



Pupil premium strategy statement: Glenbrook Primary School 2017/18

1. Summary information					
School	Glenbrook Primary School				
Academic Year	2017/18	Total PP budget	£200,750	Date of most recent PP Review	Sept 2015 (internal with The Spencer Academy Trust)
Total number of pupils	Yr 1 – 6 = 217 FS1 – 6 = 281	Number of pupils eligible for PP	135	Date for next internal review of this strategy	Jan 2018

2. Current attainment (outcomes at the end of KS2 2016)		
	<i>Pupils eligible for PP (Glenbrook)</i>	<i>Pupils eligible for PP (National)</i>
% working at the expected standard or above in reading, writing and maths	43%	61%
% working at the expected standard or above in reading	59%	71%
% working at the expected standard or above in writing	77%	76%
% working at the expected standard or above in maths	59%	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low entry baseline in all EYFS strands, especially communication and language, and physical development.
B.	Pre – academisation legacy of underperformance and low expectation over several years that was well embedded.
C.	Pupils have a limited range of language and vocabulary, linked to limited life experiences and availability of quality texts
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Negative experiences of school and education for many families in the local community of Bilborough
D.	Persistent absenteeism is consistently above National for all pupils, with the greatest PA for girls, and pupils with SEND
E.	The IDACI score (Income Deprivation Affection Children Index) 2015 is 0.54. Bilborough is in the top 10% of the most deprived areas in Nottingham.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Eliminate the attainment gap between PP and non PP pupils in reading across all year groups and increase attainment to be in line with or above national. (SDP, Key Aim 1 and Key Aim 2)	<ul style="list-style-type: none"> ~ Data outcomes in line with or moved significantly closer to national non PP peers. ~ Children are keen and able readers who have a love of reading ~ Children leave Glenbrook at the end of Year 6 as secure Readers, attaining outcomes which are at least in line with National outcomes (2017 PP National = 71%)
B.	Eliminate the attainment gap between PP and non PP pupils in maths across all year groups and increase attainment to be in line with or above national (SDP, Key Aim 1 and Key Aim 2)	<ul style="list-style-type: none"> ~ Data outcomes in line with or moved significantly closer to national non PP peers. ~ Children leave Glenbrook at the end of Year 6 as secure Mathematicians, attaining outcomes which are at least in line with National outcomes (2017 PP National = 75%)
C.	Eliminate the attainment gap between PP and non PP pupils in writing across all year groups and increase attainment to be in line with or above national (SDP, Key Aim 1 and Key Aim 2)	<ul style="list-style-type: none"> ~ Data outcomes in line with or moved significantly closer to national non PP peers. ~ Children leave Glenbrook at the end of Year 6 as secure Writers, attaining outcomes which are at least in line with National outcomes (2017 PP National = 76%)
D.	Increase the proportion of higher attaining pupils entitled to Pupil Premium funding reaching the new higher standard in reading, writing and maths by the end of KS2 (SDP, Key Aim 1 and Key Aim 2)	<ul style="list-style-type: none"> ~ Data outcomes in line with national non PP peers.
E.	Raise aspirations and real life experiences that enable children to have greater knowledge and understanding about the texts they read.	<ul style="list-style-type: none"> ~ All children will own six quality texts each year (from Year 1 to 6) as part of the EPIC Curriculum ~ Children leave Glenbrook at the end of Year 6 as secure Readers, attaining outcomes which are at least in line with National outcomes (2017 PP National = 71%) ~ 100% of children are inspired to be successful 21st Century Citizens
F.	Reduce the number of children and percentage of PA, especially PP children who are SEND or/and girls. (SDP, Key Aim 3)	<ul style="list-style-type: none"> ~ PA is reduced to at least 10% for all pupils

G.	Language and vocabulary is broadened, both verbally and in writing.	~ PP children increase their word banks and apply to independent writing so that they reach the expected standard for writing, or greater depth.
H.	Ensure all the PP pupils in Foundation Stage leave with a secure base to begin Year 1 (SDP, Key Aim 1 and Key Aim 2)	~ 100% of pupils achieve secure in the Prime Areas. Communication and Language is in line with national

