



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 2018-2019

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	2018-2019	Total PP budget	£65000	Date of most recent PP Review	September 2018
Total number of pupils	Including nursery 410	Number of pupils eligible for PP	66	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.
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.	
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.	Attendance: Improve the attendance on PP children to 97% +	

5. Planned expenditure					
Academic year		2018-2019			
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?
A,B,C: To improve outcomes for disadvantaged children in reading, writing and maths.	<p>General:</p> <ul style="list-style-type: none"> • Same day intervention (assembly, early morning work) <p>Maths</p> <p>Reading</p> <ul style="list-style-type: none"> • Reading Plus scheme to be purchased to target 30 chn (PP, SEND, MAPS) to improve comprehension skills. <p>Writing</p> <ul style="list-style-type: none"> • CPD for all staff on T4W. 	<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>Reading Plus will impact on readers through the increased frequency of reading.</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>	RH, NB EF, MC	<p>Weekly SLT meetings attended by Head of Maths and English and Inclusion Manager.</p> <p>Termly: SDP review.</p>
Total budgeted cost:					

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>					
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?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year 2018-2019				
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
ii. Targeted support				

iii. Other approaches				
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 (and whether you will continue with this approach)	As above

7. Additional detail
N/A