstrates that Pupil Premium Pupils are engaged in the programme and motivated to read more frequently outside of school leading to raised attainment.</p> <p>Reading attainment of disadvantaged pupils at the end of Key Stage 2 is at least in line with other groups of learners by the time they leave the school.</p> | <p>Termly progress and attainment reports for AR Manager.</p> <p>Termly analysis of Star Reading test outcomes completed by AR manager. Information provide for class teachers so that key gaps in learning can be supported in the classroom.</p> <p>Fortnightly reports provided for teachers – early identification of any pupils not engaging in the programme.</p> | <p>Hannah Coulton &amp; Anthony Hutchings</p> | <p>£3,744</p> |

| <p><b>C</b> - To secure greater levels of progress for targeted Pupil Premium pupils in Reading, Writing and Maths.</p> <p>There is an increase in the number of pupils achieving mastery.</p> | <p><b>Employ 2 additional Teaching Assistants to enable small group support and in class support to extend skills in Phonics, Reading, Writing and Maths in targeted year groups.</b></p> | <p><b>Sutton Trust: Teaching Assistants +1 month</b></p> <p>Additional staffing increases the quality of teaching and learning in targeted year groups. Increased opportunities for individual and small group intervention support through the delivery of evidence-based programmes (1:1 RWI Phonics, Precision Teaching, pre and post lesson teaching) can lead to accelerated progress being made by targeted pupils.</p>   | <p>Daily feedback to teaching staff.</p> <p>Assessment of the quality of teaching and learning through the lesson observation cycle.</p> <p>Progress monitored on assessment tracker (x3 times a year) by the HT &amp; DHT and discussed within termly pupil progress meetings.</p> | <p>Anthony Hutchings</p> <p>Emma Bushe</p> | <p>£24,097</p>        |
|--|---|---|---|--|-----------------------|
| <b>Total budgeted cost</b>   |   |   |   |  | <b>£71827.00</b>      |
| <b>iii. Other approaches - Enrichment &amp; Enhancement</b>  |   |   |   |  |                       |
| Desired outcomes   | Chosen action/approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented?  | Staff lead                                 | Costing & review date |
| <p><b>C</b> - As a result of reduced cost for low income families, a higher percentage of pupil premium eligible pupils will attend the residential.</p>                                       | <p><b>To subsidise residential trips for Pupil Premium eligible pupils.</b></p>   | <p><b>Sutton Trust: Outdoor Adventure Learning +3 months</b></p> <p>Due to subsidies introduced we have seen an increase in the number of pupil from low income families attending residential trips.</p> <ul style="list-style-type: none"> <li>• 50% (7 out of 14 eligible children) in the Year 5 cohort will be attending the Hindhead residential in October 2018</li> <li>• 75% (6 out of 8 eligible children) in the Year 4 cohort attended Beam House in April 2019.</li> </ul> | <p>Pupil Premium funding will be used to provide a 50% subsidy for eligible pupils towards the cost of the Heatree and Hindhead residential.</p>  | <p>Anthony Hutchings</p>                   | <p>£1,500</p>         |

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| <p>C - Pupils have access to specialist music tuition and the opportunity to learn a new skill.</p> <p>Improved confidence and motivation towards their learning in the classroom.</p>  | <p><b>To provide access to specialist music tuition.</b></p>  | <p><b>Sutton Trust: Arts Participation +2 months</b></p> <p>Pupils who attended subsidised tuition last year have demonstrated increased confidence in the classroom. End of term evaluations provided via the tutor are very positive and indicate that the children have acquired a wide range of skills over the term.</p>   | <p>Termly reports provided through IMS Musical Services.</p> <p>Termly analysis of the progress and attainment of Pupil Premium pupils</p>  | <p>Anthony Hutchings</p> | <p>£500</p> |
| <p>C - Improved opportunities are in place for children to widen their experiences in school: for example, through learning a new instrument. Pupil's basic needs are being met through provision of school uniform and resources to support learning both in school and at home.</p> | <p><b>To enhance opportunities for Pupil Premium Pupils across the school and to ensure that their basic needs are being met.</b></p> | <p>An audit of provision demonstrates that all eligible pupils are benefiting from the Pupil premium grant. Class teachers regularly discuss how funding is being used to support their child and the impact that this is having upon their learning. Use of pupil premium funding this academic year includes:</p> <ul style="list-style-type: none"> <li>● Purchase of uniform</li> <li>● Reading materials to support reading at home</li> <li>● Art equipment</li> <li>● Stationary to support homework</li> <li>● Handwriting support tools</li> <li>● Subsidised attendance at Buddies</li> <li>● Financial support with transport to school</li> <li>● Dance lessons</li> </ul> <p>Financial support is provided for families for targeted children to attend top up</p> | <p>An audit of provision will be completed to ensure that all pupils are benefitting from the additional funding and that basic needs are being met. As part of this process parents will be consulted around how they feel their child could be further supported within the school.</p> | <p>Anthony Hutchings</p> | <p>£500</p> |

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|--|------------------------------------|---|-------------|-------------------|---|
|  |                                    | swimming lessons to ensure they met the national curriculum requirement.  |             |                   |   |
| <b>B</b> - Through the HMS Heroes group the school provides support for pupils from service families, especially during times of deployment. | <b>Subscription to HMS Heroes.</b> | Evidence shows that HMS Heroes provides pupils with the opportunity to discuss concerns, share experiences and act as support mechanisms for one another. The group is run alongside our ELSA provision.<br>Attendance within the group continues to grow and the group provides children with the opportunity to mix with other children from service families as well as provide emotional support during periods of family deployment overseas. The group have opportunities to meet with pupils from other schools who are in similar situations, leading to reduced anxiety in school and the classroom. | Weekly club | Anthony Hutchings | £500.00<br><br>(including £300 annual subscription) |
| <b>Total budgeted cost</b>   |                                    |   |             |                   | <b>£3,000.00</b>                                    |