

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

| Detail | Data |
|---|------------------|
| School name | Glynwood Primary |
| Number of pupils in school | 424 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 -2025 |
| Date this statement was published | December 23 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | |
| Pupil premium lead | Mrs. V. Nellis |
| Governor / Trustee lead | Ms. H. Maddison |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £198,195 |
| Recovery premium funding allocation this academic year | £8,096 |
| 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 | £206,291 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils and ensure that all children have the opportunity to develop socially, emotionally, culturally and academically. We do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Attainment;
- Social and cultural experiences and opportunities;
- Personal development;
- Emotional regulation and resilience.

We believe that the key to all children reaching their full potential is quality first teaching. We are committed to ensuring our curriculum and pedagogical approaches allow all staff to deliver quality first teaching and ensure that children thrive.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Our school motto is 'Growing together at Glynwood' and although our strategy is focused on supporting disadvantaged peoples, by design it will also benefit non-disadvantaged peers. .

A strong personal development curriculum is a strength of our school. We believe that children flourish academically when they are confident and supported. This strategy supports children's talents and skills to be identified and nurtured. The strategy also ensures that disadvantaged children have access to cultural opportunities that often their non-disadvantaged children do not. Activities and opportunities are carefully planned out, using our knowledge of the children and the needs/ priorities of our community too.

Some children classed as disadvantaged can also require support with self-esteem and emotional regulation. By receiving focussed support and intervention by skilled and trained individuals, children can again thrive in all areas of school life.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Children enter our reception at a variety of stages in their developmental journey. |
| 2 | Outcomes for reading are slightly lower for disadvantaged children when leaving KS1. Outcomes for Mathematics are lower for disadvantaged children when leaving KS2.m |
| 3 | Some children come from families with complex backgrounds and require additional support in terms of school engagement/ routines and homework. |
| 4 | Some children who are entitled to pupil premium do not have the same cultural experiences or wider opportunities as their peers. |
| 5 | There is a 2% difference in attendance between children who are entitled to pupil premium and those who are not. |
| 6 | Some children who are entitled to Pupil Premium require additional support to promote positive mental-health and well-being. This has been exacerbated by the effects of the pandemic |

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 |
|--|--|
| Nursery provides a solid foundation for children who then enter Reception. | -Children leave Nursery ready for Reception; -Routines/ transition are embedded between Nursery and Reception classes |
| Children make rapid progress in their Reception year. | -Gap in outcomes is narrowed at the end of Reception year.. |

| | |
|--|--|
| <p>Children entitled to Pupil Premium achieve as well as their peers in the phonics screen and have a love for reading.</p> | <ul style="list-style-type: none"> - Children are positive about their experiences of reading in school and at home; -Phonics screen data shows that children entitled to pupil premium achieve as well as their peers. |
| <p>Children entitled to Pupil Premium achieve as well as their peers at the end of KS1 and KS2, particularly in writing.</p> | <ul style="list-style-type: none"> -Data shows that gap is narrowed at the end of KS1 and KS2. |
| <p>Family engagement improves with close school – family working.</p> | <ul style="list-style-type: none"> -Children read and complete homework regularly at home; -Families are provided with additional support within school or signposted to external agencies; -Positive relationships are formed between families and school with improved outcomes for the children. |
| <p>Children receive experiences that support their cultural and personal development.</p> | <ul style="list-style-type: none"> -All children receive Forest School; -Nurture provision is available to those children who require it along with intensive support/ intervention/ drawing and talking intervention. -Pupil entitled to pupil premium are targeted to attend extra-curricular clubs and instrumental tuition. |
| <p>Children’s attendance improves.</p> | <ul style="list-style-type: none"> -Children/ families with persistent absence are targeted in bespoke reward systems; -Whole school reward systems support attendance; -Attendance panels support communication/ systems with families. |

| | |
|---|---|
| <p>Children, who require additional support to promote positive mental-health and well-being, receive intervention, therapy and/ or nurturing approaches within school.</p> | <ul style="list-style-type: none">-Children who require support are swiftly and accurately identified;-There is a tiered approach to supporting children's well-being-Interventions/ support/ therapy is put into place;-Home school liaison officer completes a neurotherapeutic counselling course and delivers counselling sessions to children in school.-Impact of the support is reviewed and evaluated regularly |
|---|---|

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: £ 73476.5

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Staff CPD – Training and development of teaching; vocabulary. This continues to have a focus on metacognition and self-regulation</p> | <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Evidence taken from EEF research into Metacognition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | <p>2 and 3</p> |
| <p>Staff CPD on mastery approaches (editing and improving) in order to increase number of children attaining Greater Depth in writing.</p> | <p>Evidence taken from EEF research into mastery approaches: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | <p>2 and 3</p> |
| <p>Staff CPD for continuing approaches to teaching all subjects with links to metacognition.</p> | <p>Evidence taken from EEF research into Metacognition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Also refer to Rosenshine's principles, which underpin the teaching cycle of our English curriculum:</p> | <p>2 and 3</p> |
| <p>Pupil premium allows us to employ a greater number of teaching assistants – this provides a</p> | <p>Evidence taken from EEF research review into Teaching Assistants delivering targeted interventions.</p> | <p>3</p> |

| | | |
|---|--|--|
| <p>minimum of one TA per class in KS1 and 2 to focus on pre and post teaching interventions as well as adapting teaching to ensure children's needs are met. Identified children also receive targeted interventions and the impact of these is monitored on a regular basis. (see below)</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | |
|---|--|--|