5. Planned expenditure

Academic year	2017/18
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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?
Ensure all the PP pupils in Foundation Stage leave with a secure base to begin Year 1	<ul style="list-style-type: none"> ✓ Develop the outdoor environment and continuous provision to maximise challenge, especially for physical development and opportunities for talk. ✓ Enhancement of the role of the adults through drilling down on purposeful interactions, next steps planning and a climate where 'every minute counts.' ✓ EYFS Deputy Phase Leader to focus on the desired outcome as her foci for the Leadership Pathways Programme (GSA) 	<p>Children need to have good fine motor and gross motor skills in order to be able to access manipulatives and tools. Having challenge in their physical environment will enable them to develop physically. This will result in better outcomes with writing as they are able to control a pencil and write for sustained periods of time.</p> <p>The Continuous Provision is effectively 'the other teacher' for children for approximately 80% of each day, therefore the provision must be highly effective in supporting learning.</p> <p>EEF evidence suggests that early years and pre-school intervention is beneficial.</p>	<ul style="list-style-type: none"> ✓ Ensure explicit links are made in the SPD EYFS SDP, SDP in action, and half termly RIPs. ✓ Robust monitoring ✓ Impact statements ✓ Case Studies ✓ Utilise Trust support i.e Academy Angels / SLE 	<p>EYFS lead</p> <p>EYFS Dep phase lead</p> <p>£18,000 (£10,000 to be funded through bid)</p>	<p>Weekly drop ins</p> <p>Weekly feature on the SLT agenda</p> <p>Termly formal lesson observations</p> <p>Half termly RAG review of EYFS RIPs</p>

<p>Eliminate the attainment gap between PP and non PP pupils in maths across all year groups and increase attainment to be in line with or above national (SDP, Key Aim 1 and Key Aim 2)</p>	<ul style="list-style-type: none"> ✓ Introduction of consistent Mastery approach and Mastery language (FS to Year 6) ✓ CPD on the mastery approach to the teaching of maths, specifically linked to the Maths Hub ✓ Create Maths Subject Teams to increase capacity and strategy ✓ Developing the planning, teaching and learning of Maths so it is bespoke to the needs of our children and assessments allow teachers to be aware of misconceptions and next steps. 	<p>Children need a clear and consistent approach in order to be secure Mathematicians who are able to reason, make conjectures, and solve problems. Creating consistent approaches to the language used for Mastery will support their understanding and develop Maths talk.</p> <p>Establishing Maths subject teams will ensure the subject is driven strategically, and with pace, with frequent monitoring and feedback which will enable gaps to be identified and dealt with.</p>	<ul style="list-style-type: none"> ✓ Maths subject team meetings to be frequent ✓ Daily learning drop-ins with quality feedback ✓ Teacher effectiveness triangulation is half termly ✓ Ensure explicit links are made in the SPD, SDP in action, and half termly RIPs. ✓ Robust monitoring ✓ Impact statements ✓ Case Studies ✓ Invite colleagues from The Trust into school to externally review and feedback 	<p>Maths subject team</p> <p>PALs</p> <p>SLT</p> <p>£5000</p>	<p>Half termly review of Maths subject action plan</p> <p>Glenbrook Growth 1,2,3,4 judgements to be reviewed bi-weekly, and half termly.</p>
<p>Eliminate the attainment gap between PP and non PP pupils in reading across all year groups and increase attainment to be in line with or above national. (SDP:, Key Aim 1 and Key Aim 2)</p>	<ul style="list-style-type: none"> ✓ Design and implementation of the bespoke and unique EPIC Curriculum, whereby all children are bought one book per half term. The book is the driver for teaching and learning for the half term. This will promote a love of reading learning through purpose, increased opportunities for reading, and a better understanding of vocabulary and knowledge through having real life, out of school experiences. ✓ Daily DERICs ✓ Toolkits ✓ Enhance books in the libraries so there is a wide range of fiction and non-fiction 	<p>Our children need an increased exposure to quality texts in order to increase their understanding of the world around them. Teaching will be focussed around the book, offering a broad and balanced curriculum, steeped in real purpose.</p>	<ul style="list-style-type: none"> ✓ Daily learning drop-ins with quality feedback ✓ Teacher effectiveness triangulation is half termly ✓ Ensure explicit links are made in the SPD, SDP in action, and half termly RIPs. ✓ Robust monitoring ✓ Impact statements ✓ Case Studies ✓ Invite colleagues from The Spencer Academy Trust, Transform Trust, LEAD Trust and LA into school to externally review and feedback 	<p>SLT</p> <p>English subject team</p> <p>£15,000</p>	<p>Half termly review of Maths subject action plan</p> <p>Glenbrook Growth 1,2,3,4 judgements to be reviewed bi-weekly, and half termly.</p>

