

Pupil premium strategy statement 2019 - 2022

School overview

Metric	Data
School name	Glenbrook Primary School
Pupils in school	393 (inc. nursery)
Proportion of disadvantaged pupils	Including Nursery its 210 pupils in total, 53.8%. Without Nursery, school total is 54.6%, 206 pupils in total
Pupil premium allocation this academic year	£203, 700
Academic year or years covered by statement	2019 - 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Kate Green
Pupil premium lead	Jennifer Gibb
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	
Writing	

Maths	
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Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at Y1 - Phonics	74%
Meeting expected standard at KS1 - Reading	43%
Meeting expected standard at KS1 - Writing	43%
Meeting expected standard at KS1 - Maths	54%
Meeting expected standard at KS2 - Reading	72%
Meeting expected standard at KS2 - Writing	59%
Meeting expected standard at KS2 - Maths	70%
Meeting expected standard at KS2 - RWM	56%
Achieving high standard at KS2 - RWM	11%

Strategy aims for disadvantaged pupils – 3 Year Plan - Foundations

3 Year Strategic Plan: Foundations for an Effective Pupil Premium Strategy		
Quality First Teaching	Effective CPD	Recruitment and Retention
<p>Research tells us that the quality of teaching and learning is the most important factor in influencing the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. Ensuring outstanding Quality First Teaching for all pupils is at the core of our offer at Glenbrook through consistency and clear continuity and progression.</p>	<p>CPD is an entitlement of all staff at all levels and happens at various points throughout the school week, term and year so that staff are well-equipped to deliver QFT teaching. In addition, leadership at all levels is being developed to further develop senior and middle leadership and ensure a collaborative approach throughout school.</p>	<p>We have a rigorous recruitment process to ensure that we recruit teachers who are collaborative, motivated, inspiring and driven to make a difference. We strive to ensure that our staff not only stay, but are supported fully throughout their career, not just as NQTs. As well as this, we have taken various measures to reduce any unnecessary workload so that our teachers can focus on delivering the very best teaching and learning in their classroom</p>
<p>Research Evidence</p> <ul style="list-style-type: none"> - The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK – interim findings,p.2, https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impactreport-final.pdf 		<p>Research Evidence</p> <ul style="list-style-type: none"> - DfE, Teacher Recruitment and Retention Strategy, p. 8 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf

Strategy aims for disadvantaged pupils – 3 Year Plan – Active Ingredients

Measure	Activity
Priority 1 – Cultural Capital and Oracy	Improve the cultural capital of disadvantaged children through exposure to quality texts, vocabulary enrichment, enrichment opportunities and a knowledge engaged curriculum.
Priority 2 – Basic Skills	Improve phonics and reading attainment across school through the development of a consistent phonics strategy and reading approach. Improve maths attainment through the development of a consistent approach to the teaching of maths fluency. Ensure all children leave Glenbrook with a basic skill set.
Priority 3 – Personal Development, mental health and wellbeing	To develop our school provision so that children feel secure and confident by providing the PLACE where children can succeed from nursery to year six. Promote wellbeing through a buffet of nurture provisions to meet the needs of all children. Continue to develop a positive and consistent approach to behaviour.
Internal barriers addressed by these priorities	<ul style="list-style-type: none"> Disadvantaged children have a limited range of vocabulary on entry to the school. This is significantly below national expectations on entry into Nursery and Foundation especially in Language and Communication Poor fluency of number facts Poor gross and fine motor skills on entry Disadvantaged children’s access to enrichment activities and broader life experiences is limited Some disadvantaged children have low aspirations, self-belief, self-image and lack resilience The emotional need of some disadvantaged children is high
External barriers addressed by these priorities	<ul style="list-style-type: none"> Disadvantaged children have a lower attendance rate and a higher percentage are persistently absent. Some children and families suffer from poor mental health Lack of understanding regarding pupil premium funding, particularly in EYFS and KS1

Projected spending	£203, 700
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Desired Outcomes for current academic year – 2020-21

