



## Pupil Premium Strategy Statement

### Glen Hills Primary School November 22

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding 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	Glen Hills Primary School
Number of pupils in school	510
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	22/23 - 24/25
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rebecca Wesley
Pupil premium lead	George Robertson
Governor / Trustee lead	Diane Tse

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,115
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget	£135,005

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We wish to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within our school setting. For all disadvantaged pupils in school, we wish them to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

We have adopted a whole school approach in which all class based staff take responsibility for disadvantaged pupils' outcomes to ensure raised expectations of what they can achieve.

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Running catch-up sessions before or after school (for example, for children who need extra help with Maths or English)
- Providing extra tuition where needed
- Funding educational trips, visits and resources
- Providing well-being sessions to raise self-esteem, confidence and resilience
- Funding IT learning platforms
- Training staff

- Providing Classroom Assistant support for self-esteem, confidence, resilience and attainment.
- Provide High Quality teaching (staff supported with regular CPD).

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are even more prevalent among our disadvantaged pupils than their peers.
2	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.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in English and Maths.
4	Attendance and punctuality.
5	More frequent social and emotional needs.
6	A high percentage of disadvantaged pupils have SEND.

## 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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Maths	Achieve above national average progress scores in KS2 Maths

Phonics	Achieve above national average progress scores in PSC
Other	Attendance is in line with National Average.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new validated phonics scheme (Little Wandle) and purchase of books and additional staffing. (£3000)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils where exposure to books/vocabulary can be more limited: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Training staff on improving feedback in the classroom to improve outcomes for learners.	<a href="#">EEF Feedback</a>	3
Literacy lead to complete training on improving pupils' vocabulary.	<a href="#">EEF - Improving KS1 Literacy</a> <a href="#">EEF - Improving KS2 Literacy</a> Vocabulary progressive across the curriculum.	3
Implement a new handwriting scheme.	<a href="#">EEF - Improving KS1 Literacy</a> <a href="#">EEF - Improving KS2 Literacy</a>	3
Ensure all relevant staff have received training to deliver NELI and cost of NELI delivery. (£1000)	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. <a href="#">NELI</a>	1,2,3
More and very able (MVA) training to be delivered to staff to improve outcomes for pupils (£150)	<a href="#">EEF - Mastery learning</a>	3

Ensure all new staff receive Rainbow Grammar training (existing staff receive refresher training) (£400)	<a href="#">EEF - Improving KS1 Literacy</a> <a href="#">EEF - Improving KS2 Literacy</a>	1,3
Purchase of NTS tests and subscription to MARK which allows for assessment and analysis of results (£2376)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,3
Subscription to Learning platforms: TTrockstars, MyMaths, Purple Mash (£2020)	<a href="#">Digital technology</a>   EEF	3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 103,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring for all disadvantaged pupils identified as falling behind their peers (PM groups JdV, KW, RG, IL - £27,500)	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5,6
To increase capacity of adults in KS2 to provide a more favourable staff to pupil ratio and creating inclusion/nurture groups. (£47,490)	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5,6
ELSA. 1:1 Support and resources available for referred students. (£25,000)	<a href="#">ELSA network</a> <a href="#">EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)</a>	5

Handwriting club providing support for targeted children. (£1000)	<a href="#">EEF - Improving KS1 Literacy</a> <a href="#">EEF - Improving KS2 Literacy</a>	3
Speed Read - targeted reading fluency work for all year groups (£3000)	<a href="#">EEF - Shining a light on reading fluency</a> <a href="#">Precision teaching</a>	

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

Budgeted cost: £22,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of pastoral, mental health and wellbeing lead	<a href="#">EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)</a>	
SENCO release to allow additional pastoral care (£13,344)	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	5,6
To train midday teachers in Happy Lunchtimes (£ 2,000 ) and purchase resources to run these activities	<a href="#">Behaviour interventions</a>   EEF <a href="#">Happy Lunchtimes</a>	5
To engage attendance officer and Educational Welfare Officer to support for pupils whose attendance is falling below the National Average. (£6,500)	DfE's <a href="#">Improving School Attendance</a> advice.	4
Homework club for disadvantaged pupils provided weekly.	<a href="#">Homework</a>   EEF	3
Enhanced parents' evening appointments for identified disadvantaged parents	<a href="#">Parental Engagement</a>   EEF	1,2,3,4,5,6



(Structured Conversations)		
Contribution to breakfast club, after School Club, School Uniform and trips (£225)	Support parents with overcoming barriers.	5

**Total budgeted cost: £135, 005**

## Part B: 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 Key Stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish Key Stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

Absence among disadvantaged pupils was 96.58%, higher than their peers at 96.15% (at time of writing report 21/22). The attendance of our disadvantaged pupils is to remain a focus of our current plan. Persistent absence at the end of year was 93%, and overall attendance was 95%.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We achieved improved progress and attainment goals in 21/22. However, our observations show further work is still required to achieve these goals; so as a result, we have reviewed our activities outlined above.

<b>Mean Standardised score progress in NTS tests June 21 to June 22 for disadvantaged pupils (reading)</b>		
Year 3	Year 4	Year 5
1.3	7.7	0.9
<b>Overall vs Disadvantaged</b> Overall progress June 21 to June 22 = <b>0.4</b> points Disadvantaged progress June 21 to June 22 = <b>3.8</b> points <b>Gap narrowed by 3.4 points</b>		

<b>Mean Standardised score progress in NTS tests June 21 to June 22 for disadvantaged pupils (maths)</b>		
Year 3	Year 4	Year 5
5.2	1.1	0.0
<b>Overall vs Disadvantaged</b> Overall progress June 21 to June 22 = <b>0.6</b> points Disadvantaged progress June 21 to June 22 = <b>3.3</b> points <b>Gap narrowed by 2.7 points</b>		

Percentage of Disadvantaged pupils achieving the Phonics Screening Check pass mark and above	
<b>National Average / Disadvantaged</b>	<b>Glen Hills / Disadvantaged</b>
75.5% / 62%	94% / 90%
Glen Hills pupils achieved very well in the phonics screening check. Disadvantaged pupils performed well but slightly lower than non-disadvantaged pupils. Our observations show that pupils will need to have maintained support to apply phonics skills in the classroom.	

<b>21/22 Disadvantaged Key Stage 1 to Key Stage 2 Progress</b>	
<b>National Average</b>	<b>Glen Hills</b>
Reading (NA -0.8)	0

Writing (NA-0.7)	+1.6
Maths (NA -1.1)	+0.4
Glen Hills disadvantaged pupils showed better than national average progress across Key Stage 2 in all areas. However, their attainment was just below national average (GH KS2 combined 40%, NA 42.6%)	

## Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
Rainbow Grammar	Jason Wade
NELI	Nuffield
Read Theory	Read Theory
White Rose	White Rose
Purple Mash	Purple Mash
Little Wandle Phonics	Little Wandle
Oak National Trust	Oak National Trust