



# Pupil Premium Strategy Statement: Girton Glebe Primary School

1. Summary information					
<b>School</b>	Girton Glebe Primary School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£26,381	<b>Date of most recent PP Review/Audit</b>	Oct 2019
<b>Total number of pupils</b>	196	<b>Number of pupils eligible for PP</b>	19 (10%)	<b>Date for next internal review of this strategy</b>	N/A

<b>KS1</b>	<i>Pupils eligible for PP (2 = 10% of the cohort)</i>	<i>Pupils eligible for PP, not SEN (2 = 10% of the cohort)</i>	<i>Pupils not eligible for PP (18= 90% of the cohort)</i>
% of pupils achieving ARE in <b>reading, writing and maths</b> combined	50%	50%	67%
% of pupils achieving ARE in <b>reading</b>	100%	100%	72%
% of pupils achieving ARE in <b>writing</b>	100%	100%	67%
% of pupils achieving ARE in <b>maths</b>	50%	50%	72%
<b>KS2</b>	<i>Pupils eligible for PP (4 = 14% of the cohort)</i>	<i>Pupils eligible for PP, not SEN (3 = 11% of the cohort)</i>	<i>Pupils not eligible for PP (24 = 86% of the cohort)</i>
% of pupils achieving ARE in <b>reading, writing and maths</b> combined	75%	100%	89%
% of pupils achieving ARE in <b>reading</b>	75%	100%	96%
% of pupils achieving ARE in <b>writing</b>	75%	100%	96%
% of pupils achieving ARE in <b>maths</b>	75%	100%	96%

## 2. Barriers to future attainment (for pupils eligible for PP including high ability)

### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	The % of pupils achieving ARE at the end of KS1 and KS2 is becoming increasingly similar, for those eligible for PP funding, to the % of pupils to that for those not eligible in reading, writing and in maths. At the end of KS2 the gap, not just in writing but in all subject areas, has narrowed significantly. At the end of KS1 the gap remains greatest in maths. The % of pupils at the end of KS2 who have made at least expected progress from the end of KS1 exceeds the progress made by pupils not eligible for funding, with the exception of SEN pupils.
<b>B.</b>	A number of pupils eligible for PP funding have a range of social, emotional and mental health needs which are affecting their readiness to learn and make progress.
<b>C.</b>	A number of our pupils eligible for PP funding have low aspirations for learning and significant barriers in being conducive to high attendance

### **External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 96%). This reduces their school hours, causing them to fall behind.
<b>E.</b>	Many of our pupils eligible for PP funding have less experiences and opportunities outside of school than other pupils.
<b>F.</b>	Several of our pupils who are eligible for PP funding come from homes where families are unable to support their learning outside of school for a variety of reasons, e.g. poor literacy and numeracy skills, lack of resources to support learning at home, complex issues within the family, lack of engagement with school etc.

### 3. Outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	All pupils eligible for PP (who are not SEN) will make at least expected progress across the year and more pupils will achieve ARE in reading, writing and maths.	All pupils eligible for PP (who are not SEN) make at least expected levels of progress by the end of the academic year 2018-2019. There will be an increase in the % of pupils eligible for PP funding achieving ARE at the end of the academic year 2018-2019 in reading, writing and maths, so that the gap between the pupils eligible for PP and their peers reduces.
<b>B.</b>	The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress	Vulnerable pupils across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. Pupils receiving support for SEMH needs will make progress, this will be seen both in the results of the questionnaires carried out pre and post intervention and in their attainment.
<b>C.</b>	Raise aspirations of pupils eligible for PP leading to children making at least expected progress across the year	All pupils eligible for PP (who are not SEN) make at least expected levels of progress by the end of the academic year and demonstrate positive aspirations and engagement with learning
<b>D.</b>	An increase in the rate of attendance for pupils eligible for PP funding	There will be an increase in the attendance of pupils eligible for PP funding. There will be a reduction in the % of 'Persistently Absent' pupils who are eligible for PP funding. There will be an increase in the % of pupils eligible for PP being in school on time.
<b>E.</b>	Pupils eligible for PP across the school have the same opportunities as their peers	Pupils eligible for PP will have access to everything their peers have access to, including day trips, residential trips, music lessons and extra-curricular clubs
<b>F.</b>	More parents of pupils eligible for PP funding engage with school and their child's education	There will be an increase in the % of parents of pupils eligible for PP funding engaging with their child's learning through various channels of communication with the school and class teacher There will be an increase in the % of pupils eligible for PP funding completing homework tasks attending homework club? There will be an increase in the % of parents of pupils eligible for PP funding attending workshops, and school events All parents will attend SEN Support Plan meetings for children who are PP and SEN and all parents of pupils eligible for PP, but not SEN will attend parents evenings

