



Glusburn Community Primary School

Respecting Rights, Recognising Responsibilities

Colne Road, Glusburn, Keighley, Yorkshire BD20 8PJ

Telephone 01535 632145 Fax 01535 631108

Website: www.glusburn.n-yorks.sch.uk

E-mail: admin@glusburn.n-yorks.sch.uk

Reg Charity No 1060322

Headteacher Mr. R.Hunt



Pupil premium strategy statement 2017-2018

The Pupil Premium is a sum of money the school receives from the Department for Education (DFE) for each pupil who is either in receipt of Free School Meals (FSM) or is a Looked After Child (LAC). Nationally the statistics show that these pupils achieve less well than other children. The aim of the Pupil Premium money is to try to close that attainment gap. "It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility". (DFE)

Principles:

- ☑ We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- ☑ We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- ☑ In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- ☑ We also recognise that not all pupils who are 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 disadvantaged.
- ☑ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision:

The range of provision the School may consider, include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Pupil premium resources may also be used to target able children on FSM to achieve 'mastery' of their age related expectations.
- The school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.
- Setting up a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
- Providing extra teaching hours to support some of our youngest children, enabling them to achieve their learning goals sooner.

Pupil premium strategy statement: Glusburn Community Primary School

1. Summary information					
School	Glusburn Community Primary School				
Academic Year	2017/18	Total PP budget	£63980	Date of most recent PP Review	September 2018
Total number of pupils	Including nursery 390	Number of pupils eligible for PP	53	Date for next internal review of this strategy	September 2019

2. Current Y6 attainment based on July 2018 data taken from DFE		
Context:	5 Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
60% working at age related expectations in reading , writing and maths	<i>In line with DfE standards for publication of data for small cohorts, this data has been suppressed to reduce the risk of individual pupils being identified</i>	
60% working at age related expectations in reading		
60% working at age related expectations in writing		
80% working at age related expectations in maths		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading: to improve outcomes for disadvantaged children in reading.
B.	Writing: to improve outcomes for disadvantaged children in writing.
C	Maths: to improve outcomes for disadvantaged children in maths.
D	Pastoral: To ensure vulnerable children receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.
E	EYFS outcomes: to improve outcomes for disadvantaged children in EYFS.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F	Attendance: Improve the attendance on PP children to 97% +

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reading: to improve outcomes for disadvantaged children in reading.	Disadvantaged children in all year groups to be making at least expected progress. This is classed as 6 steps at Glusburn.
B.	Writing: to improve outcomes for disadvantaged children in writing.	Disadvantaged children in all year groups to be making at least expected progress. This is classed as 6 steps at Glusburn.
C.	Maths: to improve outcomes for disadvantaged children in maths.	Disadvantaged children in all year groups to be making at least expected progress. This is classed as 6 steps at Glusburn.
D.	Pastoral: To ensure vulnerable receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.	Disadvantaged are engaged in their learning and demonstrating positive learning behaviours as seen in lesson observations, book scrutiny, pupil voice, home/ school discussions and staff feedback.
E.	EYFS outcomes: to improve outcomes for disadvantaged children in EYFS.	EYFS Disadvantaged children to achieve GLD in line with their non-PP peers – target 72% of PP children.
F.	Attendance: Improve the attendance on PP children to 97% +	Disadvantaged children's' attendance to be 97% + by the end of the academic year.

5. Planned expenditure

Academic year

2017/18

The three 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.

i. 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?
<p>A,B,C: To improve outcomes for disadvantaged children in reading, writing and maths.</p>	<p>General:</p> <ul style="list-style-type: none"> • Same day intervention (assembly, early morning work) • Teachers / support staff to know which children are PP within the class and share targets, provision and planning to meet their needs. • Subject leader lesson observations for English and Maths to record impact on PP children. • Improve data collection processes in order to monitor progress of all pupils including PP. <p>Maths</p> <ul style="list-style-type: none"> • CPD for support staff on how to support children with specific maths misconceptions through Singapore Maths Mastery approach led by Head of Maths. • Teachers to ensure maths tasks are appropriately scaffolded for PP children to promote independent learning e.g. using concrete, pictorial and abstract approach, encouraging SEND children to use ' maths choose to use' equipment and boxes. <p>Reading</p> <ul style="list-style-type: none"> • EYFS/KS1 ATA afternoon interventions to target those PP children who are making slow progress as identified through monitoring and tracking. • Delivery of Ruth Miskin Read Write Inc Catch Up Phonics – 1:1 to target individual PP children. • Rolling programme of PP Library visits to Crosshills library starting with Y4 PP children. 	<p>Same day interventions to address difficulties has immediate impact on learning, progress and attainment.</p> <p>CPD specifically for support staff to increase competency and confidence when supporting the class teacher, will directly impact on children's learning.</p> <p>CPD for teaching staff on T4W will impact on their knowledge base and provide an additional tool when teaching and supporting children's writing.</p> <p>The Singapore Maths Mastery approach has proven success through the concrete, pictorial and abstract approach,</p>	<p>Monitor impact through termly assessments.</p> <p>Liaise with parents, pupils and outside agencies to ensure that all parties understand the rationale and are behind the interventions taking place.</p> <p>Ensure that interventions are taught by staff who have undertaken the relevant training and that their skills are up to date and relevant.</p>	<p>RH, NB EF, MC</p>	<p>Weekly SLT meetings attended by Head of Maths and English and Inclusion Manager.</p> <p>Termly: SDP review.</p>

