

Pupil Premium Strategy Statement 2022/23



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

Metric	Data
School name	Glenthorne Community Primary School
Pupils in school	320 (R-Y6)
Proportion of disadvantaged pupils	16.25% PP=14%
Academic year or years covered by statement	2022/2023
Date this statement was published	September 2022
Date this statement will be reviewed	September 2023
Statement authorised by	R Woodall
Pupil Premium lead	R Woodall
Governor lead	M Such

Funding Overview

Detail	Amount
Pupil Premium allocation this academic year	£62,325
Recovery premium funding allocation this academic year	£5220
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£67,545

Part A: Pupil Premium Strategy Plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research published by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, having a lack of confidence, more frequent behaviour difficulties and attendance and punctuation issues. There may also be complex family issues that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. For example, many of our disadvantaged pupils have flourished and therefore need additional challenge to ensure they reach their potential by raising their aspirations.

Quality First Teaching underpins all of the additional provision as we promote high quality, inclusive teaching for all pupils in a class. Quality teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others, including our 'Teach to the Top' approach.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We will ensure that teaching and learning opportunities meet the needs of all pupils
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Glenthorne Primary is a community school located in Cheslyn Hay, Walsall but falls under Staffordshire Local Authority. It is a 1.5 form oversubscribed school with many year groups having two classes. Only one year has a mixed class, with all others being two forms. Based on 2019 data, the school location deprivation indicator was in quintile 1 (least deprived) of all schools. However, the pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation. Our IDACI is 0.14. Currently, we have around 13% of pupils who are entitled to Pupil Premium, but many more who are just below qualifying, who are in equal need of additional support, educationally and emotionally, especially after the pandemic. Furthermore, around half of our Pupil Premium pupils, are also identified on the SEND register.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to either achieve Age Related expectations at the end of Year 6 or to achieve their own aspirational targets.
- To provide an enriching and engaging curriculum that supports disadvantaged children in making progress.
- To provide memorable experiences for disadvantaged children that promote confidence and curiosity in the world around them.
- To offer financial support to disadvantaged children to ensure they can access educational visits and residential trips in order to build upon and enhance their learning within the classroom.
- To provide support to children in looking after their mental health and social and emotional needs.
- To provide quality continuing professional development (CPD) training for staff to support them in improving Quality First Teaching as well as providing strategies and knowledge of how to support disadvantaged children and overcome specific barriers.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- 1:1 Support
- Use of Tutoring services
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve, if not exceed, age-related expectations
- Transition from Primary to Secondary and internal transition into EYFS and then Year 1
- Additional learning support
- Pay for (or part pay for) activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom. To make sure no one is excluded and for all children to complete the 'Glenthorne Goals'
- Support the funding of specialist learning software
- Behaviour and nurture support at lunchtimes
- Specialist speech and language support
- Social and emotional support throughout school, including ELSA
- Promote and achieve good attendance through the effective use of the Attendance Team

Evidence:

- Extending school time for groups of pupils through the delivery of after school booster and tutoring sessions. – Impact +3 months - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/extending-school-time>
- One-to-one tuition for identified pupils through the National Tutoring Programme – Impact +5 months-<https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition>

- Oral language intervention for early years foundation stage (EYFS) Time to Talk– Impact +6 months

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>

- Phonics interventions – Impact +5 months –
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics>
- Small group tuition through afternoon catch up sessions as well as other interventions – Impact +4 months-<https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition>

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and communication skills on entry, this has lowered year on year following COVID
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Increase of pupils with SEMH needs
4	Attendance and punctuality issues
5	A large percentage of Pupil Premium pupils are also on the SEND register, some with complex needs, including mental health

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.

Aim	Target
Progress in Reading	Achieve national average progress scores and/or demonstrate closing the gap by other data sets
Progress in Writing	Achieve national average progress scores
Progress in Mathematics	Achieve national average progress scores
Phonics	Achieve national average expected standards in Phonic screening
Other	Ensure that attendance of disadvantaged pupils is above 95%

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:

