

## Pupil Premium 2-year strategic plan: 2019-2021

<b>Academic Year</b>	<b>2019-2020</b>	<b>Total PP budget</b>	<b>£87,735 (approx.)</b>	<b>Date of most recent PP review</b>	<b>September 2020</b>
<b>Total number of pupils</b>	333 (incl. F1) 309 (F2+)	<b>Number of pupils eligible for PP</b>	<b>54 + 3PT</b>	<b>Date of next PP review</b>	<b>September 2021</b>
<b>Academic Year</b>	<b>2020-2021</b>	<b>Total PP budget</b>	<b>£72,630 (based on 51 children) £1200 EYPP + £300 Service</b>	<b>Proportion of PP across school</b>	
<b>Total number of pupils</b>	326 (Inc F1) 311 FT/ PT 11 + 4 (30 hours)	<b>Number of pupils eligible for PP</b>	<b>65 +1 PT (Sept 20)</b>	2019-2020: 15%	2020-2021: 21%
<b>Pupil Premium lead</b>	Emma Bowler	<b>Governor Lead</b>	David Ellis		

### Cohort Information 2020/21

Characteristic	Number of pupils	Percentage of cohort
<b>Boys</b>	39	13%
<b>Girls</b>	31	10%
<b>SEN</b>	7	3%
<b>EHC</b>	0	0%
<b>CLA</b>	1	0.3%
<b>EAL</b>	1	0.3%

### Current Attainment

#### Foundation Stage 2018-19

	AVPS FSM (6)	LA FSM	AVPS Non-FSM (39)	LA Non-FSM
Good Level of Development	66.7%	50.9%	71.4%	73.7%
Average total points score across all ELGS	31.7	30.0	32.8	34.4

#### Closing the Gap at the end of KS2 (cohort size 14/44)

At ARE+	2019 (Y6)			
	PP	All	National	Sch Gap
<b>Reading</b>	57%	68%	73%	-11
<b>Writing</b>	79%	82%	78%	-3
<b>SPaG</b>	79%	80%	78%	-1
<b>Maths</b>	79%	82%	79%	-3

#### Pupil Premium Progress scores:

	PP	Non-PP
<b>Reading</b>	-2.21	-1.69
<b>Writing</b>	1.14	1.02
<b>Maths</b>	0.01	-0.26

**Yr 2 Attainment at ARE+**

	No. of pupils	Reading			Writing			Maths		
		PP	NPP	diff	PP	NPP	diff	PP	NPP	diff
Y2	4/40	50%	70%	-20	50%	68%	-18	50%	80%	-30

**Pupil Premium & SEND – Summer 2019**

	% of PP pupils	% of SEN pupils	% of PP pupils who are SEN
Y2	9%	11%	0%
Y6	32%	14%	14%

**Barriers to future attainment for PP children**
**In-school barriers**

1	Attainment & progress in reading, writing and maths
2	Attendance of % PP children
3	Pupils emotional and mental well being

Barrier	Outcome	Success Criteria
1	Attainment in <i>reading</i> of pupil premium children is increased at the end of KS1 and KS2 and progress for middle and higher ability children is at least good.	<ul style="list-style-type: none"> <li>Attainment in reading for PP children <i>in Y1 and Y3</i> is in line with National figures at the end of KS1 (75%) and KS2 (73%).</li> <li>Identified <i>middle and higher ability</i> children make accelerated progress to ensure that attainment is at least in line with their previous end of KS results.</li> </ul>
	Attainment in <i>writing</i> of pupil premium children is increased at the end of KS1 and KS2 and progress for middle and higher ability children is at least good.	<ul style="list-style-type: none"> <li>Attainment in writing for PP children <i>in Y1, Y3 and Y4 (especially girls)</i> is in line with National figures at the end of KS1 (69%) and KS2 (78%).</li> <li>Identified <i>middle and higher ability</i> children make accelerated progress to ensure that attainment is at least in line with their previous end of KS results.</li> </ul>
	Attainment in <i>maths</i> of pupil premium children is increased at the end of KS1 and KS2 and progress for middle ability children is at least good.	<ul style="list-style-type: none"> <li>Attainment in maths for PP children <i>in Y1, Y3, Y4 and Y6 (especially girls)</i> is in line with National figures at the end of KS1 (76%) and KS2 (79%).</li> <li>Identified <i>middle ability</i> children make accelerated progress to ensure that attainment is at least in line with their previous end of KS results.</li> </ul>
2	Attendance is increased for pupil premium children is increased and in line with National %.	<ul style="list-style-type: none"> <li>Attendance of identified PP children <i>in Y1, Y3, Y4 and Y6</i> is in line with National figures (96%).</li> <li>The gap between PP and NPP has reduced in all year groups.</li> </ul>
3	Raise self-esteem of pupil premium children so that they can manage their emotions and are ready to learn.	<ul style="list-style-type: none"> <li>Children will have increased self-esteem of themselves.</li> <li>Emotional support will be provided for identified children as required.</li> </ul>