	<ul style="list-style-type: none"> Kindles to be purchased using PP funding to be loaned to children on a rolling programme starting in target year groups - 4 and 5. Reading Plus scheme to be purchased to target 30 chn (PP, SEND, MAPS) to improve comprehension skills. CPD for support staff on Guided Reading led by Head of English. <p>Writing CPD for support staff on EGPS led by Head of English. CPD for all staff on T4W.</p>	<p>led by our Maths Specialist from the White Rose Hub.</p> <p>Reading Plus will impact on readers through the increased frequency of reading.</p>			
<p>E. EYFS: outcomes: to improve outcomes for disadvantaged children in EYFS.</p>	<p>Maths</p> <ul style="list-style-type: none"> CPD to staff on the expectations of the maths curriculum in EYFS and the importance of developing mathematical language, led by Head of EYFS. Continue to use the White Rose Maths long and medium term plans alongside EYFS curriculum to ensure children have opportunities to master and revisit key learning. Develop use of CBBC Numberblocks TV series from September to embed childrens' understanding of number Ensure that we are collecting a wide range of observational assessment, especially in child initiated play, to evidence and inform planning <p>English</p> <ul style="list-style-type: none"> Plan small group visits to Crosshills library to promote reading. Continue to embed T4W, so children have a bank of key stories and texts by the end of the year. Relaunch the parents lending library and storysacks within the unit ATAs to plan and deliver weekly phonics and reading interventions with PP children. Explicitly and rigorously teach reception common exception words to PP children, checking in Guided Reading on a weekly basis. 	<p>The Singapore Maths Mastery approach has proven success through the concrete, pictorial and abstract approach, led by our Maths Specialist from the White Rose Hub.</p> <p>Using the planning scheme will ensure that pupils have the opportunity to revisit objectives and embed the mathematical language and concepts.</p> <p>Talk for Writing scaffolds children's thoughts and ideas and allows them to articulate and gesture key vocabulary and punctuation before, laying foundations before the mechanics of writing.</p>	<p>Monitor impact through termly assessments.</p> <p>Liaise with parents, pupils and outside agencies to ensure that all parties understand the rationale and are behind the interventions taking place.</p> <p>Ensure that interventions are taught by staff who have undertaken the relevant training and that their skills are up to date and relevant.</p>	<p>RH, LS, EF, MC</p>	<p>Weekly SLT meetings attended by Head of Maths and English and Inclusion Manager.</p> <p>Termly: SDP review.</p>
<p>Total budgeted cost: Learning Mentor £15000; ATA1: £7600; ATA2: £7600; GTA: £12000; Reading Plus: £6000; Resources (story sacks, staff training, Kindles, Singapore Maths)</p>					<p>£50000</p>

ii. Targeted support					
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>D. Pastoral: To ensure vulnerable children receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.</p>	<ul style="list-style-type: none"> • Employment of Learning Mentor to lead pupil well-being. • SENCo, Learning Mentor, Inclusion Manager and class teachers to continue to work with outside agencies to support target individuals. • Delivery of PHSCE by class teachers including weekly circle time. • Use of SEAL materials to deliver PHSCE including assemblies, thought of the week. • Furniture: Development of Inclusion Room to be utilised for pastoral support by Learning Mentor, Inclusion Manager and SENCo. • Monday Breakfast Club/ Nurture Group. • Develop the role of ATA in supporting targeted children in Y4 and Y5 in afternoons • Expand KS2 Homework Club using new inclusion space in KS1 building. 	<p>The dedicated provision of staff to work in The Inclusion Room with our most vulnerable children will provide a nurturing and safe environment. This will reduce behaviour issues in class and potential exclusions.</p> <p>Through SEAL, PSHCE and targeted support, this will help pupils regulate their emotions and build resilience and self-esteem.</p> <p>Targeted curriculum support from staff who have received relevant training will aid to improve outcomes in Reading, Writing and Maths.</p> <p>Breakfast and homework clubs reduce anxiety at home and improve attendance.</p> <p>Lunchtime clubs will provide a calm more intimate experience for our most vulnerable pupils, during the busiest informal part of the day.</p>	<p>Monitor impact through termly assessments.</p> <p>Liaise with parents, pupils and outside agencies to ensure that all parties understand the rationale and are behind the interventions taking place.</p> <p>Ensure that interventions are taught by staff who have undertaken the relevant training and that their skills are up to date and relevant.</p>	<p>DB, MH</p>	<p>Ongoing: Weekly between Inclusion Manager and Learning Mentor.</p> <p>Termly: SDP review.</p>

