

## School overview



Metric	Data
School name	Glazebury CE Primary School
Pupils in school	92 exc nursery
Proportion of disadvantaged pupils	21 – 23%
Pupil premium allocation this academic year	£37,970
2020 -2021 Catch-up fund allocation	£7639.20 <b>allocated in separate document on website</b>
Academic year or years covered by statement	2020-21
Publish date	12.10.2020
Review date	12.10.2021
Statement authorised by	K. Mowbray Head Teacher
Pupil premium lead	K. Mowbray
Governor lead	Stuart Roberts-Tighe

## Disadvantaged pupil progress scores for last academic year

Please note academic year was interrupted in March 20 – covid 19 pandemic

Measure	Percentage Score for Autumn 2 2019
Reading	52.3% (11/21 children)
Writing	71,4% (15/21 children)
Maths	61.9% (13/21 children)

## Disadvantaged pupil performance overview for last academic year

Measure	Score for Autumn 2 2019
Meeting expected standard at KS2 (RWM Combined)	47% (8/17 children)
Achieving high standard at KS2 (RWM Combined)	11.76% ( 2/17 children)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Phonics	Proportion of disadvantaged pupils	July 2021

	achieving the PSC is broadly in line with national average	
Meeting expected standard at KS1 (RWM Combined)	Proportion of disadvantaged pupils achieving RWM combined is broadly in line with national average	July 2021
Achieving high standard at KS1 (RWM Combined)	Ensure the proportion of disadvantaged pupil achieving the higher standard in RWM is at least broadly in line with national average	July 2021
Meeting expected standard at KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving RWM combines at the expected standards is at least broadly in line with the national average	July 2021
Achieving high standard at KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils continue to be maintained at broadly in line with national average	July 2021
Progress in Reading KS2	Achieve national average progress scores in KS2 Reading (I.e. 0)	July 21
Progress in Writing KS2	Achieve national average progress scores in KS2 Writing(I.e. 0)	July 21
Progress in Mathematics KS2	Achieve national average progress scores in KS2 Math(I.e. 0)	July 21
Other	Ensure attendance of the disadvantaged is maintained to be broadly in line with the national average	July 21

### Teaching priorities for current academic year

Measure	Activity
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<p>To increase the rates of progress and raise attainment at both the expected and greater depth levels, and addressing the impact of Covid 19 for securing impact on disadvantaged and improving outcomes</p>	<ul style="list-style-type: none"> <li>• <b>To provide targeted teaching from part time teacher for pupil premium pupils via funding aimed at raising standards through a teacher in Year 5 for mornings- Math/English improving outcomes</b></li> <li>• Targeted interventions for individual and groups</li> <li>• Working with families regarding attendance – Attendance Team</li> <li>• Booster sessions delivered by Fully qualified teachers</li> <li>• To embed a range of strategies promoted through growth mind set to enable children to tackle complex problems and to work collaboratively with peers</li> <li>• To train TA's in revisit/review/push it -math mastery sessions</li> <li>• To train TA's in pre teach using math mastery approach.</li> </ul>
<p>To further develop oral language skills, spelling and vocabulary for pupils across school</p>	<ul style="list-style-type: none"> <li>• Whole staff training on spelling end points and use of no – nonsense spelling</li> <li>• Phonic refresher training for all staff to be able to build upon into spelling rules</li> <li>• Whole staff training on oral language and vocabulary development</li> <li>• Dial and Talk partner use -refresher training for all staff to enhance speaking and listening</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Pastoral issues</li> <li>• Possible technology deprivation</li> <li>• Reading support through Reading challenge book give away- extending wider reading</li> <li>• Attendance support</li> <li>• Small group identified teaching by Teacher to support expected progress or greater</li> <li>• Reduction of barriers to learning for disadvantaged pupils</li> <li>• Raising standards to accelerate progress</li> </ul>
<p>Projected spending</p>	<p><b>£19120</b></p>

