



Pupil premium strategy

1. Summary information					
School	Glenleigh Park Primary Academy				
Academic Year	2019-20	Total PP budget	£216,480	Date of most recent PP Review	Sep 2019
Total number of pupils	404	Number of pupils eligible for PP	164	Date for next internal review of this strategy	Jul 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	35%	70.7%
Average progress score Reading	-0.41	+0.32
Average progress score Writing	-1.97	+0.26
Average progress score Maths	-2.45	+0.36

Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Raise attainment in reading and mathematics	Targets achieved
B.	Provide effective early support for pupils' speech and language	Pupil outcomes show that exit points from interventions are achieved
C.	Improve behaviour and relationships	Exclusions reduce, staff feedback
D.	Disadvantaged pupils have access to full curriculum offer	Monitoring shows disadvantaged pupils have access to full curriculum (including extra-curricular offer)

Review of expenditure

Previous Academic Year		2018 - 2019		
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Reading Intervention	Pupils achieve individual targets	75% of pupils worked with achieved targets set. Outcomes at the end of key stage two for disadvantaged pupils declined.	We will continue to provide 1:1 support for pupils however the approach used to teaching them will be improved. We will implement a new approach to the teaching of reading that will upskill staff in teaching reading and provide a more concrete framework for the 1:1 intervention to operate within.	£51300
Year 6 booster sessions with specialist maths teacher	Pupils achieve individual targets	Pupils reported increased confidence in mathematics and enjoyed the lessons. However, the same rates of progress were made by pupils who were taught in class.	The decision was made not to continue this for the following academic year and instead have a 3 rd TA within the year group to support leading up to the SATs. This will give more flexibility with timing interventions. SLT changes will also allow the Deputy Head to assist with these.	£11000
Interventions to support 1:1 and small groups of pupils in reading, writing and maths	Pupils achieve individual targets	The majority of pupils achieved the targets set for them.	A sharper focus on the entry and exit points for pupils is required so that the impact of intervention can be accurately measured.	£89721
Pastoral and nurture support (Counsellor, key workers, nurture, pastoral team)	To reduce exclusions and improve pupils emotional and mental health	Exclusions reduced compared to 2017-2018. Entry and exit data from nurture shows significant positive impact on pupils. The children had key adults who they could chat to and be supported by. Group sessions supported those with friendship or confidence worries and year 6 were supported in their	Nurture, the pastoral team and school counsellor will all continue. The team will be led by the newly appointed assistant headteacher to ensure a cohesive approach to the use of the resources.	£85000
Access to peripatetic music lessons	To allow pupils to learn musical instruments	5 pupils had access to music lessons who otherwise would not have been able to learn to play an instrument	The opportunity for funded/subsidised places will continue	£1600

Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reading teacher leader employed	<ul style="list-style-type: none"> • Provide expertise in teaching of early reading • To facilitate the implementation of DSR 	<ul style="list-style-type: none"> • Reading outcomes are below national • Reading Recovery research identifying the positive impact of 'experts' on reading outcomes 	<ul style="list-style-type: none"> • Role created within Trust HR policies, clear JD/person spec at point of recruitment followed by formulation of action plan following appointment • Additional support provided by reading consultant and Hackney Learning Trust training 	<ul style="list-style-type: none"> • JF 	<ul style="list-style-type: none"> • Appointment made by end July 2019 • Termly report to LAB to monitor impact • JF to lead performance management of appointee in line with Trust cycle • Reviewed through CEO checklists
Daily Supported Reader (DSR) implemented	<ul style="list-style-type: none"> • Reading targets achieved for pupils in Y1 • Quality of teaching of reading in EY/KS1 improves 	<ul style="list-style-type: none"> • Hackney Learning Trust published impact data. Hackney is ranked in the top 5 local authorities in England for percentage of pupils reaching expected standards in reading. 	<ul style="list-style-type: none"> • Links to SDP • Reading teacher leader and EY/KS1 lead responsible for implementation 	<ul style="list-style-type: none"> • JF 	<ul style="list-style-type: none"> • Weekly through DSR staff meetings • Termly through reading leader reports to LAB • 3 times a year through pupil progress data • Annually through impact report from reading leader
Destination Reader (DR) implemented	<ul style="list-style-type: none"> • Reading targets achieved for pupils in KS2 • Consistent approach to teaching of reading in place in KS2 	<ul style="list-style-type: none"> • Previously successful implementation in neighbouring Trust school • Externally evaluated impact study demonstrates positive outcomes achieved for pupils 	<ul style="list-style-type: none"> • Links to SDP • Lead practitioner in neighbouring Trust school to support • Project team used as pathfinder to support implementation and monitor impact 	<ul style="list-style-type: none"> • JF 	<ul style="list-style-type: none"> • End of term 1 gather feedback on training from project team and HoS • End of term 2 evaluation of implementation by project team reported to SLT • 3 times a year through pupil progress data
Accelerated Reader (AR) available to all pupils in KS2	<ul style="list-style-type: none"> • Promotes pupils' love of reading • Supports pupils' academic progress 	<ul style="list-style-type: none"> • AR has been implemented successfully in neighbouring Trust school. 'The school's reading scheme also contains a competitive element, which encourages the more reluctant pupils to read regularly. Once they have acquired the habit of reading, this often develops into a love of books that enables pupils to be successful in both reading and writing.' Ofsted 2018 	<ul style="list-style-type: none"> • Monitoring of AR use by KS2 lead • Audit of KS2 library three times a year with funding available to keep stock fresh and interesting • Pupil voice 	<ul style="list-style-type: none"> • JF 	<ul style="list-style-type: none"> • Bi-weekly through KS2 lead monitoring use of AR and identifying actions to support pupils who are not reading frequently

Maths Mastery	<p>Mastery Approach to be implemented in maths lessons to include challenge and reasoning</p> <p>Greater Depth Opportunities planned effectively in maths lessons to ensure all</p>	<p>Some pupils need targeted support to keep up. A Mastery Approach incorporates a 'Keep up not catch up' pedagogy ensuring all learners can access the learning and do not move on until they have mastered each element of learning.</p> <p>The mastery maths approach uses CPA (concrete pictorial and abstract</p>	<p>Maths lead (JR) to attend training through the Sussex maths hub</p> <p>Calculations policy that embeds the use of CPA to be introduced and followed by all teachers</p> <p>Training for support staff on maths mastery approaches.</p>	SLT and JF as maths lead	<ul style="list-style-type: none"> Through monitoring of books and lesson drops ins. Star assessment data Teacher feedback in staff meetings
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Total budgeted cost £110,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Emergency funding resource for families in crisis	<ul style="list-style-type: none"> To provide pupils in need with support/resources to access school at a time of crisis 	<ul style="list-style-type: none"> Over time school has needed to provide financial support to allow pupils to attend school or attend with the correct equipment 	<ul style="list-style-type: none"> Discussion within SLT on appropriateness of support, it's intended outcomes and sustainability 	<ul style="list-style-type: none"> LP 	<ul style="list-style-type: none"> Monthly through management accounts
Funding available for PP pupils to attend clubs, residential and extra-curricular activities	<ul style="list-style-type: none"> To provide pupils in need with support/resources to access the school curriculum 	<ul style="list-style-type: none"> PP pupils are disadvantaged by the cost of some activities relating to school 	<ul style="list-style-type: none"> Records of allocation of funding kept and reviewed 	<ul style="list-style-type: none"> LP 	<ul style="list-style-type: none"> Monthly through management accounts 3 times a year through evaluation of attendance at after school clubs/ extra-curricular activities
Family support key workers employed to provide targeted support	<ul style="list-style-type: none"> Resource available to support pupils and their families academically, 	<ul style="list-style-type: none"> Early help for families has a positive impact on pupil outcomes Decreasing options to seek external support from professionals 	<ul style="list-style-type: none"> Family support key workers employed and managed by the Trust with oversight from safeguarding lead 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> Family Support Key work manager reports to Trust board on impact three times a year
Counselling	<ul style="list-style-type: none"> Increased pupil aspiration and self-esteem (links with MHEW) Enable children to have space to 	<ul style="list-style-type: none"> Counselling has been identified to support those children who cannot, or do not want to talk about their problems. Opportunity for children to share their worries and given strategies to regulate themselves 	<ul style="list-style-type: none"> SENCo and counsellor meet to discuss caseload Children have a fixed amount of 10 sessions initially and then review Any child/ parent/ teacher referring for the counsellor refers through the SENCo 	<ul style="list-style-type: none"> LB/ Counsellor (AN) 	<ul style="list-style-type: none"> Review in Term 4 with a view to deciding if the impact this year was great enough to continue for another year