**Planned expenditure**

Underpinning the chosen approaches is:

### **Quality First Teaching**

Research tells us that the quality of teaching and learning is the most important factor in influencing the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. Ensuring outstanding Quality First Teaching for all pupils is at the core of our offer at Glenbrook through consistency and clear continuity and progression.

**Research evidence: *The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK – interim findings,p.2,***  
<https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf>

### **Effective CPD**

CPD is an entitlement of all staff at all levels and happens at various points throughout the school week, term and year so that staff are well-equipped to deliver QFT teaching. In addition, leadership at all levels is being developed to further develop senior and middle leadership and ensure a collaborative approach throughout school.

### **Recruitment and Retention**

We have a rigorous recruitment process to ensure that we recruit teachers who are collaborative, motivated, inspiring and driven to make a difference. We strive to ensure that our staff not only stay, but are supported fully throughout their career, not just as ECTs. As well as this, we have taken various measures to reduce any unnecessary workload so that our teachers can focus on delivering the very best teaching and learning in their classroom.

**Research Evidence: *DfE, Teacher Recruitment and Retention Strategy, p. 8***

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/786856/DFE\\_Teacher\\_Retention\\_Strategy\\_Report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf)

<b>Desired outcome</b>	<b>Chosen approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How we will ensure that it is implemented well.</b>	<b>Staff lead</b>	<b>Review date</b>
Attainment in reading of pupil premium children is increased at the end of KS1 and KS2	<ul style="list-style-type: none"><li>• Before school reading groups e.g. 60 second read.</li></ul>	EEF Sutton Trust research: +2 months – extending the school time	Class information meetings	PP lead	Termly
	<ul style="list-style-type: none"><li>• Precision (daily) – 1 child per class</li></ul>	EEF Sutton Trust research: +5 months – one to one tuition	Learning walks	PP lead	Termly
	<ul style="list-style-type: none"><li>• Switch on Reading</li></ul>	EEF Sutton Trust research: +5 months – one to one tuition	Learning walks	PP lead	Termly
	<ul style="list-style-type: none"><li>• Reading volunteers to hear children read at least 1x week.</li></ul>	Additional reading with improve fluency.	Book band trackers, reading diaries	PP lead	Termly
	<ul style="list-style-type: none"><li>• In KS1: T/TA to hear children who are below ARE 1x fortnight</li></ul>	Additional reading with improve fluency & strategies	Monitoring	PP lead	Termly
	<ul style="list-style-type: none"><li>• In FS: T/TA to do a book introduction before reading books are sent home.</li></ul>	Book introductions are crucial to support children's independent access of a text.	Monitoring	PP lead	Termly
	<ul style="list-style-type: none"><li>• Thrilling 3 reading: School expectation that children read 3x week. Target PP</li></ul>	Regular reading will improve fluency.	Staff to record 'thrilling three' reading % in the corridor & present trophy to best KS every ½ term.	English lead	Weekly
	<ul style="list-style-type: none"><li>• Class teachers to read a quality text to the children for 10mins daily.</li></ul>	Instil a love of reading and develop their vocabulary and comprehension.	Monitoring	English lead	Termly
	<ul style="list-style-type: none"><li>• Establish small reading comprehension booster groups</li></ul>	EEF Sutton Trust research: +4 months – small group tuition	Class information meetings	PP lead	Termly

