

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	Glusburn CP School
Pupils in school	415
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£72,000
Academic year or years covered by statement	1 <sup>st</sup> Apr 2020 to 31 <sup>st</sup> March 2021
Publish date	15 September 2020
Review date	26 March 2021
Statement authorised by	
Pupil premium lead	Mike Clayton
Governor lead	Pauline Brown

## Disadvantaged pupil progress scores for last academic year (Teacher estimates from March 2020)

Measure	Score
Reading	93% made expected or better progress 7% made less than expected progress
Writing	98% made expected or better progress. 2% made less than expected progress.
Maths	91% made expected or better progress. 9% made less than expected progress.

## Disadvantaged pupil performance overview for last academic year (Teacher estimates June 2020 – Year 6)

Measure	Score		
	Read	Write	Maths
Meeting expected standard at KS2	5/10	6/10	4/10
Achieving high standard at KS2	0/10	0/10	2/10

## Teaching targets for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing.	Sept 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score.	Sept 21
Other	Improve attendance of disadvantaged pupils to be in line with average	Sept 21

## Teaching priorities

Measure	Activity
Priority 1	To ensure maths teaching meets the needs of all pupils. To ensure that all pupils are able to keep up with the curriculum post-covid. Teaching staff to continue to follow maths mastery principles. Head of maths to continue monitoring process. CPD delivered from the head of maths with follow-up coaching to embed best practice. Use of 'ready to progress criteria' from DfE update summer 2020.
Priority 2	To ensure English teaching meets the needs of all pupils. To ensure that all pupils are able to keep up with the curriculum post-covid. The head of English will monitor the implementation of 'Talk for writing' (monitoring timetable) to support staff to embed principles. School-wide T4W training.
Barriers to learning these priorities address	Students need a secure knowledge of 'number' as a basis for mathematical reasoning. Follow the 'Ready to Progress criteria' Enrich students' oral language and knowledge of writing models, prior to independent writing.
Projected spending	Staffing costs for financial year 1 <sup>st</sup> Apr 2020 to 31 <sup>st</sup> Mar 2021 to support teaching & learning of English and Maths across school. £61,000 Planned CPD - £4000

### Targeted academic support priorities for current academic year

Measure	Activity
Priority 1	Deploy Teaching Assistants effectively to support post-covid catch up. Before and after school intervention groups. Targeted support for PP & disadvantaged children.
Priority 2	Establish small groups interventions for disadvantaged pupils falling behind age-related expectations based on evidence-based interventions (EEF Promising Projects or Toolkit).
Barriers to learning these priorities address	Attendance at before & after school clubs. TA trained to deliver intervention.
Projected spending	Staffing costs for deployment of interventions across KS1 and KS2 (part of Teaching Priority total) Reading Plus Letters and Sounds intervention NELI Precision Teaching Total: £1000

### Wider strategies priorities for current academic year

Measure	Activity
Priority 1	Support wider participation in school activities – swimming lessons, residential visit costs, after-school clubs, uniform, free school milk.
Priority 2	Weekly supported homework club and breakfast club (when allowed post-covid)
Barriers to learning these priorities address	Improving attendance and homework completion.
Projected spending	Resources for Breakfast Club & Homework Club, expenditure to support wider participation:  £6000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development. Monitor class implementation of Talk for Writing and maths mastery.	Use of INSET days and additional cover being provided by senior leaders. SLT monitoring timetable and feedback.
Targeted support	TA trained & supported in delivering interventions	Support form SLT & class teachers to deliver interventions
Wider strategies	Ensuring the right children attend homework support and breakfast club.	Developing relationships with families through regular contact and supporting students with necessary equipment.

Review: last year's aims and outcomes

Aim	Outcome
To ensure Maths teaching meets the needs of all pupils. Teaching staff continue to receive mastery CPD	Internal monitoring completed – Maths teaching still a strength of the school. 91% of PP pupils making expected progress based on Apr 2020 estimates.
To ensure English teaching meets the needs of all pupils, Teaching staff continue to receive talk for writing CPD	Internal monitoring completed – English teaching still a strength of the school. 93/98 % of PP pupils making expected progress based on Apr 2020 estimates. (reading/writing)
Deployment of TAs to support small group intervention	Reading plus successfully used in upper KS2 Phonics intervention successfully completed in KS1
Wider participation	Successful attendance at Breakfast and Homework clubs. Weekly mental health well-being part of PHSE curriculum.