



Pupil premium strategy statement

Glen Hills Primary School October 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | 16% |
| Academic year/years that our current pupil premium strategy plan covers | 21/22 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Rebecca Wesley |
| Pupil premium lead | George Robertson |
| Governor / Trustee lead | Michael Tully |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £108, 000 |

| | |
|--|----------|
| Recovery premium funding allocation this academic year | £10, 730 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total Budget | £118,730 |

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 counseling sessions to children
- Providing well-being sessions to raise confidence and resilience

- Funding IT learning platforms
- Training staff

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 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 well-being 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 | Ensure attendance of disadvantaged pupils is above 95% |
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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: £24, 396

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £11,000 (inc books) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 1,2,3 |
| Ensure all relevant staff have received training to deliver NELI (£9000) | 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. NELI | 1,2,3 |
| Ensure all new staff receive Rainbow Grammar training (existing staff receive refresher training) | Literacy guide EEF | 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 1,2,3 |
| Subscription to Learning platforms: | Digital technology EEF | 3 |

| | | |
|---|--|--|
| Education City, TTrocksatrs, MyMaths, Purple Mash (£2020) | | |
|---|--|--|

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

Budgeted cost: £ 70,990

| 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, RC, RF - £27,500) | Small group tuition Toolkit Strand Education Endowment Foundation EEF | 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. (£37,490) | Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1,2,3,4,5,6 |
| Counselling. 1:1 counselling available for referred students. Theraplay sessions for identified children. (£6000) | Theraplay | 5 |

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

Budgeted cost: £23, 344

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| SENCO release to allow additional pastoral care | Small group tuition Toolkit Strand Education Endowment Foundation EEF | 5,6 |

| | | |
|---|---|-------------|
| (£13, 344) | | |
| To offer greater lunchtime support to improve children's engagement at lunchtimes. (£ 3,000) | Behaviour interventions EEF | 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 Improving School Attendance advice. | 4 |
| Homework club for disadvantaged pupils | Homework EEF | 3 |
| Enhanced parents' evening appointments for identified disadvantaged parents (Structured Conversations) | Parental Engagement EEF | 1,2,3,4,5,6 |
| Contribution to After School Club, School Uniform and trips (£500) | | 5 |

Total budgeted cost: £24, 396 + £70, 990 + £23, 344 = £118, 730

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous with gaps growing in many subject areas.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by ensuring all disadvantaged pupils had IT access during the lockdown through loaning of school equipment and that our online curriculum provision mirrored the school's in-school provision. On return to school, children engaged in the National Tutoring Programme.

During Covid lockdowns disadvantaged pupils engagement in remote learning was lower than compared to non-disadvantaged and this has had an impact on disadvantaged pupils outcomes.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

| Programme | Provider |
|--------------------|--------------|
| X Tables Rockstars | TT Rockstars |
| Rainbow Grammar | Jason Wade |
| NELI | Nuffield |

