

## PUPIL PREMIUM STRATEGY – GLENAIRE PRIMARY SCHOOL

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	2019 - 2020		
CURRENT PUPIL INFORMATION 2019-2020			
Total number of pupils:	178 190 with nursery	Total pupil premium budget:	£100,620
Number of pupils eligible for pupil premium:	69 – 39%	Amount of pupil premium received per child:	£1,320

SCHOOL INFORMATION		
CHARACTERISTIC	NUMBER IN SCHOOL	PERCENTAGE OF SCHOOL
Boys	87	49%
Girls	103	57%
SEND support	41	23%
EHCP plan	1	2.4%

## Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
					2016-17	2017-18
Good level of development (GLD)	25%	66%	2018 – 71%		33%	75%
Reading	25%	66%			33%	75%
Writing	25%	66%			33%	75%
Maths	25%	66%			33%	88%
Making Relationships	25%	76%			67%	100%

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
				2016-17	2017-18
45%	44%	82%		88%	50%
YEAR 2 PHONICS SCREENING RE-CHECK					
87%	63%	91%		100%	86%

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average		2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	50%	Non PP: 67% All: 61%			PP: 50%	PP: 86%

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average		2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	31%	Non PP: 29% All: 30%	65%		31% PP	36%PP

BARRIERS TO LEARNING
Children enter school at much lower levels than those of their peers, nationally and with lower levels than their peers in school. Most disadvantaged children are assessed as below or well below at baseline on entry.
Communication and speech are particular issues.
Home circumstances such as lack of sleep, poor diet and few routines have an impact on children's ability to engage fully with learning and achieve as highly as they are capable and there are high levels of involvement with children's social care and other agencies.
A large number of disadvantaged children present with multiple needs, early emotional development and attachment disorders, leading to low levels of self-esteem, motivation and self-regulation and need Social and emotional barriers to learning and emotional well being
Attendance and punctuality- poor attendance with high levels of persistent absence
Aspirations are often low. Parents and Carers are not always sure how best to support their children academically.

## LONG-TERM PLAN

1. Raising Attainment
2. Accelerate progress and attainment in life skills (oracy, basic skills and PSHE) for all disadvantaged pupil including those with multiple barriers to learning.
3. Improve attendance of pupil premium pupils.
4. Implement a planned programme to involve parents and carers in supporting their children.

## FINANCE

INCOME: £100,620

SUPPORT STAFF	£54,960
LEADERSHIP	£10,600
ADMIN	£6500
SPECIALIST PHONICS	£1,000
SPEECH AND LANGUAGE	£2,000
PLAY THERAPY	£1,200
BEHAVIOUR HUB	£10,800
FAMILY SUPPORT	£1,100
UNIFORM	£1534
TRIPS	£1500
ADDITIONAL FUND	£500
MAGIC BREAKFAST CATERING	£200
ADDITIONAL ON COSTS	15,000
TOTAL	£106,894

**PRIORITY 1: RAISING ATTAINMENT**

Member of staff responsible: All Staff

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Cost
<p>improve attainment for pupil premium children in reading, writing and maths.</p>	<p>Federation Senior Leader works with all subject leaders to support first quality teaching. (See also school improvement plan)</p> <p>Ensure all staff are aware of the additional barriers to learning some pupil premium children experience (school vulnerable child register)</p> <p>Hold Termly pupil progress meetings and follow-up with team of staff – HT, DHT (Inclusion Leader), CT, Learning Support Assistants and Attendance Officer. Children who are not making progress identified and alternative interventions/strategies discussed.</p> <p>Cohort Action Plans clearly identify children which pupils are not making enough progress. Plan interventions to support accelerated progress: IDL, Daily 1:1 reading, Better Reading, maths passports, TT rockstars, 'Breakfast Buddy' club.</p> <p>Writing targets are matched to individual pupil abilities and gaps in their learning.</p> <p>Use of communicate in print resources in all classrooms.</p> <p>Continue to develop the mastery approach using the White Rose Maths approach and daily targeted interventions to ensure children keep up and catch up.</p>	<p>HT/DHT</p>	<p>Review November 19, February 19 and June 20.</p>	<p>In school resources</p>	<p>The % of pupil premium children achieving the age related expectations in reading, writing and maths is at the national expectation.</p> <p>Diminish the difference between PP pupils and non PP pupils achieving age related expectations</p>	<p>Targeted use of Opportunity Area Fund.</p> <p>Staffing – support staff: £54,960</p>

