



Glasshouses Community Primary School: Pupil premium strategy statement 2018 - 2019

1. Summary information					
School	Glasshouses Community primary School				
Academic Year	2018/19	Total PP budget	£7,800	Date of most recent PP Review	n/a
Total number of pupils	76	Number of pupils eligible for PP	6	Date for next internal review of this strategy	
<p>The school has taken into account the findings of the Education Endowment Foundation's "Making best use of Teaching assistants" Guidance report in influencing its Pupil Premium strategy. References in coloured text relate directly to the recommendations in the report. For further information, please refer to https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf</p> <p>Recommendations on the use of Teaching Assistants in everyday classroom contexts</p> <p>Recommendations on the use of Teaching Assistants in delivering structural interventions out of class</p> <p>Recommendations on linking learning from work led by Teachers and Teaching Assistants</p>					

2.	3. Current attainment		
Key Stage One	<i>Pupils eligible for PP (our school) *1 pupil</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected level in reading, writing and maths	none	33%	73%
% achieving expected level in reading	none	33%	76%
% achieving expected level in writing	none	33%	68%
% achieving expected level in maths	none	66%	75%
Key Stage Two	<i>Pupils eligible for PP (your school) *2 pupils</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected level in reading, writing and maths	50%	50%	64%
% achieving expected level in reading	50%	50%	75%
% achieving expected level in writing	100%	50%	78%
% achieving expected level in maths	50%	50%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Oral language/ opportunities to socialise.	
B.	Some of the pupils eligible for pupil premium have other factors such as SEN, SEMH, term of birth and gender to consider when planning successful interventions	
C.	Some pupils have difficulties in their home lives that impact on their learning.	
D.	Attendance of some Pupil Premium children	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance rates for pupils eligible for PP is 93% attendance of pupils without PP is 96%. This reduces their school hours and decreases their ability to keep up with their peers.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills/vocabulary for pupils eligible for PP to improve reading comprehension skills and writing composition (including spelling).	Increased percentage of Pupils eligible for PP meet expected levels in reading (phonics) and writing at the end of KS1 & 2
B.	Increased opportunity for interventions/ group work, language and reasoning skills for pupils eligible for PP to improve Maths outcomes	Increased percentage of Pupils eligible for PP meet expected levels in Maths at the end of KS1 & 2
C.	Improve outcomes at the end of KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils, across Key Stage 2 in maths, reading and writing. Measured in Years 3 - 6 by teacher assessments and successful moderation practices established across the federation and Nidderdale Cluster and beyond
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below and the overall attendance to in line with 'others'.

5. Planned expenditure					
Academic year		2018/19			
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.					
i. 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?
A. Improved outcomes in Maths for pupils eligible for PP	<p>Develop breadth across the curriculum to make links and improve understanding</p> <p>Whole School 'Growth Mindset' approach</p> <p>Opportunities for developing challenge and support are outlined on planning documents</p> <p>Daily assessment, planning and marking approach adopted</p> <p>Subscription to IXL and other learning platforms' to support teaching & learning</p> <p>Training for TAs on 'Numicon' to aid 'number'</p> <p>Daily opportunities for Using the Four Operations and times tables</p>	<p>Some funds to be invested in longer term change which will help all pupils.</p> <p>Many different evidence sources, e.g. EEF Toolkit, book scrutiny and test results provide evidence that identifies that PP children are under achieving compared to their peers in some areas of maths. A greater focus on reasoning and problem solving and using 4 operations maths is a key area to develop as highlighted by poor results last year.</p>	<p>Use INSET days to deliver training.</p> <p>Attend LA specific training</p> <p>Classroom observations, work scrutinies</p> <p>Pupil progress meetings</p> <p>Tracking pupil progress</p> <p>Measurable interventions</p>	<p>Headteacher</p> <p>Maths Lead</p> <p>SENCo</p>	Summer 2019