- Reading Interventions/Programme & resources (£2500)
- Whole School Speech & Language interventions (£24,981)
- Moderation & Standardisation (£1000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Continue to provide a range of evidence based targeted and universal SaLT interventions with a focus on vocabulary and strategies across school. • To continue to support children on plans, referring/liasing with the SALT service where needed. <p><i>Whole School Speech & Language Interventions (£22000)</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <ul style="list-style-type: none"> • Weak Language and Communication skills on entry, especially after successive Lockdowns. 85% of pupils entered Reception below age related. Baseline on Time to Talk were 58% on amber and 42% were red. • Low attainment on entry to the Early Years, especially around listening and attention • Pupils' basic social and emotional needs are also a priority due to spending time away from peers, especially those entering EYFS. • Many pupils on Speech and Language programmes throughout school. 	1, 2
<ul style="list-style-type: none"> • Time to Talk will continue across EYFS to support children with communication and understanding difficulties. <p><i>Time to Talk (EYFS) (£1000)</i></p>	<p>Through trialling couple of speech and language programmes, 'Time to Talk' emerged as being the most effective. Therefore, this will be continued due to its effectiveness and the fact the staff are confident in its delivery. Progress can clearly be seen in end of year data for the past two years.</p>	1, 2
<ul style="list-style-type: none"> • Coaching across school focused on AfL 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Following on from testing and baselines, we need to ensure that gaps are quickly identified with all teachers and TAs confident with using effective</p>	4, 5

	Assessment for Learning for all learners. This will facilitate targeted teaching as well as identifying pupils for 'Red Star' intervention.	
Staff CPD (£2500) Moderation (£1000)	<ul style="list-style-type: none"> High quality staff CPD is essential to follow EEF principles and to be up to date with the latest research. This is then followed up with staff meetings and INSET. We are part of the Manor Teaching School Hub and are part of the NCTEM network. CPD Reading Skills External moderation and standardisation for writing will ensure high standards are maintained across school, with a focus on PP. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2, 4, 5

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

Budgeted cost:

- £2500 for resources, CPD and incentives
- £2000 Booster Sessions and resources
- £3045 for school's contribution to NTP funding
- £2000 Year 1 Phonic resources and support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Catch up reading programmes SEND interventions 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send As a school, we use Accelerating Reading as part of a programme delivered by Staffordshire Eps. We have seen reading improve, especially with the lower 20% of readers, over the last few years using this approach.	1,3,5
<ul style="list-style-type: none"> TA same day intervention 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Effective use of TAs, using same day (or next day) intervention to ensure gaps are plugged. Children are identified through effective use of AfL.	1, 3, 5
<ul style="list-style-type: none"> School led tuition and catch up sessions Additional Payments for NTP for the 40% school contribution. (£3045) Booster Sessions (£2000)	According to the EEF, 'there is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition +5 months	
<ul style="list-style-type: none"> Reading resources and incentives 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	

£2500 for resources, CPD and incentives	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6 months An audit of reading conducted by a local advisor, looking at consistency of approach to comprehension and whole school reading policy, identified that books needed to match reading levels and for there to be a wide range of books across all genres. An investment in books has been made to support the new phonics scheme and for the continuation of the promotion of reading within school. This is supported by EEF research.	
<ul style="list-style-type: none"> Phonics catch up sessions, including Y2 retakes KS1 reading books, both for Phonics and for extending the more able £2000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Little Wandles Phonic Scheme was introduced last year to Reception, along with the resources and books required. Children became secure in EYFS, so this needs to be maintained this year as they move into Year 1. Therefore, we have invested in decodable reading books and resources. Phonic outcomes last year were below the LA score of 77.6%, but in line with National, with Glenthorne being 75%. We are predicting that re-takes will take this score higher as many were SEND who didn't gain the mark. In year 2, books are needed for those who still require decodable books as well as additional books for those who can read fluently and require short chapter books.	

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

Budgeted cost:

- Family Support Worker (£29,907)
- Enrichment/Cultural Entitlement (£5000)
- ELSA training and support PP+ (£1000)
- Nurture Groups PP+ (£1000)
- Music lessons (from curriculum budget)
- Language lessons (curriculum budget and catch up)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> To improve attendance and progress of disadvantaged pupils and ensure that they are in line with national expectations. 	<p>Our Family Support Worker liaises effectively with services and has very strong relationships with our families, especially those who need the additional motivation.</p> <p>Research supports that good attendance positively impacts on outcomes, achievement and emotional well-being.</p>	3, 4, 5