Attainment in writing of pupil premium children is increased at the end of KS1 and KS2	• Precision (daily) – 1 child per class	EEF Sutton Trust research: +5 months – one to one tuition	Learning walks	PP lead	Termly
	• Establish small group writing interventions for DP pupils falling behind	EEF Sutton Trust research: +4 months – small group tuition	Class information meetings	PP lead	Termly
Attainment in <i>maths</i> of pupil premium children is increased at the end of KS1 and KS2	• Pre & post assessment interventions	EEF Sutton Trust research: +4 months – one to one tuition	Class information meetings & Book scrutiny	PP lead	Termly
	• Post teaching	EEF Sutton Trust research: +4 months – small group tuition	Class information meetings & Book scrutiny	PP lead	Termly
	• Before school maths groups e.g. 60 second read.	EEF Sutton Trust research: +2 months – extending the school time	Class information meetings	PP lead	Termly
	• Precision (daily) – 1 child per class	EEF Sutton Trust research: +5 months – one to one tuition	Learning walks	PP lead	Termly
	• Establish small group maths interventions for DP pupils falling behind	EEF Sutton Trust research: +4 months – small group tuition	Class information meetings	PP and maths lead	Termly
	• 3 <sup>rd</sup> space after school booster group	EEF Sutton Trust research: +5 months – one to one tuition	Class information meetings	PP lead	Autumn 2019 – Summer 20 Spring 21– Summer 21
	• Work with the maths hub to embed Teaching for Mastery across all year groups	Informed by evidence of mastery teaching of maths in high performing South East Asian jurisdictions.	Staff meetings and monitoring in place	Maths lead	July 2021
Attendance is increased for pupil premium children and in line with National %.	• Absences monitored and followed up daily with first response provision.	First point of call/child welfare check up	Designated member of staff to monitor attendance daily.	Attendance officer	Daily
	• Hand out attendance information from the previous year.	Parents aware of pupils' attendance	All pupils to receive this	Attendance officer	September
	• Attendance rewards in place for all children in school.	Promoting 100% attendance for the week.	Weekly assembly	Attendance officer/HT/DHT	Weekly
	• Packs of work sent home for extended absences.	Children don't have gaps in their learning.	GA will pre-warn the class teacher to prepare packs of work.	Class Teacher	As & when required
Raise self-esteem and improve mental well being of pupil premium children so that they can manage their emotions and are ready to learn.	• Theraplay (KS1)	EEF Sutton Trust research: +4 months – social & emotional learning	Class information meetings & Learning walks/ Pupil questionnaire	TA/DHT	Termly
	• Lego Therapy (LKS2)	EEF Sutton Trust research: +4 months – social & emotional learning	Class information meetings & Learning walks/ Pupil questionnaire	TA/DHT	Termly
	• ELSA (UKS2)	EEF Sutton Trust research: +4 months – social & emotional learning	Class information meetings & Learning walks/ Pupil questionnaire	TA/DHT	Termly

	<ul style="list-style-type: none"> <li>• Drawing &amp; Talking</li> </ul>	EEF Sutton Trust research: +4 months – social & emotional learning	Class information meetings & Learning walks/ Pupil questionnaire	Ruth C/DHT	Termly
	<ul style="list-style-type: none"> <li>• Additional support for parents e.g. <ul style="list-style-type: none"> <li>○ Meetings</li> <li>○ HFT referrals</li> <li>○ GTKM referrals</li> <li>○ Initiating EHAFs</li> </ul> </li> </ul>	Provide additional opportunities for parents to discuss their child's progress and sign post support as required.	Invite parents to meet with PP lead & relevant agencies.	DHT	Termly
	<ul style="list-style-type: none"> <li>• Personalised learning (Nurture group)</li> </ul>	Identified children have a personalised timetable that reflects their needs.	Class information meetings & Learning walks	TA/DHT	Termly
	<ul style="list-style-type: none"> <li>• Deliver CPD package for staff 'mental health' – Academic Resilience</li> </ul>	EEF –Improving social and emotional learning in schools	QFT	PSHE lead	July 21

