



# Glusburn Community Primary School

*Respecting Rights, Recognising Responsibilities*

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## 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)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<b>Reading:</b> to improve outcomes for disadvantaged children in reading.
<b>B.</b>	<b>Writing:</b> to improve outcomes for disadvantaged children in writing.
<b>C</b>	<b>Maths:</b> to improve outcomes for disadvantaged children in maths.
<b>D</b>	<b>Pastoral:</b> 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.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>F</b>	<b>Attendance:</b> Improve the attendance on PP children to 97% +
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<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Reading:</b> to improve outcomes for disadvantaged children in reading.	
<b>B.</b>	<b>Writing:</b> to improve outcomes for disadvantaged children in writing.	
<b>C.</b>	<b>Maths:</b> to improve outcomes for disadvantaged children in maths.	
<b>D.</b>	<b>Pastoral:</b> 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.	
<b>E.</b>	<b>Attendance:</b> 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><b>General:</b></p> <ul style="list-style-type: none"> <li>Same day intervention (assembly, early morning work)</li> </ul> <p><b>Maths</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading Plus scheme to be purchased to target 30 chn (PP, SEND, MAPS) to improve comprehension skills.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>CPD for all staff on T4W.</li> </ul>	<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>
<b>Total budgeted cost:</b>					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>D. Pastoral:</b> 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"> <li>• Employment of Learning Mentor to lead pupil well-being.</li> <li>• SENCo, Learning Mentor, Inclusion Manager and class teachers to continue to work with outside agencies to support target individuals.</li> <li>• Delivery of PHSCE by class teachers including weekly circle time.</li> <li>• Use of SEAL materials to deliver PHSCE including assemblies, thought of the week.</li> <li>• Furniture: Development of Inclusion Room to be utilised for pastoral support by Learning Mentor, Inclusion Manager and SENCo.</li> <li>• Monday Breakfast Club/ Nurture Group.</li> <li>• Develop the role of ATA in supporting targeted children in Y4 and Y5 in afternoons</li> <li>• Expand KS2 Homework Club using new inclusion space in KS1 building.</li> </ul>	<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><b>F. Attendance:</b> Improve the attendance on PP children to 97% +</p>	<ul style="list-style-type: none"> <li>• Reviewing Policy and Procedure for attendance, including whole school attendance data.</li> <li>• Reviewing how attendance data can be captured, analysed and used to improve attendance.</li> <li>• Employment of Learning Mentor to lead pupil well-being, including breakfast clubs in order to support children to school.</li> </ul>	<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><b>iii. Other approaches</b></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?
<b>Total budgeted cost</b>					

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
A, B, C: To improve outcomes for disadvantaged children in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Heavily invested in Talk for Writing, including CPD for lead staff and teaching / support staff thereafter</li> <li>• Same day interventions</li> <li>• Read Write Ink</li> <li>• Lesson / intervention monitoring</li> <li>• Reading Plus</li> </ul>	<p><u>KS2 Outcomes July 2019 (7 PP students)</u>  14% working at EXS+ in reading, writing and maths  43% working at EXS+ in reading  43% working at EXS+ in writing  14% working at EXS+ in maths</p> <p><u>KS1 outcomes July 2019 (9 PP children)</u>  78% working at EXS+ in reading;  67% working at EXS+ in writing;  55% working at EXS+ in maths.</p> <p><u>Other year groups</u>  Pupil Premium children in other year groups made varied amounts of progress. In Year 4, students made the expected 6 steps progress in writing and maths, and secured 6.2 steps progress in Reading, outperforming non-Pupil Premium children by 0.5 of a step. They also made 0.2 steps more progress in writing when compared to their non-Pupil Premium peers.</p> <p>In Year 5, Pupil Premium children outperformed non Pupil Premium children in reading and writing. However, these scores were below the target of 6 steps progress, scoring 4.8 and 5.3 respectively. Pupil Premium children achieved 5.3 steps progress in maths, just 0.3 behind their non-Pupil Premium peers.</p> <p>In Year 3 we saw Pupil Premium children perform less well when compared with non-Pupil Premium children. They achieved 5.4 in maths (non PP = 5.8), 4.9 in writing (non PP = 5.1) and 4.5 in reading (non PP = 5.7).</p>	<p>Talk for Writing has seen much short-term / in class success and has been warmly welcomed by staff but it is too early to know the full extent of its longer-term impact.</p> <p>Reading Plus has had a positive impact on the progress of number of students. Those receiving Pupil Premium funding are the first students identified for the programme. Those who engage most with the programme</p>	

