

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Glazebury CE Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, 2022-2023 <b>2023-2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Karen Mowbray Head Teacher
Pupil premium lead	Karen Mowbray Head Teacher
Governor / Trustee lead	Mrs Amanda Wilcox

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,690
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£39,590</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All children regardless of their background or the challenges they may face are expected to make good progress and achieve a high standard of attainment across all subject areas. The focus of the pupil premium strategy at Glazebury CE Primary school will be to support disadvantaged children to achieve that ambition, this includes progress for those that already have been identified as high attainers in school.

We will also reflect on the challenges faced by vulnerable children, those that may have a social worker or be identified as a young carer.

**Quality first teaching** is at the heart of our whole school approach, with a focus on areas we consider that disadvantaged children require most support. This is proven to have the greatest impact closing the disadvantaged attainment gap, whilst benefitting the non -disadvantaged children in our school. Fundamental to the intended outcomes below, it is the intention that disadvantaged children progress will be improved and sustained alongside those of non-disadvantaged children in our school.

Our strategy is an important part of our wider school plans for education recovery, especially for all children whose education has been worst affected this will be through targeted support through teacher led tuition, identified, and delivered by the experienced staff at Glazebury CE primary.

Our methodology will be responsive to common challenges and individual needs identified through robust diagnostic assessment, not assumptions about the impact of disadvantaged. The approaches allow children to excel as the approaches we have adopted complement each other.

To ensure effectiveness we will:

- Act early to intervene at the point of need identified through developing knowledge and developing skills groups
- Undertake a whole school approach that ensures staff take responsibility for disadvantaged children's outcomes in line with the high expectations for every child.
- Ensure disadvantaged children are challenged and supported in the work they are set

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with children, including well-being surveys have identified social and emotional issues for many children including a lack of enrichment and socialisation opportunities during school closure. These challenges particularly affect disadvantaged and vulnerable children. <b>H-</b> Helping children prepare for life, growing with God.
2	Assessments and observations indicate that the education and well-being of our many disadvantaged children have been impacted by partial closure than their peers. These findings are supported by national studies. This has resulted in knowledge gaps leading to children falling further behind particularly math and writing. <b>A-</b> Achievement for all
3	Assessments, observations and discussion with children suggest that some disadvantaged children have greater difficulties with phonics and oracy than their peers. This negatively impacts on their development as readers <b>Reading at the heart</b> of our school

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1.To achieve and sustain improved well being for all children in our school, particularly the disadvantaged	Sustained high levels of wellbeing from 2023/24 demonstrated by <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged children</li> </ul> <b>H-</b> Helping children prepare for life, growing with God.
2.Improved math attainment for disadvantaged children at the end of KS2	KS2 math outcomes in 2023/24 will indicate that more than 80% of disadvantaged children met the expected standard. <b>A-</b> Achievement for all
2a:Improved writing attainment for disadvantaged children at the end of KS2	KS2 writing outcomes in 2023/24 will indicate that more than 80% of disadvantaged children met the expected standard. <b>A-</b> Achievement for all
3.Improved oral, language skills, and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged children.

	<p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Reading at the <b>heart</b> of our school</p>
3a. improved reading attainment among disadvantaged children	<p>KS2 reading outcomes in 2023/24 will show that more than 80% of disadvantaged children met the expected standard in line with “Reading at the <b>heart</b> of our school”</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 23590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for new staff to ensure assessments are interpreted and administered correctly including the new phonic programme - Little Wandle</p>	<p>insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3,4,
<p>Monitoring dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will continue to purchase resources enhancement reading/oral resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

<p><b>Purchase of a DfE validated Systematic Synthetic Phonics programme additional resources</b> in the form of extension reading books to support phonic programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance In the form of the pilot project NCTEM Mastering number @Key Stage 2 ( only 25 schools from 300 allocated space)</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2</p>
<p>To continue to promote ,monitor and evaluate the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To identify and then purchase a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills that meets needs and requirements</p>	<p>Oral language interventions can have a positive impact on children's' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p>Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered in collaboration with our local English hub and network.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Selecting teachers to provide a blend of tuition, mentoring and school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children's or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole staff training for behaviour management and anti-bullying approaches with the aim of developing our school ethos and further improving behaviour across school, Including those new to school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 39,590**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Measure	Impact
1.To achieve and sustain improved well being for all children in our school, particularly the disadvantaged	Our in house assessments during 2022/23 suggest that the performance of the disadvantaged children was broadly in line with those of non-disadvantaged children. This is similar to the previous 5 years.