Aim	Target	Target date
A. Attainment in Reading <i>SDP E- Understanding the content and L- Activating Hard thinking.</i>	To be in line with non-PP children nationally - 78% of disadvantaged children achieving expected standard in reading at KS2 and 31% greater depth at reading to be above national.	July 2021
B. Attainment in Writing <i>SDP E- Understanding the content and L- Activating Hard thinking.</i>	To be in line with non-PP children nationally (83%) of disadvantaged children achieving expected standard in writing at KS2 and 24% greater depth at writing to be above national.	July 2021
C. Attainment in Mathematics <i>SDP E- Understanding the content and L- Activating Hard thinking.</i>	To be in line with non-PP children nationally (84%) of PP children achieving expected standard in Maths at KS2 and 31% greater depth at Maths to be above national.	July 2021
D. Phonics <i>SDP E- Understanding the content and L- Activating Hard thinking.</i>	85% of PP children pass phonics screening in Year 1 with 100% passing in Year 2.	July 2021
E. Attendance <i>SDP C- parental engagement</i>	Improve the attendance of PP children and reduce the number of PA PP children.	July 2021
F. Nurture Provision <i>SDP P- maximising the opportunity to learn</i>	Reduce the number of fixed term exclusions to below national (1.4%)	July 2021

Teaching priorities for current academic year – 2020 -2021

Measure	Activity	Projected Spending
Priority 1 – Cultural Capital and Oracy SDP <i>Understanding the content</i> <i>Creating a Supporting Environment</i> <i>Leadership</i> <i>Development and Parental Engagement</i> <i>Activating Hard Thinking</i>	<ul style="list-style-type: none"> • Ensure the subject knowledge of staff for foundation subjects is excellent through the development of our knowledge based curriculum and effective Curriculum Director leadership and subject leadership <i>Understanding the Content - Subject Specific Knowledge Leadership Development and Parental Engagement – Subject Leader Subject Knowledge</i> • High Quality, researched texts linked to our PLACE curriculum are purchased half-termly for children in YR-6 as well as secondary texts that further support knowledge acquisition. <i>Understanding the Content Quality Text Mapping</i> • Assess foundation subjects termly using our newly developed Foundation Subject Assessment system. <i>Understanding the Content Subject Specific Knowledge</i> • Ensure children have access to the experience and resources required to achieve well across the curriculum. Provide pupils with relevant and engaging learning experiences to write about. <i>Understanding the Content – Integral Writing Cycle and Activating Hard Thinking – Writing Cycle</i> • Develop the classroom and school environment to both support and celebrate the learning of our children. <i>Understanding the Content – Connected Environment and Activating Hard Thinking – Learning Journey and Reducing Visual load</i> • Develop teaching pedagogy through the use of WALKTHRU's CPD so that teachers build schema, pupil's learning is linked and they, therefore, remember more. <i>Understanding the Content – Building Schema</i> • Develop a culture of 'Going for Gold' across school with children understanding the importance of giving it your all. <i>Creating a Supporting Environment – Shared Culture</i> • Develop a consistent buffet of pedagogical approaches that all teachers use to ensure expectations are high, retrieval opportunities, Kagan strategies are built in and knowledge is embedded into the Long Term Memory <i>Activating Hard Thinking – Worked Examples, Creating a Supporting Environment – High expectations, Kagan Structures, Feedback</i> • Develop EYFS staff to positively interact with children to move learning on effectively using a range of strategies. <i>Activating Hard Thinking – EYFS Interactions</i> 	Curriculum Development (staff meetings and INSETs and resourcing) - £10,000 High Quality texts £8000 ELS Subscription - £500 CPD - £750 Library Books: £2000 Staff CPD books - £300 Memory Training - £1179.50

<p>Priority 2 – Basic Skills</p> <p><i>SDP</i> <i>Understanding the content.</i></p>	<p>Embed a consistent and effective approach to the teaching of spelling using Sounds and Syllables from EYFS to Y6 and assess the impact on a termly basis.</p> <p>Embed the use of Rainbow Grammar in all year groups. <i>Understanding the Content – Integral Writing Cycle</i></p> <p>Embed Talk for Writing strategies across school to develop independence and greater range of invention.</p> <p>Develop a Reading Strategy across school so that teachers effectively teach reading lessons discretely and across the curriculum. <i>Understanding the Content – Reading Strategy</i></p> <p>Refresh strategy for teaching number fluency and times tables using Times Table Rockstars.</p>	<p>Jason Wade Rainbow Grammar CPD £1000</p>