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 86,329.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Staff will work as a team within lessons to identify 'gaps' in learning and address them immediately through individual and small group interventions and pre-teaching interventions and involve a mastery approach of planning and implementation. Focus on Reading, writing and maths will be prioritised.</p> | <ul style="list-style-type: none"> • Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. In order to have the desired effect schools might consider: <ul style="list-style-type: none"> • Careful assessment of pupils' needs so that teaching assistants support is well targeted • Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes • Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers <p>-Phonics – small group targeted phonic (Read, Write Inc) from Reception to Year Four (as needed in LKS2).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Interventions delivered by Teaching Assistants: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | <p>3</p> |

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

Budgeted cost: £46,485

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>CPD - Diploma in Psychotherapeutic counselling</i></p> <p>As a result of the pandemic</p> | <p>The University of Roehampton has carried out a large scale study into the success of counselling for children in schools which highlights the success of counselling sessions in school.</p> <p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</p> | <p>5 & 8</p> |
| <p><i>Employment of Home School Liaison Officer</i></p> <p>* Children who require support are swiftly and accurately identified;</p> <p>* Interventions/ support/ therapy is put into place;</p> <p>* Impact of the support is reviewed and evaluated regularly</p> <p>Nurture provision is available to those children who require it along with intensive support/ intervention/ drawing and talking intervention.</p> | <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Research taken from EEF findings into Parental engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Research into nurture groups suggests that they lead to positive outcomes in terms of children's SEBD, particularly in the short term.</p> <p>https://www.nurtureuk.org/sites/default/files/bennett_2015.pdf</p> | <p>5 & 8</p> |
| <p><i>Employment of a member of the teaching staff and a forest school ranger.</i></p> | <p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.</p> <p>Key findings</p> | <p>6</p> |

| | | |
|---|---|---|
| | <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> | |
| <p><i>Subsidised Uniform</i> All children entitled to PP receive a selection of uniform items free of charge, enabling them to start the school new year smartly dressed, the same as their peers</p> | <p>Although there is limited evidence about the impact that uniform has on pupils' behaviour the EEF does state the following when considering closing the disadvantage gap:</p> <p><i>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. (EEF School Uniform impact).</i></p> <p>We acknowledge that primary age children require new uniform each year and this impacts on their sense of belonging and self-esteem.</p> | 6 |
| <p><i>Subsidised school visits</i></p> <p>We routinely reduce the price of residential visits for those children entitled to PP, this enables ALL children in a cohort to participate if they wish to do so.</p> <p>PP is also used to support those children/ families who are unable to afford the 'day' visits</p> | <p>Learning Away research (completed in 2019) shows that there are many advantages to children taking part in school residential such as fostering deeper relationships, improving students' self-confidence, resilience and well-being.</p> <p>https://learningaway.org.uk/impact/evaluating-learning-away/</p> | 6 |

| | | |
|---|--|------------------|
| <p><i>Provision of after school club and breakfast club places</i></p> | <p>Research by IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment.</p> <p>https://ifs.org.uk/publications/8714</p> <p>Research from IFS.</p> | <p>7 & 8</p> |
| <p><i>Small group music tuition.</i></p> <p><i>Children from disadvantaged backgrounds are given the opportunity to take part in keyboard and guitar tuition.</i></p> | <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Evidence taken from EEF Arts participation review.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | <p>6</p> |

Total budgeted cost: £206,291

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

1. Pupils left reception at National Average in all areas.
2. Internal data shows that children have made progress from their starting points.
3. KS1 data shows that in maths disadvantaged pupils attained higher than the LA average (this was a focus of the PP strategy last year). At KS2, disadvantaged children attained higher than the LA average in all areas. This was the same for Greater depth.
4. Family engagement continues to be a priority in terms of attendance and homework.
5. Small group musical tuition and extra-curricular clubs continue have been targeted for disadvantaged children. These have been well-attended and pupil voice shows positive attitudes towards these opportunities.
6. Attendance continues to be an ongoing priority. It was 93% for the academic year 2022-23 (up from 91.6 for the academic year 2021-22)
7. Children, who require additional support to promote positive mental-health and well-being, receive intervention, therapy and/ or nurturing approaches within-school. This was successful intervention – pupil, staff and parental voice report this support as being very effective.
8. Forest School – children continued to receive forest school sessions. This again was a successful intervention. Pupil, staff and parent pupil voice feedback demonstrate that this is an element of the personal development curriculum that many children enjoy. Children that often find learning in the classroom challenging flourish in the outdoor environment.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.