Speech and language therapist and TA	<ul style="list-style-type: none"> • Improve outcomes for children who have speech and language difficulties • Early assessment and intervention for better outcome for those children 	<ul style="list-style-type: none"> • Speech and Language needs are on the increase especially in school where the PP funding is high. Children are not exposed to rich language and communication opportunity and therefore their speech does not develop correctly. • Children with speech production issues need to be identified early and then the difficulties can be addressed to improve outcomes for that child, which is why we screen our Nursery children • Many children assessed on Language link as having language needs both in KS1 and KS2. Poor language understanding or retention has a huge impact on outcomes for those children. 	<ul style="list-style-type: none"> • Meetings with SENCo and SALT, at least termly, to discuss caseload • Have clear focuses for the SALT each term • SALT to train TAs to deliver group interventions correctly so we can cover more children with needs • Focus on SALT supporting and mentoring TAs with their skills in delivering groups rather than too much further assessment 	<ul style="list-style-type: none"> • LB and SALT (SC) 	<ul style="list-style-type: none"> • Termly reviews of training completed and intervention progress • Discussion with SENCo and SALT over the use of any further assessment to gauge entry and exit data for specific interventions • Speech and Language link assessment data
Pastoral team further developed to provide targeted support for vulnerable pupils	<ul style="list-style-type: none"> • Pupils are able to overcome barriers to learning (behavioural, emotional, attendance) and make progress 	<ul style="list-style-type: none"> • A significant proportion of pupils experience trauma that impacts negatively on their ability to thrive in school • Previous staffing structure did not provide sufficient resources to support these pupils pastorally and academically • Provides a layer of intervention and support before children with greater needs are referred to counselling. 	<ul style="list-style-type: none"> • Clear structure and roles for pastoral team with line management from the assistant Headteacher • Training and support provided by Trust behaviour and wellbeing lead 	<ul style="list-style-type: none"> • LB 	<ul style="list-style-type: none"> • Weekly through SLT meetings • Termly through CEO checklist meetings • Annually through reporting to LAB
Total budgeted cost					£90,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To review, update and improve the school's relationships and behaviour policy and practice using guidance from external consultant</p>	<ul style="list-style-type: none"> • Relationships and behaviour policy is embedded and followed by all stakeholders • 2019 – 2020 exclusion rate continues two year trend of reducing • 2020-2021 exclusion rate falls below the rate for similar schools 	<ul style="list-style-type: none"> • Exclusion rates are above national and although reducing they remain too high • Staff spend a disproportionate amount of time on managing behaviour 	<ul style="list-style-type: none"> • Professional development plans include sufficient time for staff training • Implementation to be monitored by Trust behaviour lead • Guidance sought from external consultant 	<ul style="list-style-type: none"> • LP 	<ul style="list-style-type: none"> • Weekly in term 2 through SLT meetings • Termly through reports from Trust behaviour lead • Termly through CEO checklist meetings and commentary on behaviour • Bi-annually through staff surveys
Total budgeted cost					£15,000