4. Planned expenditure					
Academic year		2018/19			
<p>The three 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.</p> <p><i>All of the following approaches/actions are being put in place, <b>those in bold type</b> are funded through pupil premium, others are funded through subject area budgets or do not require funding.</i></p>					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? <i>(N.B. All information/quotes taken from EEF were accurate as of October 2018)</i>	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A</b> All pupils eligible for PP (who are not SEN) will make at least expected progress across the year and more pupils will achieve ARE in reading, writing and maths.</p>	<p>Higher Level Teaching Assistant support targeted at children in receipt of Pupil Premium Grant. Plan, deliver and monitor a range of interventions which includes:</p> <ul style="list-style-type: none"> <li>• Spelling &amp; Phonics</li> <li>• Handwriting practise</li> <li>• Accelerad/write</li> <li>• Success @ Arithmetic</li> <li>• 10 Minute Box</li> <li>• Firstclass@Number</li> </ul> <p>Through staff CPD, focus on individual barriers to learning and share examples of good practice across classes.</p> <p>CPD focus on improving expectations for writing in PP children across both key stages.</p> <p>Raise the profile of reading and improve children's love of reading by making the exposure to whole texts more widely available</p>	<p>Closing the gap in attainment between PP and their peers is a whole-school priority, with a specific focus on increasing progress in writing and maths.</p> <p>Spelling has been identified as an area we need to focus on as a school; a new approach was introduced late last year which we will embed this year</p> <p>EEF evidences teacher feedback as having a high impact on pupil learning and all staff understanding pupils' barriers to school will assist in supporting them to give clear, targeted feedback to assist our children further</p> <p>The gap between non-SEN PP and their peers has narrowed significantly and, at Key Stage 2, closed completely. For detail, see Page 1.</p>	<p>English and maths leaders will carry out regular monitoring, along with SLT</p> <p>SLT to monitor level of expectations and engagement of pupils eligible for PP funding</p> <p>Governor monitoring</p> <p>Data collection and analysis</p>	<p>SLT</p> <p>Maths Lead</p> <p>English Lead</p> <p>PP Lead</p>	<p>Data entry</p> <p>Post intervention</p> <p>February and July 2019</p> <p>Reviewed October 2019</p>
<p><b>B</b> The social and emotional wellbeing of vulnerable children is</p>	<p>Counselling sessions available to pupils at Girton Glebe with support offered for PP children through PP Champion and SENDCO</p>	<p>Social and emotional wellbeing is a high priority. Chief medical officer for England - 'Prompting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improved their wellbeing, enabling children to thrive and achieve their full potential'.</p>	<p>Referrals for counselling led by FSW, SENDCO and PP Lead</p>	<p>PP Lead, Counsellor, SENDO, TA, FSW</p>	<p>February and July 2019</p>