<ul style="list-style-type: none"> • To provide tailored support for families with low attendance, working as an Attendance Team of key members of staff and Governors. • To identify PP pupils who would benefit from additional support with homework and clubs to motivate them to attend. • To validate and quality assure procedures with the Local Authority. 	<p>Children, who are well supported at home, thrive in school. Children whose basic needs are met, thrive in school. Children need all physical, emotional and social needs met in order to achieve academically.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<ul style="list-style-type: none"> • Family Support Worker will work reactively with families and provide bespoke support. • FSW to be part of the Outdoor/Wellbeing Programme from Nursery through to Year 6 so they get to know the children and their families. • FSW will also lead the 'Play and Stay' Friday in the Forest to foster links with new parents, signposting if necessary. <p><i>£1000 resources</i></p>	<p>Pupils' basic social and emotional needs are also a priority due to spending time away from peers, especially those entering EYFS. Our FSW develops strong relationships with families and children through outdoor programmes from pre-school through to Y6.</p> <p>Many new parents are attending our 'play and stay' sessions and the FSW, along with other parents, support them through those early years, signposting to services if needed. It also develops a relationship with the school, even before they arrive in Nursery/Reception.</p> <p>The FSW also supports 'Muddy Mondays' (Reception) and 'Welly Wednesday' (Nursery) so she gets to know the children as they enter school to establish secure relationships with the children and their families.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1667920970 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning?utm_source=/education-evidence/early-years-toolkit/play-based-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1, 2, 3, 4, 5
<ul style="list-style-type: none"> • To respond to PEPs for pupils in care of previously in care. E.g. Emotion coaching (being an Attachment & Trauma informed school and using ELSA) <p><i>Funded through PP+</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>Working with the Virtual School, we are aiming to become an Attachment and Trauma aware school by the end of the year. This will underpin all PEPs and the other work we have in school.</p> <p>Senior Leaders have been trained to deliver Emotion Coaching to staff, funded by the Virtual School.</p> <p>TA in Year 1 is trained in Emotional Literacy to respond to targets on PEPs. Supervision and updated training is funded by PP+.</p>	3

<ul style="list-style-type: none"> • To enhance pupils' cultural capital by providing a breadth of experiences. • To allow pupils in Y5 and Y6 to attend a residential, supported where required. • To build resilience in Y2 by an overnight stay and two days of activities. • To monitor pupil entitlement through 'Glenthorne Goals' • To provide greater enrichment opportunities for disadvantaged pupils. For example, music lessons, all children in KS2 learning an instrument, French lessons and performances. 	<p>Due to Lockdowns and restricted movements, trips and visits with school have been cancelled, along with experiences with families. It is essential for their own wellbeing that they have different experiences and opportunities throughout their time at school. This will also develop their vocabulary and therefore their writing and understanding of texts.</p> <p>All children also have the right to learn and instrument, to learn a language and to perform (this is funded through curriculum).</p>	<p>1, 2, 3, 5</p>
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Total budgeted cost: £ 60,045.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Time to Talk: Baseline 58% were Amber and 42% were Red. End Data: 33% Green, 50% Amber and 42% Red.

Accelerate Reading: One cohort made over 17 months progress and the other between 24-33 months

All PEPs graded Good or better.

End of year attendance:

Whole School: 94.2% (National 92.8%)

Disadvantaged: 92.2% (National 90.5%)

Non-disadvantaged: 94.6% (National 93.7%)

KS2 Disadvantaged pupil progress scores for last academic year (Progress figures from FFT, October 2022) Based on 6 pupils.

Measure	Score
Reading	-2.6
Writing	-8
Maths	-3

Of the 6 pupils who are classed as disadvantaged, 4 of them are SEND support and 3 had an EHCP as they left our school. Progress is evident in interventions and school data rather than outcomes in SATs. 20% of the whole cohort are classed as SEND Support. Writing progress scores were lower due to the data in KS1 classing children as WTS, rather than PKS.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	TT Rockstars
Spelling Shed	EdShed
Purple Mash	Purple Mash
Teach Active	Teach Active
Phonics Play	Phonics Play
Accelerating Reading	Staffordshire EP programme
Time to Talk	Staffordshire Sp & L programme
ELSA-Emotional Literacy	Stoke LA
Music in Schools	Entrust
Lingotots Languages	Lingotots
Charanga/Entrust Music Service	Entrust

Further information (optional)

Some of the programmes in place have been supported by Catch Up funding so may not be able to be sustained long term.

As a school, we are focused on delivering a holistic approach to using the PP funding to meet both the academic needs and the wider needs of the child.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that staff have time and access to high quality Professional Development delivered by Hubs and specific organisations.	Use of INSET days and twilights. Build in additional SLT cover. Subject leaders have allocated time for monitoring, evaluation and review.
Targeted support	To identify the pupils in need of additional 'catch up' and timetable it effectively. This will be through the use of interventions, Red Star work and tuition.	School based tutor will target pupils through the use of PP+ funding and tuition funding. TAs assigned to Red Star work times. Interventions mapped out across school following Pupil Progress Meetings.
Wider strategies	Engaging the families facing the most challenges, especially with attendance. Ensuring coverage and opportunity for 'Glenthorne Goals' and cultural enrichment. Access to funding for high quality provision.	Working closely with available services, including within our Cluster as well as the LA. Budget smartly for continuing provision for future years.