### Targeted academic support for current academic year

Measure	Activity
<p>To increase the rates of progress and raise attainment at both the expected and greater depth levels, and addressing the impact of Covid 19 for securing impact</p>	<ul style="list-style-type: none"> <li>• To identify gaps in learning and align with intervention strategy to address for disadvantage children</li> <li>• Fund small group <b>English/Math</b> intervention for identified pupils making less than expected progress</li> <li>• Use of HLTA for identified interventions for pupils making less that expected progress</li> </ul>

on disadvantaged and improving outcomes	<ul style="list-style-type: none"> <li>• Fund qualified teacher to provide greater depth opportunities for those identified</li> <li>• Purchase a range of books for interest for reading challenge</li> <li>•</li> <li>•</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Pastoral issues</li> <li>• Possible technology deprivation</li> <li>• Reading support through Reading challenge book give away- extending wider reading</li> <li>• Attendance support</li> <li>• Small group identified teaching by Teacher to support expected progress or greater</li> <li>• Reduction of barriers to learning for disadvantaged pupils</li> <li>• Raising standards to accelerate progress</li> </ul>
Projected spending	<b>£7600</b>

### Wider strategies for current academic year

Measure	Activity
Providing access to breakfast club and extended provision free of charge to disadvantaged children	<ul style="list-style-type: none"> <li>• Teachers and office staff building relationships and being aware of the offer to parents</li> </ul>
Providing access to afterschool clubs free of charge to disadvantaged children	<ul style="list-style-type: none"> <li>• Teachers and office staff building relationships and being aware of the offer to parents</li> <li>• to build allocation of places into numbers for clubs</li> </ul>
Supporting families to overcome individual barriers to learning	<ul style="list-style-type: none"> <li>• creation of attendance team -proactive at first response call</li> <li>• ( offering support, pickups, form filling, access to services, Good Samaritan fund, food bank)</li> <li>• To fund trips where required and residential trips in accordance with school policy to ensure children's attendance. To include extracurricular experiences.</li> <li>• Whole school initiatives to support families as whole ( *Extended services *Theme weeks *Extra curricular expenses. *Yoga for SATs * Pop project * Residentials * curriculum trips *</li> </ul>

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Barriers to learning these priorities address	Improving attendance, self-esteem, removing barriers to learning, improving relationships for the most disadvantaged children
Projected spending	<b>£4215</b>

## Monitoring and Implementation

Area	Challenges	Mitigating actions and monitoring
Teaching	<ul style="list-style-type: none"> <li>• Covid 19 absence( staff and children)</li> <li>• Long term Sickness of staff</li> <li>• Ensuring timetabling of CPD for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• For SLT to have overview of implementation – contingency plans developed</li> <li>• Flexibility of staff and contingency plan in place related to part time teacher</li> <li>• Use of staff meetings and inset days to provide time.* Teaching assistant meetings have a flexible yet structured agenda each half term to maximise training opportunities</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>• Covid 19 absence</li> <li>• Lack of flexibility of TA's – crossing bubbles</li> <li>• To ensure curriculum is not narrowed for any children receiving support</li> </ul>	<ul style="list-style-type: none"> <li>• Remote learning plan and TA engagement for interventions</li> <li>• Additional Health and safety guidelines- limited contact – extra hand washing as defined in re-opening plan</li> <li>• Consideration of online intervention that child can pursue in class.</li> <li>• To monitor interventions to ensure curriculum coverage</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>• Outdoor venue unable to open due to Covid 19</li> <li>• Swimming limited to number re Covid 19</li> <li>• Engage with families facing the most challenges</li> </ul>	<ul style="list-style-type: none"> <li>• To provide day trips in line with curriculum</li> <li>• To action swimming lessons when open</li> <li>• To work closely with families from teaching staff to office inc attendance team- to communicate difficulties and successful approaches in meetings.</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome
	<p>The Covid 19 pandemic on the 21<sup>st</sup> March 2020 has resulted in school closure to non-key worker children. This has meant that not all pupil premium have had access to continuous education. On opening again on the 8<sup>th</sup> June 2020 to eligible year groups PP children were where space and places allowed given priority. However some children were not in school as a result of choice. 9/26 children = 34.6%</p>