

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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. **Red reviewed 20.7.22**

School overview

Detail	Data
School name	Glazebury CE Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Mowbray Head Teacher
Pupil premium lead	Karen Mowbray Head Teacher
Governor / Trustee lead	Mrs Sara Makepeace Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,245
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,000

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 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. H- 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. A- 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 Reading at the heart 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 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged children H- Helping children prepare for life, growing with God.
2.Improved math attainment for disadvantaged children at the end of KS2	KS2 math outcomes in 2024/25 show that more than 80% of disadvantaged children met the expected standard. A- Achievement for all
2a:Improved writing attainment for disadvantaged children at the end of KS2	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged children met the expected standard. A- 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 heart of our school</p>
3a. improved reading attainment among disadvantaged children	<p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged children met the expected standard in line with “Reading at the heart 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: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly including the new phonic programme</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4, Completed to refresh for new staff and EYFS</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 ongoing</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	<p>3 Completed</p>

stronger phonics teaching for all pupils.	necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2 Completed to refresh and implement for returning staff and new staff
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1 <ul style="list-style-type: none"> Emotional charts PHSE Programme reviewed Ongoing regarding Mental Health

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
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3 Little wandle Talk partners completed

spoken language skills.		
Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3 Keep it up sessions targeted and used
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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	KM/KW/ all boosters carried out and impact proven.see data summer 2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 September inset 22/23
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have	All

	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 33,000

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.

Our in house assessments during 2020/21 suggest that the performance of the disadvantaged children was broadly in line with those of non-disadvantaged children. This is similar to the previous 3 year.

Due to the pandemic we do not have national statistics to compare however we can say that all subject areas were disrupted to varying degrees. It can be said that school closure was most detrimental to our disadvantaged children, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 both whole school and for disadvantaged children was lower than in the preceding 3 years at 2.76%, it was higher than the national average. At times when all children were expected to attend school, absence among disadvantaged children was 0.5% higher than their peers and persistent absence slightly higher. The gaps bear out our current attendance strategy is working and that is why that is not part of this plan in detail.

Our assessments and observations indicated that children’s behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged children. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on that approach with this plan.

Externally provided programmes

Programme	Provider
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Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for children, particularly disadvantaged children.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our children's needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged children will be encouraged and supported to participate.

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.