## Pupil Premium Strategy Review – July 2021

Review of Outcomes																																																																																			
Desired Outcomes	Chosen Action/Approach	Impact																																																																																	
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<b>Year 3 (9) 34</b>	44%	33% (Y1)	↑ 11%
<b>Year 4 (10) 35</b>	20%	25% (Y2)	↓ 5%
<b>Year 5 (11) 33</b>	18%	36% (Y3)	↓ 18%
<b>Year 6 (13) 32</b>	15%	22% (Y4)	↓ 7%

Y2 and Y3 have increased the attainment of our PP children as a cohort, from July 2019 to July 2021.

Gap between PP/NPP children at **GD** in reading:

	Gap between PP & NPP 2021	Gap between PP & NPP 2019	Difference
<b>F2 (10) 31</b>	-19		
<b>Year 1 (10) 36</b>	-5		
<b>Year 2 (9) 35</b>	-4	+7	Increased 11%
<b>Year 3 (9) 34</b>	+12	-6	Reduced 18%
<b>Year 4 (10) 35</b>	-6	+12	Increased 18%
<b>Year 5 (11) 33</b>	-27	-3	Increased 24%
<b>Year 6 (13) 32</b>	-16	-26	Reduced 10%

Y2, Y3 and Y6 have reduced the PP/NPP gap for each cohort, from July 2019 to July 2021.

Attainment in **writing** of pupil premium children is increased at the end of KS1 and KS2

- Precision (daily) – 1 child per class
- Establish small group writing interventions for DP pupils falling behind
- Small group support: Editing writing (CT) focus on MA and HA PP chn.
- PP pupils to be targeted during English lessons and named on planning for CT/TA.
- TA phonic support
- 1:1 and small group support in writing
- 1:1 precision teaching for identified pupils – spelling focus

Attainment of PP children at **ARE+** in writing:

	July 2021	July 2019	Difference
<b>F2 (10) 31</b>	40%		
<b>Year 1 (10) 36</b>	50%		
<b>Year 2 (9) 35</b>	56%	67% (F2)	↓ 11%
<b>Year 3 (9) 34</b>	44%	78% (Y1)	↓ 34%
<b>Year 4 (10) 35</b>	60%	50% (Y2)	↑ 10%
<b>Year 5 (11) 33</b>	64%	45% (Y3)	↑ 19%
<b>Year 6 (13) 32</b>	77%	78% (Y4)	↓ 1%

Y4 and Y5 have increased the attainment of our PP children as a cohort, from July 2019 to July 2021.

Gap between PP/NPP children at **ARE+** in writing:

	Gap between PP & NPP 2021	Gap between PP & NPP 2019	Difference
<b>F2 (10) 31</b>	-31		
<b>Year 1 (10) 36</b>	-22		
<b>Year 2 (9) 35</b>	-27	-7	Increased 20%
<b>Year 3 (9) 34</b>	-12	+6	Increased 18%
<b>Year 4 (10) 35</b>	-11	-18	Reduced 7%
<b>Year 5 (11) 33</b>	-15	-25	Reduced 10%
<b>Year 6 (13) 32</b>	+8	+10	Increased 2%

Y4 and Y5 have reduced the PP/NPP gap for their cohort, from July 2019 to July 2021.

Attainment of PP children at **GD in writing**:

	July 2021	July 2019	Difference
<b>F2 (10) 31</b>	0%		
<b>Year 1 (10) 36</b>	10%		
<b>Year 2 (9) 35</b>	0%	0% (F2)	⇔ 0%
<b>Year 3 (9) 34</b>	11%	33% (Y1)	↓ 22%
<b>Year 4 (10) 35</b>	10%	0% (Y2)	↑ 10%
<b>Year 5 (11) 33</b>	9%	9% (Y3)	⇔ 0%
<b>Year 6 (13) 32</b>	8%	22% (Y4)	↓ 14%

Y4 have reduced the PP/NPP gap for each cohort, from July 2019 to July 2021.