**Glazebury CE Primary Summary Performance Report**

		2019	National	2022	National	2023	National	
EVFS	Baseline	44%		44%		41%		
	EVFSP	88.8% 9pupils	72	80% 15pupils	65	65% 17pupils		
Phonics	Year 1	87% 15pupils	82%	70% 10pupils	75	75% 12pupils	79%	
	Year 2	50% 2pupils		75% 4pupils		33% 3pupils		
KS1	Reading	EXP+	85.7% 14pupils	75	62.5% 16pupils	68	70% 10pupils	68%
		GDS	35.7% 5pupils	26	25% 4pupils	18	30% 3pupils	19%
		Scale score	103.9					
		Progress						
	Writing	EXP+	78.6% 11pupils	70	50% 16pupils	59	60% 10pupils	60%
		GDS	21.4%	16	19% 3pupils	8	0	
		Scale score	-	-	-	-		
		Progress						
	Mathematics	EXP+	85.7% 14pupils	76	75% 16pupils	70	60% 10pupils	70%
		GDS	14pupils	22	25% 4pupils	15	30% 3pupils	16%
		Scale score	103.5					
		Progress						
KS2	Reading	2019		2022		2023		
		EXP+	85.7% 14pupils	73%	93% 14pupils	71%	75% 16pupils	73%
		GDS	42.8% 4pupils	27	25.6% 4pupils	28	43.8% 7pupils	8%
		Scale score	107.1	104.4	105		107.5	
		Progress		0.03			2.53	
	Writing	EXP+	95	78%	93%	69%	81.25% 3pupils	71%
		GDS	24	20	25.6% 4pupils	13	19% 3pupils	
		Scale score			104			
		Progress		0.03			1.84	
	Mathematics	EXP+	86	79%	79%	71%	75% 2pupils	73%
		GDS	33	27	21.4% 3pupils	22	12.5% 2pupils	
		Scale score		105				104
		Progress		0.03				-2.19
	Multiplication Check					15% 13pupils AV -20.8	AV -19.8	
	RWM	EXP+	81	65%	79%	59%	69% 13%	59%
		GDS	14	11	7.14% 1pupil	7	13% 1pupil	8%
	GPS	EXP+	86	78	85.71% 4pupils	72%	81.3% 16pupils	72%
		GDS	33	36	25.6% 4pupils	28	6.25% 1pupil	
		Scale score		106	105			

Indicate **higher** than national average statistics.

In year 6 22 23 – pupil premium children achieved -100% in all subjects

Our assessments and observations indicated that children’s behaviour, wellbeing and mental health were continuing to impact, last year, primarily due to COVID-19-related issues and greater reporting and staff awareness. The impact was particularly acute for disadvantaged children, this continues to present itself in more than expected volumes of children that are experiencing some form of mental health condition including anxiety., Currently 11% ( 10 children) We used pupil premium funding to provide wellbeing support for all



	children, and targeted interventions where required. We continuing to build on that approach with this plan.
2.Improved math attainment for disadvantaged children at the end of KS2	Achieved in 2022/23  100% - 2 pupils in Key stage 2 SAT assessments
2a:Improved writing attainment for disadvantaged children at the end of KS2	Achieved in 2022/23  100% - 2 pupils in Key stage 2 SAT assessments
3.Improved oral, language skills, and vocabulary	Evidenced by key stage 1 phonic screening 22 23  75% achieved (4 children – 1 SEND communication and language)  )
3a. improved reading attainment among disadvantaged children	Supported by Key stage 2 reading SATs and TA – 50% achieved ( 2 children 1SEND pupil)  Key stage 2 Sats 23 24  Reading 10% achieved ( 2 pupils)  GPS – 100% achieved ( 2 pupils

## Externally provided programmes

Programme	Provider

## Further information (optional)

### Additional activity

Our pupil premium strategy was supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- monitoring and evaluating more effective practice around feedback, and the use of assessment for learning . The use of talk partner strategies in all curriculum areas to enhance speaking and listening, confidence of articulation, avoidance of dominant personalities and ensuring respectful and meaningful communications between children. ([EEF evidence](#) demonstrates this has significant benefits for children, particularly disadvantaged children.)
- Purchasing a new safeguarding programme ( CPOMs) to develop monitoring regarding behaviour and emotional well being
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities have focused on building life skills such as confidence, resilience, and socialising. Clubs have included cooking, a wide range of sports clubs, science, ukuleles and sign language Disadvantaged children were encouraged and in many cases being funded through pupil premium this included wrap around care. We are also evaluating disadvantaged uptake of this and other wider extra curricular opportunities.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged children. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools within the LDST which have high-performing disadvantaged pupils to learn from their approach .

We looked at a number of reports, studies and research papers particularly EEF about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific children needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.