



Glen Park Primary Pupil Premium Strategy Statement – 2017/2018

1. Summary Information					
School	Glen Park Primary				
Academic Year	2017/18	Total PP Budget	£104, 040	Date of most recent PP review	July 2017
Total number of pupils	405	Number of pupils eligible for Pupil Premium Funding (Ever 6)	59	Date for next internal review of this strategy	January 2018

2. Current attainment - (based upon unvalidated 2017 data, National Figures in Red)				
Performance of Disadvantaged Pupils at END of EYFS				
	2017	2016	2015	2014
% of PP pupils achieving GLD	33%	57%	75%	40%
% of PP pupils achieving Early Learning Goal in Reading	33%	57%		
% of PP pupils achieving Early Learning Goal in Writing	33%	57%		
% of PP pupils achieving Early Learning Goal in Maths	33%	86%		

Performance of Disadvantaged Pupils at Phonic Check				
	2017	2016	2015	2014
% of PP pupils achieving Phonic Standard Year 1	63%	80%	86%	80%
% of PP pupils achieving Phonic Standard Year 2	100%	100%	100%	100%

Performance of Disadvantaged Pupils at END of KS1				
	2017	2016	2015 (L2b+)	2014 (L2b+)
% of PP pupils achieving the expected standard and above in Reading (EXS)	80%	100%	78%	92%
% of PP pupils achieving the expected standard and above in Writing (EXS)	80%	100%	67%	42%
% of PP pupils achieving the expected standard and above in Maths (EXS)	100%	86%	78%	67%

Performance of Disadvantaged Pupils at END of KS2				
	2017	2016	2015 (L4+)	2014 (L4+)
% of PP pupils achieving expected standard and above in Reading	100% (77%)	60%	100%	86%
% of PP pupils achieving expected standard and above in Writing	100% (81%)	60%	100%	86%
% of PP pupils achieving expected standard and above in Maths	92% (80%)	70%	100%	86%
% of PP pupils achieving expected standard and above in R,W & M	92% (67%)	50%		
Progress measure in Reading	+3.9	+2.8		
Progress measure in Writing	+3.3	0		
Progress measure in Maths	+0.9	+2.4		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, e.g. poor language skills)	
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.
C.	Lack of resilience, self-confidence and co-operation when approaching work, which is affecting children's academic progress.
D.	Attainment in boys reading and writing, particularly in grammar and spelling.
External barriers (issues which require action outside school e.g. low attendance)	
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 of 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 92.1% for the 2016/2017 academic year, compared to the whole school figure at 96.1%. Attendance figures in 6 out of 7 years groups is below that compared to all pupils in the school.

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
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.

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. 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 in boys writing continues to increase and the gap between gender groups in each year group continue to narrow over time.	Progress in boys writing in each group is at least in line with other groups of learners across the school. Staff have a greater awareness of how to meet individual needs in the classroom.

5. Planned expenditure					
Academic year 2017-18					
i. Quality of teaching for all					
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
<i>Sutton Trust: Early Years Intervention +5months</i> A - 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.	Provide additional Teaching Assistant support in the Early Years Foundation Stage.	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.	Daily feedback to teaching staff. Impact of intervention work with pupil premium pupils to be monitored via assessment tracker (x3 times a year) by the HT & DHT and discussed within termly pupil progress meetings.	Anthony Hutchings	£12,304.00

<p>D - 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>Individual CPD programmes for each member of teaching staff linked to identified needs, ensures that they have access to high quality training to further develop the impact of their teaching upon the progress of pupils across the school</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 observation cycle</p> <p>CPD evaluation reports (completed by each member of staff once they have attend external training)</p>	<p>Anthony Hutchings & Claire Duncan</p>	<p>Jan 18 £4,600.00</p>
Total budgeted cost					£16,904.00
ii. Targeted support & Specific Intervention					
Desired outcomes	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented?	Staff lead	Costing & review date
<p>Sutton Trust Research: One to one Tuition +5 months</p> <p>A - The progress and attainment of pivotal pupils in KS1 is accelerated through intensive intervention support enabling attainment gaps to be narrowed.</p> <p>Staff obtain a clearer understanding of early reading and writing behaviours of pivotal pupils.</p>	<p>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 3 Literacy Intervention Programme.</p>	<p>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.</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>A qualified teacher has been employed for 5 mornings a week to deliver the programme to targeted pupils in the EYFS and KS1.</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>Emma Bushe</p>	<p>£7,448.82</p>

