

# Glazebury CE Primary School

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## **Pupil Premium Grant: Report to Parents 2017/2018**

The pupil premium was introduced in April 2011 and is allocated to schools in addition to their main budgets to support schools across the country in reducing the attainment gap that currently exists between disadvantaged pupils and their peers. The pupil premium grant is paid to each school by a specific grant based on the school census figures for pupils registered as eligible for free school meals (FSM) in Reception to Year 11. Schools receive funding for pupils who have been registered for free school meals at any point in the last six years, children who have been in care continuously for more than six months and children of service personnel (this service premium is designed to address the emotional and social well-being of service personnel pupils).

**Funding Allocations:** The Pupil Premium is additional to main school funding and is allocated on a financial year (April to March) basis. The table below details the funding allocated to Glazebury since 2012:

Financial Year	No. of pupils	Amt. per pupil	Total allocation
2012/13	21	£623	£13,083
2013/14	20	£935	£18,700
2014/15	24	£1300	£31,200
2015/16	19	£1340	£25,080
2016/17	21	£1340	£27,720
2017/18	16	£1392	£22,280

### **Use of the Grant**

Although schools are funded on a financial year basis, we operate and plan how to use our resources around the academic school year (September to August). Our academic year funding for the past three years has been as follows:

- September 2012 to August 2013: £15,424
- September 2013 to August 2014: £23,908
- September 2014 to August 2015: £27,133
- September 2015 to August 2016: £25,960
- September 2016 to August 2017: £27,000
- September 2017 to August 2018: £22,280

It will be used by our school to address any underlying inequalities between children eligible by ensuring that funding reaches these pupils and other pupils who need it most.

### **KEY BARRIERS**

Disadvantaged pupil group: Delayed speech and language, challenging home circumstances, unsettled behaviour, specific gaps in learning, low expectations.

Disadvantaged -more able group: low expectations/ limited broadening horizons experiences.

### **Objectives for this school**

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for those pupils eligible to attract it.
2. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

**Strategy for using the funding:** The school looked carefully at the needs of each pupil and we decided to use the following intervention strategies:

- To provide one to one and/or small group work for pupils entitled to PP funding with an experienced teacher and/or teaching assistant focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.
- \* To acquire effective materials and provide opportunities for pupils entitled to PP funding which are aimed at raising standards, particularly in speaking and listening, reading (including phonics), writing and mathematics.
- To ensure that all our work through the use of pupil premium will be aimed at accelerating progress, moving pupils entitled to PP funding to at least age related expectations and closing any in school gaps. Initially this will be in English and Maths but also across the curriculum, within the wider school curriculum and providing additional challenge for the more able.
- To target able pupils entitled to PP funding to achieve above age related expectations at the end of KS1 and/or KS2 (year 2 and year 6) and in order to extend, broaden and deepen skills, knowledge and understanding. Pupil premium resources will also be used to target able pupils entitled to PP funding and others to achieve ARE and Working at Greater Depth at the end of KS1 and KS2.
- To support specific children with interventions.
- Attendance and punctuality: support attendance, ensuring children do not miss learning while ill and are kept up to date with all current class learning while absent.

#### **Educational Outcomes 2016/2017**

- The percentage of children overall achieving in the Year One Phonics screening check is 88% which is above 2015 Local Authority (81%) and National averages (81%). This is a sustained picture from the previous year 2016 which was 88%. It demonstrates an improving trend over 4 years. The achievement in phonics of pupils benefitting from pupil premium intervention strategy was 100% which is above that of all pupils.
  - At the end of KS1 age related attainment overall and in reading, writing and mathematics, is above national and local averages. Pupils in receipt of pupil premium attained the same as other pupils.
  - At the end of KS2 pupils' attainment overall and in reading, writing and mathematics is well above National and Local Authority averages. All children in receipt of pupil premium attained at least age related expectations in reading, writing, mathematics and spelling, grammar and punctuation. The progress of children in receipt of pupil premium was in line with the progress of others in reading, writing and mathematics.
  - In the majority of cohorts across the school where there was a gap between the attainment of pupil premium children and non-pupil premium children this gap has significantly narrowed. In all year groups pupil premium children have made as much or more progress in reading, writing and mathematics than non-pupil premium children.

#### **Attendance: Pupil premium pupils/ non pupil premium 2016/17**

<b>Groups</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Local Authority</b>	<b>National</b>
School – all pupils %	3.23%	<b>3.81%</b>	3.65%	4%
Pupil Premium %	3.94%	<b>4.43%</b>	4.88%	5.4%
Non Pupil Premium %	3.03%	<b>3.69%</b>	3.34%	3.5%

Behaviour fixed term exclusions permanent exclusions: Pupil premium pupils/ non pupil premium: **None**

#### **SUMMARY:**

In this year of additional Pupil Premium funding the evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have been mainly successful across the school overall. They have had a positive impact on the progress, standards and achievement of most pupils entitled to the additional funds, particularly in KS2. **See the separate plan for expenditure 2017/18.**