



## Pupil Premium Rationale

### Pupil Premium Intent

At Glusburn Community Primary School we believe that all children can succeed and that quality first teaching is fundamental in promoting good progress and attainment for all. Our whole-school strategies are designed to address limited priorities and close gaps, with disadvantaged children sitting at the heart of these. The emphasis is on 'Keep up, not catch up'. These strategies act as a focal point but good practice is inherent throughout the school, enabling all students to succeed, whatever their background or starting point. Funding, including the Pupil Premium, and other resources are used effectively to ensure that strategies are well implemented and gaps are closed, including the attainment gap between disadvantaged children and their peers.

### How is this implemented?

By implementing a limited number of well planned, clear and logical strategies we are able to focus on our key priorities. We follow a tiered approach to implementation (applying guidance and research carried out by the EEF), ensuring that our approaches are evidence-informed, carefully considering the likely success and cost effectiveness of potential approaches.

Throughout the implementation process we allow appropriate time to develop and embed strategies as required. We consider the importance of the culture that the strategy will thrive in and the impact that a flexible and motivating leadership will have on the success of a particular approach, ensuring that capacity is planned for and executed appropriately without having a negative impact elsewhere. The implementation infrastructure is explicit, providing effective support and allowing for new skills and knowledge to be developed through a clear and shared understanding of the process and expectations. Coaching and peer-to-peer collaboration is encouraged, promoting ownership and sustainability.

Our three tiered approach incorporates; teaching, targeted academic support and wider approaches.

- **Teaching:** Teachers and support staff are provided with meaningful and priority-driven professional development designed to improve the impact of teaching and learning for pupils. Examples of strategies employed include 'Talk for Writing', a new whole-school reading scheme and 'Maths Mastery', all of which have seen extensive professional development and an appropriate investment of funding.
- **Targeted academic support:** Key barriers to learning and progress are identified and appropriate strategies to overcome these barriers are planned for and developed. Recent investments have been made in the 'Reading Plus' programme to support targeted pupils.
- **Wider approaches:** The wider barriers to learning are identified and a range of strategies are put in place to support pupils. A number of these strategies may be considered as non-academic but have an indirect impact on pupil progress, experience, confidence, resilience and overall well-being. These strategies include, but are not limited to: Breakfast club, homework club, music lessons, support with attendance, educational trips & residentials and the provision of a Learning Mentor.

### How do we assess the success impact?

Our School Development Plan, which includes Pupil Premium priorities, and pupils' academic progress are monitored rigorously and reviewed termly, to ensure that strategies in place are having a positive impact. This process also enables a regular review of spending, including the Pupil Premium, to ensure that funding further enhances and supports the quality of teaching and learning and personal development, behaviour, attendance and welfare for all our pupils. The School Development Plan and associated spending is also scrutinised and challenged by Governors on a termly basis.