<p>Sutton Trust Research: Small Group Tuition +4 months Sutton Trust Research: One to one Tuition +5 months B - To secure greater levels of progress for children in Maths and English, through the coaching and intervention of Maths and English teaching.</p> <p>This will increase the progress of targeted Pupil Premium children within Maths and English and address key identified gaps in learning within the curriculum.</p>	<p>An additional teacher employed for two days a week to provide 1:1 tuition for pivotal Pupil Premium pupils at risk of not making at least expected progress in English and Maths.</p>	<p>The employment of a Pupil Premium tutor during the 2016/17 spring and summer terms, had a significant impact upon the progress of targeted pupils over time. In 2017 all Pupil Premium pupils in Year 6 achieved the expected standard in reading and writing as a result of additional support put into place.</p> <p>Attainment outcomes of Pupil Premium Pupils at the end of Y6 were well above that of pupils nationally in all subjects Within school gaps narrowed significantly over the year with PP pupils attaining higher than other pupils in the school.</p>	<p>Daily feedback to teaching staff.</p> <p>Monitoring of the impact of intervention programmes delivered.</p> <p>Progress monitored on assessment tracker by the HT, DHT and phase leader. Outcomes discussed within termly pupil progress meetings.</p>	<p>Anthony Hutchings Emma Bushe</p>	<p>Apr 18 £7,680.00</p>
<p>Sutton Trust: Early Years Intervention +5months</p> <p>A - 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>S&L Screening: EYFS & KS1 Autumn 2017 (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</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>Purchase 1 day a week special Speech & Language support through PLP (Dame Hannah Rogers).</p>	<p>Emma Bushe</p>	<p>Jan 2018 £8,031.00</p>

	personalised plans using S&L therapist expertise.				
<p><i>Sutton Trust: Social & Emotional Learning +4 months</i></p> <p>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 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>Maintain subscription to the Multi Agency Support Team (MAST).</p>	<p>Pupils have access to a Learning Mentor through the MAST subscription. This provides support for targeted pupils to support their self-esteem and well-being.</p> <p>The subscription also provides access to Art/Play therapists, Counsellors, Family Support workers and additional EP support.</p>	<p>Progress of pupils being supported by the Learning Mentor is regularly monitored by class teachers and reported to the HT.</p> <p>An evaluation is completed at the end of a block of support in order to measure impact.</p>	<p>Anthony Hutchings</p> <p>Emma Bushe</p>	<p>Jan 2018</p> <p>£6,810.00</p>
<p><i>Sutton Trust: Social & Emotional Learning +4 months</i></p> <p>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</p>	<p>Two trained ELSAs provide 4 hours of weekly support for targeted pupils.</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"> • Developing confidence and self-esteem • Helping children to understand parental separation • Learning to discuss anxieties • Supporting children to manage their emotions • Developing social skills to support friendships 	<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>Nicky Cole</p>	<p>Jan 2018</p> <p>£2,500.00</p>

communication difficulties, loss, bereavement and family break-up.		<ul style="list-style-type: none"> Support in managing distractions in the classroom 			
<p>B - Weekly release time is provided for the SENCo to coordinate intervention support and agency referrals across year group teams and curriculum leaders, 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>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.</p> <p>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.</p> <p>Purchase School Pupil Tracker assessment system</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>Termly analysis of the progress and attainment of pupils receiving additional intervention support.</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>Lisa Birnie</p>	<p>£6'751.00 – including £1,500 SPT subscription</p> <p>(1 day release per week)</p>
<p>Sutton Trust: Reading Comprehension Strategies +5 months</p> <p>D - Subscription to Accelerated Reader scheme leads to improved comprehension and</p>	<p>Continue to provide access for all pupils including those eligible for Pupil Premium Funding, to the Accelerated Reader programme.</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>Termly progress and attainment reports for AR Manager.</p> <p>Fortnightly reports provided for teachers – early identification of any pupils</p>	<p>Hannah Coulton & Anthony Hutchings</p>	<p>£3,500.00</p>