			tend to make the most progress.	
<b>ii. Targeted support</b>				
<p><b>D. Pastoral:</b> 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"> <li>• Employment of Learning Mentor to lead pupil well-being</li> <li>• Communication with external agencies</li> <li>• Delivery of weekly PHSCE</li> <li>• Assemblies to address topic areas</li> <li>• Monday, Wednesday &amp; Friday Breakfast Club/ Nurture Group.</li> <li>• KS2 Homework Club</li> </ul>	<p><b>HIGH IMPACT</b></p> <p>The use of the Nurture room, and associated staffing, has improved pupils' well-being through creating a safe-environment, allowing pupils to regulate their emotions. Staff work closely with outside agencies to ensure that they are appropriately skilled and kept up to date with current methodology, promoting the effective provision for pupils in our care. For example, pupils exposed to domestic violence and pupils who are coming to terms with gender identity.</p> <p>The Nurture Room has been meaningfully resourced and includes furniture that allows for the effective implementation of a range of activities. These include Breakfast and lunch clubs, homework club, group meetings, including school council and ambassador's meetings, and workshops. This valuable space has helped to bring together 'people' in an environment that is welcoming and supportive. With this in mind, the room has also been effectively used by children in crisis. This has been instrumental in preventing the further escalation of situations that children with challenging needs have found themselves in. There have been zero exclusions during this academic year.</p> <p>Within pastoral sessions and workshops, led by the Learning Mentor, children will experience activities such as Lego Therapy to help them learn to regulate their own emotions, build their self-esteem, improve communication skills and develop their resilience and teamwork skills. Case studies, regarding individual high-profile pupils, have been developed – demonstrating the impact of the provision provided; this includes improved socialisation skills leading to reorientation into the classroom environment.</p> <p>Breakfast club runs on 3 days a week and has between 12 and 15 children attending each day, depending on need at any one time. The club has helped to improve punctuality and reduce anxiety by providing children with a welcoming and calming</p>	<p>The Nurture room has a settling impact on many students, ensuring that they start different times of the day in a positive way. It also provides some students with a sense of belonging, ensuring that they always have a friend / buddy. With this in mind, it can be important to ensure that numbers don't get too high at any one time (too many students may reduce the impact of the welcoming and intimate</p>	

		<p>experience, reducing stress at the start of the school day, both in school and at home. The Breakfast club experience also allows the learning mentor and other staff time to identify children who may need additional time and space to regulate their own emotions before going to class.</p> <p>Lunchtime club allows for the effective support and ‘buddying up’ of vulnerable pupils who struggle with sensory difficulties at lunchtime (busy dining hall) and other children who may find socialisation especially challenging. 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 emotional outbursts, the escalation of poor behaviours and possible exclusions. Clear routines and high expectations means that children start their afternoon learning with a relaxed but meaningful attitude.</p> <p>Homework club runs after school on a Monday and currently supports around 12 children with their learning. This club not only supports children who struggle to complete work on an academic level but also those who find homework an emotional or logistic challenge. Staff use the effective resources available to support children, who in turn support each other, in a nurturing and productive environment. This club helps to reduce stress and anxiety for the child and their family and promotes good working ethic and routines.</p> <p>The room has been visited by other schools to gain ideas on implementing their own nurture room and clubs. The welfare given to pupils was considered a strength of the school from the advisors visit in October 2018.</p>	<p>environment and increase anxiety levels for some.</p>	
<p>F. Attendance: Improve the attendance on PP children to 97% +</p>	<ul style="list-style-type: none"> <li>• Focus placed on attendance in documentation and Class Dojo messages. Reminders to parents about booking holidays out of term time.</li> </ul>	<p>MODERATE IMPACT</p> <p>Overall attendance at Glusburn School increased during the 18/19 academic year, with an end of year figure of 96.03% comparing positively with 95.45% the previous year. The three-year trend for children benefitting from the Pupil Premium has also been a positive one with the figure increasing from 93.44% in 16/17 to 93.75% in 17/18 and finally to 94.17% for the 18/19 academic year.</p> <p>There were many individual success stories with the overall improvement. One Pupil Premium child improved their attendance from 70.11% in the academic year 17/18 to</p>	<p>It is important to ensure that families are aware of the policy and procedures relating to penalty notices for those meeting</p>	

	<ul style="list-style-type: none"> <li>• Penalty notices for meeting threshold of unauthorised absence.</li> <li>• Attendance league as a strategy to address low attendance.</li> </ul>	<p>91.22% in 18/19 following focussed work with the child and their family. We also saw an improvement in the attendance of another Pupil Premium child, with complicated medical needs. However, this has still been a very challenging year for the student and their attendance has had an impact on the cohort as a whole.</p> <p>In October 2018 we sent out a 4-page printed document to all parents detailing the expectations around attendance, especially those relating to requests for leave of absence during term time (exceptional circumstances only) and the school's procedure for dealing with concerns about attendance and punctuality. The document sent to parents also included information about the threshold for claiming the Pupil Premium funding and how to apply. Reminders about good attendance were also sent out on Class Dojo.</p> <p>To support our focus on good attendance we also added a new strapline and image to the home page of our school website. These reminded viewers that 'Attendance Matters, every student, every day' and 'A Valuable Day Everyday'. Students with 100% attendance during each term have received a certificate to encourage the celebration of good attendance.</p> <p>Reminders about the importance of good attendance were sent out via Dojo messages following the sharing of the whole school procedures / policy and application form for Pupil Premium funding.</p> <p>Penalty notices were sent for a number of students / families who had extended periods of unauthorised absence.</p>	threshold for unauthorised absences.	
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### 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
Pupil Premium funding to support student in attending	Financial funding	All of the following funding strategies have meant that pupils receiving the funding get		

<p>extracurricular clubs. Funding also supports their involvement in residential, school trips, school milk, breakfast club and uniforms.</p>		<p>the chance to share in the same schooling experience that their peers get.</p> <p>Pupils gain many different and valuable experiences and skills through residential trips and day trips. All Pupil Premium children were given the opportunity to attend school day trips in all year groups. Students in Years 5 &amp; 6 attended the residential trips, supported by the funding received for them.</p> <p>Reduced levels of anxiety have been witnessed in those students who attend breakfast club, along with improved punctuality and attendance.</p> <p>Participation in after-school clubs has been made possible for some students who receive the funding. All costs are covered for those who wish to attend any extracurricular club.</p> <p>School milk was taken up by all children eligible who wanted to receive it.</p> <p>Our school uniform subsidy for PP pupils means that pupils get the start that they deserve and can concentrate on their studies.</p>		
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<b>7. Additional detail</b>
N/A