



# Pupil Premium Strategy Statement **Review 2019**

1. Summary information					
School	Glazebury C.E. Primary School				
Academic Year	2018/19	Total PP budget	£29,680	Date of most recent PP Review	12/18
Total number of pupils Excluding nursery	99	Number of pupils eligible for PP	22	Date for next internal review of this strategy	9/19
Total number of pupils Inc nursery	113				
Nature of spending relating to identified barriers to learning:					
In-school barriers					
A.	High ability pupils who are eligible for pupil premium do not always make as much progress as other high ability pupils.				
B.	Social emotional needs				
C.	Attendance rates for pupils eligible for pupil premium are <b>96.22% broadly in line with non pupil premium 96.25%</b>				

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
Disadvantaged more able - low family expectations and limited life experiences.	
1. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
All PP to reach ARE by the time they leave KS2 <b>2 pupils R=50% W=50% M=100%</b>	Progress at the end of KS2+
All PP more able to attain Greater Depth by the time they leave KS2	Majority to achieve greater depth RWM
Pupils with PP attendance rates and punctuality improve well above school target	Attendance above 96%
2. Planned expenditure	

Academic year	2018/19				
The four headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
A. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase the complement of teachers to reduce class size in the mornings for PP children and improve attainment.	To provide targeted teaching for pupil premium pupils via funding aimed at raising standards through a teacher in Year 5 for mornings- Math/English.	<p>Ensuring year 5 cohort particularly PP children have focussed curriculum coverage. Addressing pre and post learning and bridging cohort needs.</p> <p>In turn this provides Y6 PP children greater teacher student ration therefore improving cohort progress.</p>	<ul style="list-style-type: none"> <li>• Data tracking</li> <li>• Lesson observation</li> <li>• Book scrutiny</li> <li>• Case study</li> <li>• Pupil progress meetings</li> <li>• Pupil feedback</li> </ul>	HT/DH	<p>Half termly (end) A1/2 Sp1/2 S1/2</p> <p><b>Both PP pupils were targeted for extra support. Curriculum coverage was tailored to meet needs of year cohort. Year 6 performance was accelerated.</b></p>
					<p><b>Budgeted cost :</b></p> <p><b>£16180</b></p>
B. Targeted supported					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>1:1 &amp; group support/interventions with experienced TA's for all pupils (inclusive of PP pupils)</p>	<p>To provide specific work to address gaps and support pupils with TA's planned and guided sessions- whole school. (3 hours per week X2)</p>	<p>Through Pupil progress meetings and gap analysis to identify wave 2 pupils that would benefit from individual or group teaching/intervention to ensure pupils are ARE at the end of year.</p>	<p>Monitoring File scrutiny and review Pupil progress and attainment Discussion with TA and class teacher</p>	<p>SLT</p>	<p>Every 6-10 weeks.  Booster groups were effective for PP pupils in both Math and Reading. Evidenced also by results. 1 PP pupil had personal circumstances that effected confidence particularly in reading.</p>
<p>To increase Teaching assistant responsibility to monitor and support PP children particularly in group work and intervention</p>	<p>To address gaps and support pupils with TA's planned and guided sessions- whole school. To report on impact. (3 hours per week X2)</p>	<p>Through Pupil progress meetings with Teacher and gap analysis to identify wave 2 pupils that would benefit from individual or group teaching/intervention to ensure pupils are ARE at the end of year. Through impact reports on small group work and intervention.</p>	<p>Monitoring File scrutiny and review Pupil progress and attainment Discussion with TA and class teacher Reporting process</p>	<p>SLT</p>	<p>Every 6-10 weeks Intervention undertaken where appropriate particularly in math fluency support.</p>
<p>To improve and support children's attendance and punctuality.</p>	<p>**To use whole school approaches to reward attendance linked to attendance data. E.g half termly awards. 100% attendance awards – Easter eggs at Easter time. **To identify specific families with any complex needs –to support through discussion and action planning. To provide BSC and ASC (extended service) opportunities by funding relevant and agreed sessions.</p>	<p>Children with incentives would be more likely to ensure attendance.  To increase the attendance profile of the school with pupils and parents and therefore increasing attendance.  Supporting parent with the option of the possibility of wrap a- round care to encourage attendance and punctuality.  To investigate the reduction of 48hours rule after sickness to 24 hours in certain medical circumstances- to convert into policy and provide clear guidance to parents to avoid unnecessary absence.</p>	<p>Case study Attendance review Pupil voice Parent questionnaire</p>	<p>KM Office attendance Team</p>	<p>Weekly review  Half termly review  Yearly review  Attendance profile highlighted with Parents and children. Attendance awards. Attendance board. Attendance extra play Half termly 100% attendance prize. Letters to parents  Sickness reduced to 24 hour rule in certain medical circumstances started.</p>
<p>C.Other approaches</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve curriculum engagement and academic achievement for PP children, to engage, enthuse and inspire	To fund trips where required and residential trips in accordance with school policy to ensure children's attendance. To include extracurricular experiences. *Extended services *Theme weeks *Extra curricular expenses. *Yoga for SATs *Rock kids for self belief	Children would access experience and therefore deepen knowledge and understanding. This would enable and promote development of skills across the curriculum.  Children would also increase attendance stimulating love for school.	To monitor trips, visits and opportunities for educational visits and extracurricular experiences. To monitor impact on learning through book scrutiny.	SLT	Termly Autumn 2 Spring 2 Summer 2  <b>Trips funded as per budget Extra curricular club financial support given. Yoga for children and staff introduced.</b>  <b>Investigating Rock kids for self-belief Budgeted cost: £3000</b>
To support pupil well-being, health and pastoral needs	SENDCo to target <u>specific</u> families with complex needs. Child protection, parenting and attendance. To provide direction for further support.	EET pupil premium research (2014)	SLT Half termly review and statement.	SLT	End of Autumn/Spring and Summer terms. <b>Parents where relevant identified and meeting taken place. Sendco worked with 2 families.</b>
				<b>TOTAL Budgeted Cost</b>	<b>£29,680</b>