<p>F. Attendance: Improve the attendance on PP children to 97% +</p>	<ul style="list-style-type: none"> • Reviewing Policy and Procedure for attendance, including whole school attendance data. • Reviewing how attendance data can be captured, analysed and used to improve attendance. • Employment of Learning Mentor to lead pupil well-being, including breakfast clubs in order to support children to school. 	<p>Attendance figures are below that of the local authority, with a school aspirational target set at 97%. Current procedures are unclear to parents on how poor attendance and punctuality is dealt with.</p> <p>Use of breakfast clubs, will impact on attendance and positive nurturing start to the day.</p>	<p>Monitor impact through termly attendance figures.</p> <p>Liaise with parents and pupils to establish positive relationships.</p>	<p>NB, RH</p>	<p>Weekly SLT meetings attended by Headteacher and Deputy Headteacher.</p> <p>Termly: SDP review.</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Use of PP to impact on pupil well-being through financial support including: residentials, school trips, school milk, snacks, breakfast club, before and after school activities and uniforms.</p>	<ul style="list-style-type: none"> • To help support families with finances at home and to ensure that children's physical and emotional well-being is supported so that pupils are able to access the full range of educational provision. 	<p>Clear evidence that children learn best when they are in good physical health. Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities including extra curricula activities which have a cost implication.</p>	<p>Assess needs of individual children half termly to check that they have appropriate access to these resources. Ensure that all PP pupils can access activities no matter the cost</p>	<p>RH</p>	<p>Ongoing: Weekly between Inclusion Manager and Learning Mentor.</p> <p>Termly: SDP review</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£4300</p>

6. Review of expenditure				
Previous Academic Year 2017-2018				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
A,B,C: To improve outcomes for disadvantaged children in reading, writing and maths.	<ul style="list-style-type: none"> • Staff CPD • Same day intervention • Lesson monitoring • Resources • Intervention strategies: Read write Ink, Reading Plus T4W • Curriculum: maths mastery 	<p>MODERATE IMPACT</p> <p><u>KS2 outcome July 2018 (5 PP children)</u> 60% working at EXS+ in reading , writing and maths 60% working at EXS+ in reading 60% working at EXS+ in writing 80% working at EXS+ in maths</p> <p><u>KS1 outcomes July 2018 (9 PP children)</u> 67% working at EXS+ in reading; 56% working at EXS+ in writing; 44% working at EXS+ in maths.</p> <p><u>Other year groups</u> All Pupil Premium children in all subjects and in all year groups have made progress, good or better progress has been made in Early Years and Y1, as well as Year 3 (Reading/Maths); slower progress has been made in Year 4 and Year 5.</p> <p><u>Phonics</u> 85% (6/7) of Pupil Premium children reached the Phonics Screening required standard.</p>	Reading plus has moderate impact on children's outcomes. The majority of the cohort who were chosen to access this intervention were Pupil Premium children. The delivery of this intervention is to be reviewed and highlighted in the SDP 2018-2019. Children who have readily accessed the programme have made significantly better gains than those who have not.	As above
E. EYFS: outcomes: to improve outcomes for disadvantaged children in EYFS.	<ul style="list-style-type: none"> • Staff CPD • Curriculum: T4W, numberblocks • Involvement of parents • Small group interventions 	<p>HIGH IMPACT</p> <p>All pupil GLD 73.7% (42/57) Non Pupil Premium children GLD 72.5% (37/51) Pupil Premium GLD 83% (5/6) Expected standard in Reading 83% of Pupil Premium children (5/6) Expected standard in Writing 83% of Pupil Premium children (5/6) Expected standard in Maths 100% of Pupil Premium children (6/6)</p>		As above
ii. Targeted support				