**PRIORITY 2: IMPROVE PROGRESS IN LIFE SKILLS (oracy, basic skills, PSHE) for all pupil premium including those with multiple barriers to learning.**

Member of staff responsible: DHT

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Cost
See above for attainment						
Staff understand that some pupils have multiple barriers to learning.	<p>Update SEN and disadvantaged pupil register. 'Vulnerable' pupils are identified on the register.</p> <p>DHT attend the Federation pupil premium training and share this information in a staff twilight and staff meetings.</p> <p>Half-termly monitoring of the above pupils.</p>	<p>Senior Leader in Education</p> <p>DHT</p>	Throughout the year	In school resources	<p>Updated register for SEN and disadvantaged pupils. (Every half-term)</p> <p>Staff understand the barriers to learning each child in their class face.</p> <p>Swift referral of pupils causing concern to the relevant agencies.</p>	
Improve basic skills in maths, phonics, gpas	<p>Introduce and implement daily maths passports.</p> <p>Introduce and implement TT Rockstars</p> <p>Daily IDL</p> <p>1:1 phonics</p> <p>Use the Rapid write intervention for identified pupils</p>	All Staff	Review November 19, February 19 and June 20.	<p>IDL</p> <p>TT Rockstars</p> <p>IDL</p> <p>Phonics</p> <p>Rapid write</p>	Pupil Premium pupils make expected/better progress in reading, writing, maths and basic skills	Support staff - £54,960

<p>Improve speech, language and communication skills</p>	<p>Introduce Wellcom speech and language tool. Use for screening and assessment at key assessment point throughout the year.</p> <p>Assessment of speech and language skills for individual children.</p> <p>Use 'communication friendly' strategies and techniques to support first quality teaching.</p> <p>Use communicate in print resources throughout school</p>	<p>Speech and Language Therapist</p>	<p>Review November 19, February 19 and June 20.</p>	<p>Wellcom Communicate in Print Resources</p>	<p>Pupils make progress and this is evident using progression steps evidence and also Wellcom screenings</p>	<p>Speech and Language £2,000</p>
<p>Improve skills in PSHE</p>	<p>The Federation Senior Leader in Education continues to work with all staff to support improvements in the classroom learning environment.</p> <p>Progression steps document is used to baseline targeted children for PSHE</p> <p>ABC documents and 'time trackers' are used to monitor and analyse serious incidents.</p> <p>Black Sheep resource is used to support children with their social skills.</p> <p>Referral to alternative provision for pupils with complex needs</p>	<p>Federation Senior Leader in Education/DHT</p>	<p>Review November 19, February 19 and June 20.</p>	<p>Black Sheep Resource Progression Steps</p>	<p>Pupils have better self-esteem and are better able to self-regulate. Progress is evident using the PSHE progression steps documentation and through pupil voice.</p> <p>There is a reduction in lost learning time for tracked pupils</p> <p>Reduction in number of serious incidents/red behaviours for tracker pupils.</p>	<p>Targeted use of Opportunity Area Fund</p> <p>Alternative provision cost:</p>

**PRIORITY 3: NARROW ATTENDANCE GAP AND IMPROVE PUNCTUALITY**

Member of staff responsible: Deputy Headteacher

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Cost
improve attendance of pupil premium pupils and reduce persistent absence	<p>Attendance leaflet/information is re-distributed every half-term. Website is regularly updated.</p> <p>Staff at all levels will track and report pupils causing concern. One focus pupil per week per class (for pupils over 90% and under 93%). Early years staff to promote good attendance – two focus pupils per week for pupils causing concern.</p> <p>Parents are informed about their child’s attendance percentage at parents’ evenings and by termly letters.</p> <p>Regular monitoring of those families where attendance is below 96%. Intense monitoring of those families under 90% with attendance panels arranged</p> <p>Pupil progress meetings highlight pupils where attendance is a concern</p> <p>Referrals to Federation Family Support Worker to offer support. Bespoke support provided and attendance agreement set.</p> <p>Weekly home visits for those pupils causing concerns – Family Support Worker and Deputy Head/Administrative Lead for attendance</p> <p>Referrals to Early Help. Bespoke support provided and attendance agreement set. Attendance agreements set at Early Help Meetings.</p> <p>Incentives: weekly class attendance certificates, half-termly attendance certificates</p> <p>Pupil voice is collected at school council meetings.</p>	All Staff	Review at Nov, March, June 20	<p>Attendance Leaflets</p> <p>Weekly/termly certificates</p> <p>Attendance tracking details</p>	<p>Attendance of pupil premium group to be in line with non-pupil premium pupils</p> <p>Reduction in number of children who are persistently absent</p>	<p>Staffing</p> <p>Admin</p> <p>Family Support</p> <p>Leadership</p> <p>£18,200</p>