Gap between PP/NPP children at **GD in writing**:

	Gap between PP & NPP 2021	Gap between PP & NPP 2019	Difference
<b>F2 (10) 31</b>	-13		
<b>Year 1 (10) 36</b>	-9		
<b>Year 2 (9) 35</b>	-23	-13	Increased 10%
<b>Year 3 (9) 34</b>	-7	+22	Increased 29%
<b>Year 4 (10) 35</b>	-21	-13	Increased 8%
<b>Year 5 (11) 33</b>	-9	-6	Increased 3%
<b>Year 6 (13) 32</b>	-17	-2	Increased 15%

The PP/NPP gap for each cohort, from July 2019 to July 2021 has increased.

Attainment in **maths** of pupil premium children is increased at the end of KS1 and KS2

- Pre & post assessment interventions
- Post teaching
- Before school maths groups e.g. 60 second read.
- Precision (daily) – 1 child per class
- Establish small group maths interventions for DP pupils falling behind
- 3<sup>rd</sup> space after school booster group
- Work with the maths hub to embed Teaching for Mastery across all year groups

Attainment of PP children at **ARE+** in **maths**:

	July 2021	July 2019	Difference
<b>F2 (10) 31</b>	50%		
<b>Year 1 (10) 36</b>	60%		
<b>Year 2 (9) 35</b>	78%	67% (F2)	↑ 11%
<b>Year 3 (9) 34</b>	78%	89% (Y1)	↓ 11%
<b>Year 4 (10) 35</b>	70%	50% (Y2)	↑ 20%
<b>Year 5 (11) 33</b>	45%	55% (Y3)	↓ 10%
<b>Year 6 (13) 32</b>	77%	89% (Y4)	↓ 12%

Y2 and Y4 have increased the attainment of our PP children as a cohort, from July 2019 to July 2021.

Gap between PP/NPP children at **ARE+** in **maths**:

	Gap between PP & NPP 2021	Gap between PP & NPP 2019	Difference
<b>F2 (10) 31</b>	-37		
<b>Year 1 (10) 36</b>	-15		
<b>Year 2 (9) 35</b>	-11	-12	Reduced 1%
<b>Year 3 (9) 34</b>	+10	+6	Reduced 4%
<b>Year 4 (10) 35</b>	-10	-30	Reduced 20%
<b>Year 5 (11) 33</b>	-22	-12	Increased 8%
<b>Year 6 (13) 32</b>	+5	+13	Increased 8%

Y2, Y3 and Y4 have reduced the PP/NPP gap for each cohort, from July 2019 to July 2021.

Attainment of PP children at **GD** in **maths**:

	July 2021	July 2019	Difference
<b>F2 (10) 31</b>	0%		
<b>Year 1 (10) 36</b>	10%		
<b>Year 2 (9) 35</b>	11%	0% (F2)	↑ 11%
<b>Year 3 (9) 34</b>	11%	33%	↓ 22%

			(Y1)	
<b>Year 4 (10) 35</b>	10%	25%	(Y2)	↓ 15%
<b>Year 5 (11) 33</b>	9%	0%	(Y3)	↑ 9%
<b>Year 6 (13) 32</b>	15%	22%	(Y4)	↓ 7%

Y2 and Y5 have increased the attainment of our PP children as a cohort, from July 2019 to July 2021.

Gap between PP/NPP children at **GD in maths**:

	Gap between PP & NPP 2021	Gap between PP & NPP 2019	Difference
<b>F2 (10) 31</b>	-16		
<b>Year 1 (10) 36</b>	-7		
<b>Year 2 (9) 35</b>	-12	-13	Reduced 1%
<b>Year 3 (9) 34</b>	-14	+5	Increased 19%
<b>Year 4 (10) 35</b>	-19	+12	Increased 31%
<b>Year 5 (11) 33</b>	-12	-27	Reduced 15%
<b>Year 6 (13) 32</b>	-10	-5	Increased 5%

Y2 and Y5 have reduced the PP/NPP gap for each cohort, from July 2019 to July 2021.