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.		Evidence demonstrates that Pupil Premium Pupils are engaged in the programme and motivated to read more frequently outside of school leading to raised attainment.	not engaging in the programme.		
<p>Sutton Trust: Early Years Intervention +6 months</p> <p>A - Greater awareness of the needs of individual pupils when they join the school. Information shared during home visits will enable the school to put plans into place to support the induction of specific children.</p>	<p>Provide home visits to support the induction of new Foundation Stage pupils into the school.</p>	Home visits carried during June/July enable staff to gather key information about pupils and begin to form the relationship between parents, practitioners and children. This ensures that any intervention needs are quickly identified and put into place before the pupils joins the school.	Home visits to be completed at the end of the summer term.	Liggy Rossiter & Catherine Smithers	£960.00 (supply cover x 6 days)
<p>Sutton Trust: Teaching Assistants +1 month</p> <p>C - 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>Employ 3 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.</p>	Additional staffing increases the quality of teaching and learning in targeted year groups. Increased opportunities for individual and small group intervention support can lead to accelerated progress being made by targeted pupils.	<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 & DHT and discussed within termly pupil progress meetings.</p>	<p>Anthony Hutchings</p> <p>Emma Bushe</p>	£35,635.00

Sutton Trust: Homework +1 month D - Annual subscription to Abacus Evolve online teaching and learning tool to support access to learning resources for pupils outside of school.	Subscription to the Abacus Evolve maths scheme and online resources	Subscription to the Abacus site enables pupils to access fun and interactive learning resources which supplement the 2014 Curriculum delivered in school. Feedback from both staff and pupils is very positive.	Progress of pupils in maths monitored on assessment tracker (x3 times a year).	Claire Duncan	£1,500.00
Total budgeted cost					£80,815.82
iii. Other approaches - Enrichment & Enhancement					
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
Sutton Trust: Outdoor Adventure Learning +3 months C - As a result of reduced cost for low income families, a higher percentage of pupil premium eligible pupils will attend the residential.	To subsidise residential trips for Pupil Premium eligible pupils.	Due to subsidies introduced we have seen an increase in the number of pupil form low income families attending residential trips. 100% of eligible pupils (6 out of 6) in Y4 will be attending the Beam House residential in April. 67% of eligible pupils (10 out of 15) in Y6 attended the Hindhead residential in October.	Pupil Premium funding will be used to provide a 50% subsidy for eligible pupils towards the cost of the Heatree and Hindhead residential.	Anthony Hutchings	July 18 £2,000.00
Sutton Trust: Arts Participation +2 months C - Pupils have access to specialist music tuition and the opportunity to learn a new skill.	To provide access to specialist music tuition.	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.	Termly reports provided through IMS Musical Services. Termly analysis of the progress and attainment of Pupil Premium pupils	Anthony Hutchings	Jan 18 £1,500.00

Improved confidence and motivation towards their learning in the classroom.					
<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>To enhance opportunities for Pupil Premium Pupils across the school and to ensure that their basic needs are being met.</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"> ● Purchase of uniform ● Reading materials to support reading at home ● Art equipment ● Stationary to support homework ● Handwriting support tools ● Subsidised attendance at Buddies ● Financial support with transport to school ● Dance lessons 	<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>Jan 18</p> <p>£1,000.00</p>
<p>B - Through the HMS Heroes group the school provides support for pupils from service families, especially during times of deployment.</p>	<p>Subscription to HMS Heroes.</p>	<p>Evidence shows that HMS Heroes provides pupils with the opportunity to discuss concerns, share experiences and act as support mechanisms for one another. 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.</p>	<p>Weekly club</p>	<p>Anthony Hutchings</p>	<p>July 18</p> <p>£500.00</p> <p>(including £300 annual subscription)</p>

		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.			
<p>Sutton Trust: Digital Technology +4 months C - To improve access to mobile technology to support learning and motivate pupils in the classroom.</p> <p>To provide training for staff on how to integrate effective use of mobile technology and to understand how it can be used for learning.</p>	<p>Lease a class set of iPads to supplement teaching and learning in the classroom</p>	<p>We want to invest PP funding into the development of mobile technology to support learning and enable pupil's better access to use technology in problem solving or more open-ended learning activities.</p> <p>Questionnaires have identified that a number of PP pupils do not have access to technology outside of school to support learning.</p> <p>The long-term goal is to develop Pupil premium digital champions to support pupils learning.</p>	<p>Use INSET days to deliver training.</p> <p>Impact overseen by computing co-ordinator.</p>	Steve Gibson	<p>Jan 18</p> <p>£3,170.00 (annual lease charge)</p>
Total budgeted cost					£8,170.00