<p>Improve punctuality</p>	<p>Attendance and punctuality leaflets issued every half-term. Website used to promote punctuality and attendance.</p> <p>Bespoke support for families where punctuality is impacting on attendance, e.g. telephone calls, alarm clocks. Attendance agreements set at meetings with Family Support Worker/Early Help Worker.</p> <p>Half-termly 'Breakfast Buddies with a focus on learning!</p> <p>Monitoring of punctuality and letters sent.</p> <p>Punctuality Weeks: Early Bird – Twice every half-term.</p> <p>Pupil voice is collected at school council meetings.</p>	<p>All Staff</p>	<p>Review at Nov, March, June 20</p>	<p>Attendance and punctuality leaflets</p> <p>Weekly/termly certificates</p> <p>Attendance tracking details</p>	<p>Attendance of pupil premium group to be at least in line with non-pupil premium pupils</p> <p>Reduction in number of children who are persistently absent</p>	<p>Staffing – see above</p>
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**PRIORITY 4: EMPOWER PARENTS/PARENTAL ENGAGEMENT**

Member of staff responsible: DHT to lead.

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Cost
Arrange regular events to support engagement with school	<p>Early Years themed events inviting parents to attend with children</p> <p>Arrange half-termly competitions inviting parents to work with their children on specific projects.</p> <p>Organise class assemblies/end of topic celebration events. Text messages and website to promote attendance at these events.</p> <p>Termly craft afternoons held in school.</p> <p>Coffee afternoons offering different workshops and opportunity to speak with DHT and Federation Family Support Worker.</p>	All staff	Ongoing	<p>In school</p> <p>Family Support Worker/Admin Time/Leadership</p>	<p>Parent voice evidences how events help to support their child enjoy their learning</p> <p>Attendance at key events</p>	<p>Staffing Family Support Worker/Admin Time/Leadership £18,200</p>

<p>Work with parents to help support them with their child's learning</p>	<p>Collect parent voice</p> <p>Early Years – offer training on how to use the online communication system.</p> <p>Workshops for parents of pre-school children/nursery children.</p> <p>Organise:</p> <ul style="list-style-type: none"> <li>- regular 'how to support your child at home events'. Federation Family Support Worker to invite parents.</li> </ul> <p>Morning 'Breakfast Buddies' learning club'.</p> <p>Coffee afternoons offering different workshops and opportunity to speak with DHT and Federation Family Support Worker.</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>In school</p> <p>Family Support Worker/Admin Time</p>	<p>Parents and carers report that they feel more well equipped and greater informed about how to support their children's learning at home.</p> <p>Improvement in attainment and progress</p>	<p>See above</p>
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## ADDITIONAL SPENDING

Member of staff responsible: DHT to lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria	Cost
Increased involvement in extra-curricular activities and trips	Monitoring of pupils taking part in different extra-curricular activities (after school clubs, eg sport, gardening, choir)  Encourage involvement in extra-curricular activities	DHT and other senior staff	Ongoing		Pupil premium children  Pupil voice evidences increase in self-esteem and enjoyment of school.  Improvement in pupil attendance	£1500
Uniform Foster a sense of belonging and help to support the school vision and values.	Ensure that all pupils who are eligible for vouchers receive them.	Admin/Federation Family Support	Ongoing	Vouchers Admin Time/Federation Family Support	Pupil voice evidences increase in self-esteem.	£1534
School continues to take part in the Magic Breakfast Programme	Offer bagels and cereals to all pupils when they come into school	DHT	Ongoing	Additional catering cost	Increased concentration time and improved attitude to learning. Use time trackers and collect pupil voice  Children are ready to learn	£200