Attendance is increased for pupil premium children is increased and in line with National %.	<ul style="list-style-type: none"> <li>Absences monitored and followed up daily with first response provision.</li> <li>Hand out attendance information from the previous year.</li> <li>Attendance rewards in place for all children in school.</li> <li>Packs of work sent home for extended absences.</li> </ul>	<p>Attendance at 96+%:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2018-19</th> <th colspan="2">2020-21</th> <th colspan="2">Comparison between 2018-19 &amp; 2020-21</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td>50%</td> <td>42%</td> <td>60%</td> <td>80%</td> <td>↑ 10%</td> <td>↑ 38%</td> </tr> <tr> <td>Y1</td> <td>56%</td> <td>60%</td> <td>70%</td> <td>69%</td> <td>↑ 14%</td> <td>↑ 9%</td> </tr> <tr> <td>Y2</td> <td>50%</td> <td>78%</td> <td>33%</td> <td>80%</td> <td>↓ 17%</td> <td>↑ 2%</td> </tr> <tr> <td>Y3</td> <td>64%</td> <td>71%</td> <td>67%</td> <td>76%</td> <td>↑ 3%</td> <td>↑ 5%</td> </tr> <tr> <td>Y4</td> <td>56%</td> <td>73%</td> <td>60%</td> <td>77%</td> <td>↑ 4%</td> <td>↑ 4%</td> </tr> <tr> <td>Y5</td> <td>44%</td> <td>78%</td> <td>36%</td> <td>76%</td> <td>↓ 8%</td> <td>↓ 2%</td> </tr> <tr> <td>Y6</td> <td>36%</td> <td>70%</td> <td>77%</td> <td>75%</td> <td>↑ 41%</td> <td>↑ 5%</td> </tr> </tbody> </table> <p>Last academic year's attendance for PP children was better than 2018-19 in F2, Y1, Y3, Y4 &amp; Y6</p> <p>Y1 and Y6 PP children's attendance is better than NPP.</p>		2018-19		2020-21		Comparison between 2018-19 & 2020-21		PP	NPP	PP	NPP	PP	NPP	F2	50%	42%	60%	80%	↑ 10%	↑ 38%	Y1	56%	60%	70%	69%	↑ 14%	↑ 9%	Y2	50%	78%	33%	80%	↓ 17%	↑ 2%	Y3	64%	71%	67%	76%	↑ 3%	↑ 5%	Y4	56%	73%	60%	77%	↑ 4%	↑ 4%	Y5	44%	78%	36%	76%	↓ 8%	↓ 2%	Y6	36%	70%	77%	75%	↑ 41%	↑ 5%
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Raise self-esteem and improve mental well-being of pupil premium children so that they can	<ul style="list-style-type: none"> <li>Theraplay (KS1)</li> <li>Lego Therapy (LKS2)</li> <li>ELSA (UKS2)</li> <li>Drawing &amp; Talking</li> </ul>	Children across KS1 and KS2 accessed a range of interventions which helped to raise their self-esteem and in some cases were bespoke to their personal circumstances. This is evidenced in the intervention records.
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<p>manage their emotions and are ready to learn.</p>	<ul style="list-style-type: none"><li>• Additional support for parents e.g.<ul style="list-style-type: none"><li>○ Meetings</li><li>○ HFT referrals</li><li>○ GTKM referrals</li><li>○ Initiating EHAFs</li></ul></li><li>• Deliver CPD package for staff 'mental health' – Academic Resilience</li></ul>	<p>Last academic year, the school referred 6 children to Small Steps through a Getting to Know Me form and referred 10 children to the Healthy Families Team. The Healthy Families team completed bespoke 1:1 support for the children to address the concerns raised.</p>
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