protected and enhanced, pupils are able to learn and make progress	<p>Weekly mental health and social skills sessions delivered for children with identified barriers to learning.</p> <p>Steve Peter's <i>Chimp Paradox</i> learning group sessions designed to support pupils with SEMH understand and cope with their emotions to put them in a more secure position to be able to learn.</p>	<p>Evidence of use in other schools shows positive impact of <i>Chimp Paradox</i> learning for children and will supplement the mental health and social skills sessions we have been running for two years.</p> <p>Blue Smile has had a positive impact (see review of expenditure 2017 – 2018).</p> <p>Positive impact throughout the year.</p>	<p>Impact of <i>Chimp Paradox</i> monitored by SENDCO leading sessions</p> <p>Review of behaviour incident forms</p>		<p>Reviewed October 2019</p>
<b>C</b> Raise aspirations of pupils eligible for PP leading to children making at least expected progress across the year	<p>CPD focus on improving expectations for writing in PP children across both key stages.</p> <p>Clear identification of pupils in planning allow staff to tailor support to children within their class.</p> <p>Peer mentoring and tailored learning skills groups will allow pupils to raise expectations of themselves and share success within their own learning with other children</p>	<p>EEF cites meta-cognition and self-regulation as having a high impact on progress where pupils are able to reflect on their own learning and develop skills in 'learning to learn'.</p> <p>Improving pupil expectations across the curriculum, not just in core areas, will enable them to be more successful, well-rounded learners able to apply their skills to a range of contexts</p> <p>Positive impact throughout the year.</p>	<p>Data entry and monitoring by SLT</p> <p>Feedback from pupils and HLTA leading sessions</p> <p>Monitoring of interventions impact by PP Lead and SENDCO</p>	<p>PP Lead, SENDO, TA</p>	<p>Data entry</p> <p>Post intervention</p> <p>February and July 2019</p> <p>Reviewed October 2019</p>
<b>Total budgeted cost:</b>					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b> <i>(N.B. All quotes taken from EEF were accurate as of October 2018)</i>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b> All pupils eligible for PP (who are not SEN) will make at least expected progress across the year and more pupils will achieve ARE in reading, writing and maths.	<p>Part fund TAs to deliver 1:1/small group Interventions relevant to the needs of pupils, e.g.</p> <ul style="list-style-type: none"> <li>• ERT</li> <li>• Paired Reading</li> <li>• Accelerated &amp; Accelewrite</li> <li>• Inference Training</li> <li>• 1<sup>st</sup> Class @ Number</li> <li>• Success @ Arithmetic</li> <li>• Bespoke interventions</li> <li>• Sensory Circuits</li> <li>• 10 Minute Box</li> </ul>	<p>Currently 60% of our pupils eligible for PP funding are also on our SEN register. We want to invest PP funding to ensure that our pupils have opportunities for small group/1:1 intervention with trained Teaching Assistants when necessary (it is not only children identified as SEN who will require additional intervention).</p> <p>EEF report that research shows a consistent impact on attainment when structured interventions are delivered by trained TAs.</p>	<p>Data entry and monitoring by SLT</p> <p>Feedback from pupils and HLTA leading sessions</p> <p>Monitoring of interventions impact by PP Lead and SENDCO</p>	<p>PP Lead, SENDO, TA</p>	<p>Feb and July 2019</p> <p>Reviewed October 2019</p>

	<p>Additional release time for teaching staff to deliver interventions and feedback to PP pupils for 30 minutes each week following their own PPA release.</p> <p>Fortnightly learning skills group delivered by HLTA to develop pupil expectations.</p> <p>Peer tutoring and learning buddies – linked to learning skills group with PP and non-PP pupils paired to share learning.</p> <p>Parental involvement, e.g. SEND Support Plan meetings (extended parent consultation once a term for parents of children with SEND)</p> <p>Individual Learning Plans (ILPs) will be written for all children eligible for PP who do not have SEN. The plans will identify the child’s barriers to learning, their next steps to overcoming the barriers and the strategies we will put in place to help them achieve their next steps. They will be working documents, updated as necessary. They will be shared with parents at parent consultation.</p>	<p>EEF report that optimum impact is seen when sessions are brief e.g. 30 minutes, regular ( 3 to 5 times a week), maintained over a sustained period (6 to 12 weeks) and carefully timetables to enable consistent delivery . The smaller the group, the more effective the support (less than 5).</p> <p>All English interventions listed are recommended in the ‘What Works for Children with Literacy Difficulties’ Greg Brooks (updated 2016). The maths interventions listed are endorsed by Edge Hill University and have been shown to promote accelerated progress. Through pre and post baseline assessments we gather evidence which shows progress made through the interventions listed.</p> <p>FFT research shows that one of the most effective strategies for pupils is high quality teacher input.</p> <p>EEF report that ‘parental involvement is consistently associated with pupil’s success at school’.</p> <p>EEF evidences collaborative learning as having a moderate impact on learning.</p> <p>Significant impact: see performance data on Page 1.</p>			
<p><b>B</b> The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress</p>	<p>Lunch ‘time out’ sessions and break time responsibilities provided to enable child to have a relaxing break time away from the perceived pressures of the playground, enabling the child to settle more easily into a work regime before and after break</p> <p>1:1 and small group work based on Steve Peter’s <i>Chimp Paradox</i> learning group sessions designed to support pupils with SEMH understand and cope with their emotions to put them in a more secure position to be able to learn</p> <p>Tailored small group support sessions for SEMH led by TAs and SENDCo</p>	<p>Social and emotional wellbeing is a high priority. Chief medical officer for England - ‘Prompting physical and mental health in schools creates a virtuous circle reinforcing children’s attainment and achievement that in turn improved their wellbeing, enabling children to thrive and achieve their full potential’.</p> <p>Evidence of use in other schools shows positive impact of <i>Chimp Paradox</i> learning for children and will supplement the mental health and social skills sessions we have been running for two years.</p> <p>Blue Smile has had a positive impact (see review of expenditure 2017 – 2018)</p>	<p>Termly pupil progress meetings</p> <p>Termly data analysis Monitoring and feedback</p> <p>Book sampling</p> <p>Pre and Post intervention assessments</p> <p>SEN Support Plan meetings for pupils with SEN</p>	<p>SLT/PP LEAD/ SENDCo/ maths lead and English lead</p>	<p>Post intervention and termly with data analysis and pupil progress meetings</p> <p>Reviewed October 2019</p>