<p>D. Pastoral: To ensure vulnerable children receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.</p>	<ul style="list-style-type: none"> • Staffing: Employment of Learning mentor and support staff. • Provision: Before school, lunchtime and after school. • Curriculum: PSHCE, SEAL 	<p>HIGH IMPACT</p> <p>There have been zero exclusions since the Autumn term 2017. Case studies have been completed regarding individual high profile pupils – demonstrating the impact of the provision provided; this includes improved socialisation skills leading to reorientation into the classroom environment. The room has improved pupils’ well-being through creating a safe-environment, allowing pupils to regulate their emotions.</p> <p>The Nurture Room staff have been upskilled through working with outside agencies, to meet the needs of the pupils in our care, for example pupils exposed to domestic violence and pupils who are coming to terms with gender identity.</p> <p>The Inclusion Room has been resourced with furniture including: dining table and chairs, sofa area, bean bags, kitchen facilities, pop-up tent and creative activities. The impact of this has been that there is a suitable supervised place to host breakfast club, lunchtime club, homework club and student voice meetings (school council/Dojo Ambassadors), the room has also been used as a ‘break-out’ space for children in crisis; preventing situations escalating and possible exclusions.</p> <p>The learning mentor has been using the room for pastoral sessions for vulnerable pupils. The impact of Lego therapy, work on emotional regulation and self-esteem has allowed pupils to improve their communication skills, build resilience and foster teamwork. One pupil has seen a dramatic decrease in physical outburst and poor behaviour, now being able to regulate his behaviour and emotions.</p> <p>Breakfast club has been set-up and is attended by 5 regular pupils. The impact of the club has improved their punctuality and reduced anxiety. Verbal feedback from parents reflect positively on the reduced stress at home as well as the reduction in separation anxiety for both parents and children.</p> <p>Lunchtime club has been set-up to support vulnerable pupils who struggle with sensory difficulties at lunchtime (busy dining hall). The impact of the club is that the children are calm and anxiety free, being provided with a more intimate family dining experience. This has prevented meltdowns and the escalation of poor behaviour and possible exclusions. Children can begin afternoon sessions in class smoothly. The learning mentor is able to make a judgement on reintegration for afternoon sessions.</p> <p>Homework club has been set up and is attended by around 12 children regularly. The impact of this club has been that pupils who were reluctant to work at home are now completing tasks in a calm and nurturing environment with access to resources including the internet. This has reduced stress and anxiety at home, where children were unwilling to cooperate to do their homework, providing parents with support. Children are working together to support each other and are achieving better results in their weekly spelling tests.</p> <p>The room has been visited by other schools to gain ideas on implementing their own nurture room and clubs.</p> <p>The welfare given to pupils was considered a strength of the school from the advisors visit in January 2018 and October 2018</p> <p>Through positive relationships and engagement with parents the school was donated a range of resources to supplement activities and provision.</p>		
---	--	--	--	--

<p>Attendance: Improve the attendance on PP children to 97% +</p>	<ul style="list-style-type: none"> • Policy review and informing parents • Data monitoring • Before / after school provision • Establish relationships with parents where there is an attendance issue 	<p>MODERATE IMPACT</p> <p>Overall attendance falls securely within the third quintile in the Ofsted data dashboard national comparators. School overall absence has improved (from 4.4 % to 3.93%) and persistent absence has improved (from 11.21% to 5%).</p> <p>School attendance for all groups has improved since the start of the Spring term 2018. The attendance for Pupil Premium figures has decreased slightly, partly this can be attributed to one pupil whose attendance has decreased by 11% due to serious medical needs. The removal of this pupil shows that the attendance figure has increased for this cohort from 93.7 to 94%.</p> <p>Dojo communications are being used for attendance, the impact of the attendance league has been shared with press and parents. The increased focus on attendance has raised the profile of the importance of high attendance and this has been effective because of a positive approach. The next step is to continue monitoring attendance within the systems that have now been established.</p> <p>Attendance is now being matched to attainment since the introduction of a whole school attainment and progress tracker.</p>	<p>To monitor all groups of children's attendance more forensically with the now established systems and intervene sooner.</p> <p>One pupil's attendance has increased from 70% total attendance 2017-2018 and is now 96% Sept 2018 – Nov 2018 as a result of closer monitoring and</p>	
--	--	--	---	--

<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>As above</p>

<p>Use of PP to impact on pupil well-being through financial support including: residential, school trips, school milk, breakfast club, before and after school activities and uniforms.</p>	<p>Financial support</p>	<p>HIGH IMPACT All Pupil Premium children attended school residential trips in Year 5 and 6. All Pupil Premium children attended school day trips in other year groups. School milk was taken up by all children eligible who wanted to receive it. The impact of the breakfast club includes improving Pupil Premium children’s punctuality, attendance and reduced anxiety. Verbal feedback from parents reflect positively on the reduced stress at home as well as the reduction in separation anxiety for both parents and children.</p> <p>Pupil premium children who have wished to attend payed for clubs have enjoyed participating and learning new skills, such as table tennis and dance.</p> <p>Pupils have benefitted from school uniform subsidy.</p> <p>All actions have ensured that pupil premium children have been included and have enjoyed the same school experience as their peers.</p>	<p>To extend breakfast club to more than just one day a week.</p> <p>This is now planned to take place 3 times a week.</p>	
--	--------------------------	--	--	--

<p>7. Additional detail</p>
<p>N/A</p>