	Continue to develop and refine Power Maths to build consistency in the teaching of maths from Y1 – Y6.	Power Maths Resources £5160 Times Table Rockstars - £100
<p>Priority 3 – Personal Development, mental health and wellbeing</p> <p><i>SDP Maximising the opportunity to learn. Creating a Supporting Environment</i></p>	<ul style="list-style-type: none"> • A full-time practitioner of attendance and welfare is employed to support families with low attendance. A full-time of safeguarding and welfare is employed to support vulnerable families. • Develop class teachers and TAs to support the needs of all children within the classroom utilising SCAFFOLDING WALKTHRU. <i>Maximising Opportunities to Learn AND Activating Hard Thinking - Scaffolding</i> • The PSHE curriculum is taught explicitly by the class teacher and is interwoven throughout the curriculum. <i>Creating a Supporting Environment – PSHE Curriculum</i> 	<p>School Counsellor £15,960 Lead Practitioner of Attendance and Welfare £14,000 Lead Practitioner of Safeguarding and welfare £12,500 Development of Counselling Room and Behaviour Base - £290 Wellbeing Teacher - £10, 505 SCARF programme - £350</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupils typically enter school with limited vocabulary. • Pupils have limited access to quality texts at home. • Pupils have limited life experiences and low levels of cultural capital. • Pupils have significant emotional needs which need to be met. 	

- Staff subject knowledge is underdeveloped.
- 59% of SEND pupils are PP with 33% of these children being on the register for cognition and learning.

Targeted academic support for current academic year – 2020-2021

Measure	Activity	Projected Spending
Priority 2 – Basic Skills <i>SDP</i> <i>Maximising</i> <i>Opportunities to</i> <i>Learn – Behaviour</i> <i>Blueprint</i>	<ul style="list-style-type: none"> • Academy Angel Support for Maths in Year 6 • Booster sessions are available and PP attendance is high. • Reading Plus provision is utilised to effectively narrow the gap in reading and improve reading fluency • Interventions are tracked and monitored with rigour for impact. • Higher ratio of adults in year 6 to address global gaps in basic skills- focus on PP boys 	Year 6 Intervention Teacher £4289 Reading Plus £3720 3 staff members targeting PP boys- £39,167
Priority 3 – Personal Development, mental health and wellbeing	<ul style="list-style-type: none"> • Ensure emotional needs are met through nurture provision e.g. Forest Schools, anger management programmes, emotional understanding programmes, ELSA, music therapy, sports therapy, sand tray etc (POST COVID) • Implement a consistent and inclusive Behaviour Blueprint across school – <i>Maximising Opportunities to Learn – Behaviour Blueprint and Relentless Routines</i> • Behaviour Ambassador and SENDco to develop staff with consistent behaviour strategies <i>Maximising Opportunities to Learn – Consistent, Calm, Adult Behaviour</i> 	Nurture Provision Staffing: Nurture Lead Teacher = £10,500

		<p>Nurture Champions x 4 total: £20,200.5</p> <p>Behaviour Ambassador: £9,649</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Pupils enter Nursery and F2 significantly below language expectations. • 59% of SEND pupils are PP with 33% of these children being on the register for cognition and learning. Pupils have low aspirations, self-belief, self-image. • Pupils have significant emotional need and poor mental well-being. • Pupils life-long skills set, preparation for secondary school. Effectively resourcing and utilising specific programmes. • Effectively resourcing reading to ensure every child's needs are met. 	

Wider strategies for current academic year – 2020-2021

Measure	Activity	Projected Spending
Priority 1 – Cultural Capital and Oracy	<ul style="list-style-type: none"> Financial support so that all pupils can attend off-site visits. Residential visits on offer. Visitors within school to compliment and enrich curriculum offer 	Off-site Visits: £10,000 (post covid-19) Residential visit £2, 580 (post covid-19) On-site Visits: £5,000
Priority 3 – Personal Development, mental health and wellbeing <i>SDP</i> <i>Leadership</i> <i>Development and</i> <i>Parental</i> <i>Engagement</i> <i>Pupil Personal</i> <i>Development and</i> <i>Staff Wellbeing</i>	<ul style="list-style-type: none"> Support families with children with low attendance using our full time attendance officer. Walking Bus to support families with poor attendance (Post COVID). <i>Leadership Development and Parental Engagement – Attendance and Safeguarding Systems</i> Breakfast Club (Post COVID) Half-term holiday Glenbrook Glitters Club to support our most vulnerable families with food through FareShare. After-school enrichment opportunities (Post COVID) Food Bank Vouchers Attendance rewards to encourage good attendance <i>Leadership Development and Parental Engagement – Attendance and Safeguarding Systems</i> Safeguarding and Family support <i>Leadership Development and Parental Engagement – Attendance and Safeguarding Systems</i> Development of DSLs across school <i>Pupil Personal Development and Staff Wellbeing – DSL development</i> Uniform vouchers twice per year. 	Fare Share: £1000 Attendance Rewards £2,500 Uniform vouchers- £12,500

Barriers to learning these priorities address	Pupils have lower attendance and higher persistent absence. Pupils' parents may experience poor physical and mental health. Working with external agencies to provide the support required for the whole family
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