	Access to activities led by Girton Youth Project to improve self-confidence and social skills	Positive impact throughout the year.	ILPs for non-SEND		
<b>C</b> Raise aspirations of pupils eligible for PP leading to children making at least expected progress across the year	<p>Counselling sessions held in school every week to work with identified children on a 1:1 basis</p> <p>1:1/small group support from school based Family Support Worker (FSW) to increase self-esteem etc.</p> <p>School based Family Support Worker to engage with parents of identified students, provide support and signpost them to relevant services etc.</p> <p>ILPs to include SEMH barriers when necessary Deliver engagement sessions throughout the year with identified pupils focusing on creative writing and maths by members of Girton Glebe teaching staff</p>	<ul style="list-style-type: none"> <li>• Counselling has had a positive impact (see review of expenditure 2017 – 2018)</li> <li>• The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues are the most effective</li> <li>• EEF reports that parental involvement programmes are often associated with reported improvements in school ethos or discipline.</li> <li>• EEF reports that on average social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear to be particularly beneficial for disadvantaged or low attaining pupils.</li> <li>• Some of our pupils struggle with transition to secondary school and their anxieties increase, support from Blue Smile last year around transition was very useful – all children had the same concerns at the start of the group and these were able to be addressed within the group.</li> </ul> <p>Positive impact throughout the year.</p>	<ul style="list-style-type: none"> <li>• A mixture of qualitative (via parental/teacher questionnaires/interviews) and quantitative data (SDQ, Pupil Profile, Emotional Literacy Assessment etc) pre and post intervention.</li> <li>• Monitoring</li> <li>• Behaviour logs</li> </ul>	PP LEAD/SLT	<p>February and July 2019</p> <p>Data entry and post interventions</p> <p>Reviewed October 2019</p>
<b>Total budgeted cost:</b>					

£18,081

**iii. Other Approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice? <i>(N.B. All quotes taken from EEF were accurate as of October 2018)</i>	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>D</b> An increase in the rate of attendance for pupils eligible for PP funding</p>	<p>HT and Office Manager to monitor attendance of children regularly, acting swiftly where concerns are raised. Breakdown of pupil absence data reported to FGB and PP Governor.</p> <p>School's Family Support Worker to:</p> <ul style="list-style-type: none"> <li>• Monitor pupils and follow up quickly on absences</li> <li>• Provide support for parents, e.g. with morning routines etc.</li> <li>• Provide/organise workshops (in conjunction with Locality) for parents around areas of need</li> <li>• Meet with parents of children as they become PP to talk through what is on offer and to engage with parents</li> </ul> <p>Breakfast Club (funded for pupils eligible for PP)</p> <p>Raise profile of attendance further and introduce competitions in school during key transition periods of term to encourage pupil presence.</p> <p>Offer incentives to improve attendance/punctuality (both whole class and individual)</p> <p>Teachers and TAs provide 'Meet &amp; Greet' with pupils on playground to smooth transition in to school and give the opportunity to discuss any matters which might impact on the child's day at school.</p>	<ul style="list-style-type: none"> <li>• If pupils are not in school they can't make progress.</li> <li>• Through providing support for parents, planning workshops around their needs etc., parental engagement should increase.</li> <li>• Meeting with parents of children as they become PP to talk through what is on offer should increase parental engagement.</li> <li>• Pupils attending breakfast club eat well and are in school on time. Pupils attending breakfast club currently, start the day well and are ready to learn.</li> <li>• Incentives offered for individuals did have an impact on punctuality.</li> </ul> <p>Positive impact throughout the year.</p>	<ul style="list-style-type: none"> <li>• Monitoring of attendance (Office Manager and HT)</li> <li>• Regularly reported to EWO</li> <li>• Liaison with FSW and PP Lead</li> <li>• Parent questionnaires</li> </ul>	<p>HT/PP LEAD/ FSW/Office Manager</p>	<p>Fortnightly reviews</p> <p>Reviewed October 2019</p>
<p><b>E</b> Pupils eligible for PP across the school have the same opportunities as their peers</p>	<p>Support vulnerable families in funding extra-curricular activities, e.g. residential visits, day trips, music lessons, clubs etc. by subsidising these</p> <p>Plan a wide variety of trips (local and further afield) throughout the year to ensure all children have a range of experiences</p>	<ul style="list-style-type: none"> <li>• All children benefit from extra curricula activities and there are often wider benefits in terms of attendance, behaviour and peer relationships. By subsidising trips, clubs etc. we ensure all children have the same opportunities.</li> <li>• With reference to residential trips, EEF reports that studies of 'Adventure Learning'</li> </ul>	<p>Take up of this subsidy will be monitored by the Clubs Co-ordinator, Pupil Premium Lead and SBM.</p> <p>Questionnaires for parents</p>	<p>PP Lead/SLT</p>	<p>On-going across the year</p> <p>Reviewed October 2019</p>