<p>B. Improved outcomes in reading & writing for pupils eligible for PP</p>	<p>Make links through development across a range of curriculum areas to develop skills further through a whole school themed approach</p> <p>Whole School 'Growth Mindset' approach</p> <p>Opportunities for challenge and support curricular links are identified on planning documents</p> <p>Daily assessment, planning and marking approach adopted</p> <p>Catch up Literacy intervention programme rolled out</p> <p>Reading Plus programme – Year 3 - Year 6 Increase vocab weekly 'word of the week'</p>	<p>Some of the funds will assist in longer term initiatives and will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest developing effective reading comprehension strategies is an effective way to improve attainment across all subjects</p> <p>Training on Reading Plus programme which assists children reaching greater depth with their reading .</p>	<p>Use INSET days to deliver training. Attend LA specific training Classroom observations, work scrutinies Pupil progress meetings Tracking pupil progress</p> <p>Those children eligible will receive relevant support through intervention programmes identified through staff meetings and pupil progress meetings.</p>	<p>Headteacher SENCO & Class Teachers</p>	<p>Summer 2019 Termly</p> <p>Autumn 2019</p>
<p>C. Improved Governor knowledge</p>	<p>Pupil Premium strategy to be shared with Governors in September so that any measures discussed can be implemented</p>	<p>A summary report distributed to the Governing Body sharing how the money for PP has been spent on those pupils eligible and the impact it has had on their outcomes</p>	<p>Data committee meetings and FGB meetings</p>		<p>July 2019 Termly meetings</p>

Total budgeted cost					£2500.00
ii. Targeted support					
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?
A. Improved outcomes in Maths for pupils eligible for PP	<p>'Maths' intervention to support identified pupils mathematical understanding</p> <p>Targeted support to develop mathematical understanding through 1:1 and small group work</p>	Some children need targeted support to catch up and improve understanding of basic mathematical concepts.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Pupil progress meetings</p>	Class teachers and SENCO	Termly
B. Improved outcomes in reading & writing for pupils eligible for PP	<p>Bespoke interventions to support 1:1 and small group work:</p> <p>Reading comprehension Reading Scheme and assessment Lexia.</p> <p>Individual Dyslexia Programme</p> <p>'Socially Speaking' group</p> <p>ALK</p>	Some funds will be invested in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, book scrutiny and test results. All of these provide evidence that identifies that PP children are under achieving compared to their peers. A greater focus on reading comprehension, inference and deduction and grammatical awareness in English /Reading and writing is a key area to develop as highlighted by poor results last year.	<p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by Class teachers and SENCO</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	Class Teachers and SENCO	Termly
Total budgeted cost					£5000
iii. 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?

D. Increased attendance rates	<p>Monitor attendance of identified pupils. Meet with parents to offer support Informing parents about National Priorities re: attendance. Refer to outside agencies if necessary Support parents financially ie with uniform, school trips, swimming etc</p> <p>No authorisation of holidays/time outside of school holidays.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance for PP children did not improve from previous year.</p>	Attendance levels of identified pupils improve due to the appropriate support being put in place for families	Head Teacher and SENCO Gova	<p>Termly</p> <p>Monthly ('1st of the Month' checks).</p> <p>Weekly attendance monitoring.</p>
E. Improved outcomes for pupils eligible for PP at the end of KS2 and KS1	<p>Booster / holiday club sessions for Year 6 pupils Teaching in collaboration with staff from the cluster and HART Alliance schools to focus on differentiation to meet need due to large mixed age classes</p> <p>Daily assessment, planning and marking approach adopted</p>	Based on historic data being below National average in Reading, writing & Maths combined at the end of KS2 not only for PP pupils but all pupils over the last 4 years.	Improved percentages for pupils eligible for PP achieving expected level at the end of KS2	KS2 teacher	Termly
F Improved Attendance to at least National (98%).	<p>Children are rewarded daily attendance with house points.</p> <p>Annual attendance with certificate.</p>				
Total budgeted cost					£300.00
Total budgeted cost: QTL+ TS+ OA					£7,800