



Pupil Premium Strategy Statement Review 18/19

1. Summary information					
School	Glazebury C.E. Primary School				
Academic Year	2017/18	Total PP budget	£22,280	Date of most recent PP Review	1/17
Total number of pupils Excluding nursery	98	Number of pupils eligible for PP	16	Date for next internal review of this strategy	9/18
Total number of pupils Inc nursery	114				
Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	High ability pupils who are eligible for pupil premium do not always make as much progress as other high ability pupils.				
B.	Social emotional needs				
C.	Attendance rates for pupils eligible for pupil premium are 95.%, below that of other children 96%				

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
Challenging home circumstances; Complex family circumstances/ poor home environment	
Disadvantaged more able - low family expectations and limited life experiences.	
1. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
All PP to reach ARE by the time they leave KS2	Progress at the end of KS2+ 50% achieved Progress at the end of KS2
All PP more able to attain Greater Depth by the time they leave KS2	Majority to achieve greater depth RWM 50% GD achieved in R and W

Pupils with PP attendance rates and punctuality improve well above school target	Attendance above 95% Attendance was above 95% for PP
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2. Planned expenditure

Academic year	2017/18
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The four headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

a. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve attainment for more able PP children to ensure they make at least as much progress as Non PP children.	To provide a teacher in Year 5 for mornings- Math/English.	Ensuring year 5 cohort particularly PP children have focussed curriculum coverage. Addressing pre and post learning and bridging cohort needs. In turn this provides Y6 PP children greater teacher student ration therefore improving cohort progress.	<ul style="list-style-type: none"> • Data tracking • Lesson observation • Book scrutiny • Case study • Pupil progress meetings • Pupil feedback 	HT/AHT	Half termly (end) A1/2 Sp1/2 S1/2 Curriculum coverage was achieved for all pupils including those PP children. Cohort progress was above the national average although slightly lower than previous year.
					Budgeted cost : £16180
b. Targeted supported					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

1:1 & group support/interventions with experienced TA's for all pupils (inclusive of PP pupils)	To provide specific work to address gaps and support pupils with TA's planned and guided sessions- whole school. (3 hours per week X2)	Through Pupil progress meetings and gap analysis to identify wave 2 pupils that would benefit from individual or group teaching/intervention to ensure pupils are ARE at the end of year.	Monitoring File scrutiny and review Pupil progress and attainment Discussion with TA and class teacher	SLT	Every 6-10 weeks. Intervention and group work indicated impact in sessions, which translated in 50% of PP achieving at least ARE.
To improve and support children's attendance and punctuality.	**To use whole school approaches to reward attendance linked to attendance data. E.g half termly awards. 100% attendance awards – Easter eggs at Easter time. **To identify specific families with any complex needs –to support through discussion and action planning. To provide BSC and ASC (extended service) opportunities by funding relevant and agreed sessions.	Children with incentives would be more likely to ensure attendance. To increase the attendance profile of the school with pupils and parents and therefore increasing attendance. Supporting parent with the option of the possibility of wrap a- round care to encourage attendance and punctuality. To investigate the reduction of 48hours rule after sickness to 24 hours in certain medical circumstances- to convert into policy and provide clear guidance to parents to avoid unnecessary absence.	Case study Attendance review Pupil voice Parent questionnaire	KM Office attendance Team	Weekly review Half termly review Yearly review *Medical absence relating to hospital meant attendance was lower in one PP child. * Attendance was above national average for 50% of PP.
c.Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To improve curriculum engagement and academic achievement for PP children, to engage, enthuse and inspire	To fund trips where required and residential trips in accordance with school policy to ensure children's attendance. To include extracurricular experiences. *Extended services *Theme weeks *Extra curricular expenses. *Yoga for SATs *Rock kids for self belief	Children would access experience and therefore deepen knowledge and understanding. This would enable and promote development of skills across the curriculum. Children would also increase attendance stimulating love for school.	To monitor trips, visits and opportunities for educational visits and extracurricular experiences. To monitor impact on learning through book scrutiny.	SLT	Termly Autumn 2 Spring 2 Summer 2 Funding used provided Arete trip for 100% of PP children And for theme weeks *Extra curricular expenses. *Yoga for SATs Engagement was measure from learning in books and questionnaire.
To support pupil well-being, health and pastoral needs	SENDCo to target <u>specific</u> families with complex needs. Child protection, parenting and attendance. To provide direction for further support.	EET pupil premium research (2014)	SLT Half termly review and statement.	SLT	End of Autumn/Spring and Summer terms. SENDco meetings were held and effectively managed to provide direction and support with 3 families.
				TOTAL Budgeted Cost	£22,280