	<p>School's Clubs Co-ordinator to compile termly information for ideas of things to do in the holidays.</p>	<p>consistently show positive benefits on academic learning. There is also evidence of impact on non-cognitive outcomes such as self-confidence.</p> <ul style="list-style-type: none"> <li>• We have seen increased confidence and mental resilience in the children who have had the opportunity to take part in residential trips and music lessons.</li> <li>• Research has shown that playing a musical instrument has many benefits including: increasing memory capacity, teaches perseverance, sharpens concentration, boosts listening skills, reading skills and maths skills etc.</li> <li>• Providing information of things to do in the holidays will ensure that parents know what is available locally.</li> <li>• Workshop re summer holiday has been successful when run in the past</li> </ul> <p>Positive impact throughout the year.</p>			
<p><b>F</b> More parents of pupils eligible for PP funding engage with school and their child's education</p>	<ul style="list-style-type: none"> <li>• Parents to be given the opportunity to attend a variety of events in school, e.g. learning mornings, English/maths workshops, celebration assemblies, Performance sessions with their children</li> <li>• Information events/workshops to be held where new strategies/initiatives are shared with parents, e.g. SATs</li> <li>• Workshops to be held for parents to help them support their children at home</li> <li>• Class teachers to share successes with parents on the playground</li> <li>• FSW to meet with parents of children as they become PP to talk through what is on offer and to engage with parents.</li> <li>• Extended parent consultations for parents of pupils who have SEND</li> <li>• Individual Learning Plans (ILPs) to be shared with parents and signed at parent consultation for children who are eligible for PP funding and who are not on the SEN register.</li> <li>• FSW in conjunction with locality to facilitate provision of parenting courses relevant to needs</li> <li>• PP LEAD/FSW to invite parents of pupils receiving PP funding to all meetings/workshops etc.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF report that 'parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with children's academic outcomes.'</li> <li>• EEF reports that parental involvement is often associated with improvements in school ethos or discipline</li> <li>• All the approaches listed will give parents more opportunities to engage with school.</li> <li>• Sharing new strategies/information re SATs with parents will help parents know how to support their children at home</li> <li>• Providing a workshop for parents re homework festival where ideas are shared/previous examples are shown will help parents to know how to support their children with the task at home.</li> </ul> <p>Positive impact throughout the year.</p>	<ul style="list-style-type: none"> <li>• Attendance at events monitored by class teachers and PP Lead</li> <li>• Children to send individual invites to parents</li> <li>• SENDCO to ensure Learning Plans are signed with teachers</li> <li>• SLT to monitor use of Seesaw through feedback from staff, pupils and parents</li> </ul>		<p>Termly during consultation</p> <p>February and July 2019</p> <p>Reviewed October 2019</p>

	<ul style="list-style-type: none"><li>• Use of Seesaw to share pupils' success with parents during the school day</li></ul>				
<b>Total budgeted cost:</b> £8,300					

**Total = £26,381**