ii. Targeted support

<p>Eliminate the attainment gap between PP and non PP pupils in writing across all year groups and increase attainment to be in line with or above national (SDP, Key Aim 1 and Key Aim 2)</p>	<ul style="list-style-type: none"> ✓ Design and implementation of the bespoke and unique EPIC Curriculum, whereby all children are bought one book per half term. The book is the driver for teaching and learning for the half term. This will promote a love of learning through purpose, increased opportunities for reading, and a better understanding of vocabulary and knowledge through having real life, out of school experiences. Children will be taught specific skills and have regular opportunities to apply them to a range of text types: 2 pieces of independent writing per week. ✓ Talk for Writing (T4W) and 'Talk Boost' will be used to enhance the speech and language development of all pupils ✓ Rainbow Grammar ✓ Toolkits ✓ Vocabulary focus with 'Word Buckets' in each classroom. 	<p>EEF Research has demonstrated that Talk for Writing has a positive impact on outcomes. Increased opportunities to talk, linked to quality modelling with enable children to write sustained pieces of writing with greater independence.</p>	<ul style="list-style-type: none"> ✓ Daily learning drop-ins with quality feedback ✓ Teacher effectiveness triangulation is half termly ✓ Ensure explicit links are made in the SDP, SDP in action, and half termly RIPs. ✓ Robust monitoring ✓ Impact statements ✓ Case Studies ✓ Invite colleagues from The Trust into school to externally review and feedback 	<p>SLT English subject team £10,000</p>	<p>Half termly review of English subject action plan Glenbrook Growth 1,2,3,4 judgements to be reviewed bi-weekly, and half termly.</p>
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Total budgeted cost					£48,000
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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?
<p>Increase vocabulary and language choices for PP children</p>	<ul style="list-style-type: none"> ✓ Small group provision for every child with S&L or vocabulary need. ✓ Class books for every child every half term. ✓ Word buckets in each classroom. ✓ 'Talk Boost' ✓ Skills Zone and NEST foci ✓ Creating communication friendly spaces ✓ Developing listening stations 	<p>Some of our children need targeted support to catch up. Pre/Post teachers will be used to support children one to one or in small groups which EEF toolkit suggest tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<ul style="list-style-type: none"> ✓ Daily learning drop-ins with quality feedback ✓ Teacher effectiveness triangulation is half termly ✓ Pupil Voice ✓ Ensure explicit links are made in the SPD, SDP in action, and half termly RIPs. ✓ Robust monitoring ✓ Impact statements ✓ Case Studies ✓ Visit other schools in the Trust, and beyond, to explore best practice. 	<p>PP Champion £3,000</p>	<p>Half termly reviews</p>

<p>To accelerate children at risk of not reaching ARE in Reading (KS1)</p>	<ul style="list-style-type: none"> ✓ Reading Recovery ✓ Switch on Reading 	<p>Teacher to deliver structured reading programme throughout year in order to narrow or close the gap to age-related expectations</p>	<ul style="list-style-type: none"> ✓ Systematic monitoring of the programme. ✓ External quality assurance ✓ Reading Recovery link teacher in place to measure progress and quality assure 	<p>Staffing £40,000</p>	<p>Half termly review at SLT Regular review and discussion with RR teacher and EYFS reading teacher</p>
<p>Pupils engaged in nurture make good progress from their start points</p>	<ul style="list-style-type: none"> ✓ Nurture and wellbeing approaches: Staff to embed a nurturing culture throughout school by focussing on the emotional needs of pupils as well as supporting academic integration. 	<p>The Nest provision is utilised throughout the day to support pupils to access the curriculum as well as provide emotional, behavioural and nurture support.</p>	<ul style="list-style-type: none"> ✓ Timetabled sessions weekly that is needs driven. ✓ Parental engagement to support the process. ✓ Additional CPD to support different strategies applied. ✓ Monitoring systems via data scrutiny and a reduction in incidents, low level and challenging ✓ Provision mapping. ✓ Review of policies linked to this plan. 	<p>SENDcO PP Champion NEST Staff - £37,000</p>	<p>Reviewed at weekly TAC and phase team meetings. Half termly using Glenbrook Growth</p>
<p>Pupils working below the expected standard make good or better progress from their starting points through targeted support</p>	<ul style="list-style-type: none"> ✓ Creation of 'Skill Zone' ✓ Pre/post teaching to secure objectives ('Keep up not catch up' principle) 	<p>To have maximum impact accelerating the progress of pupils falling behind by targeting their learning in Skill Zone so that pupils close their gaps and reach their potential.</p>	<ul style="list-style-type: none"> ✓ Ensure the quality of teaching to the group is good or better for impact to be most effective. ✓ QA the quality of feedback within the sessions. ✓ Timetabled sessions weekly ✓ Fluidity around who is in the groups and keeping the pace sharp ✓ Responsibility for the organisation of groups 	<p>PP Champion £20,000</p>	<p>Reviewed at weekly TAC and phase team meetings. Half termly using Glenbrook Growth SENDcO review meetings</p>
<p>PP children to make at least expected progress in all RWM Improved attainment for the low prior attainers (LPA's) Improved attainment for the middle prior attainers (MPA's) Improved attainment for the higher prior attainers (HPA's)</p>	<ul style="list-style-type: none"> ✓ Skills Zone, Post / Pre teachers, Learning mentors ✓ Academy Angel strategic support ✓ Year 6 Buddy System ✓ Weekly Glenbrook Growth meetings to determine which PP child needs extra support ✓ Weekly impact reports to monitor the impact. ✓ Easter School / tuition 	<p>Pre and post teachers to offer one to one support to certain individuals and small group work. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF toolkit). Small group work tuition is effective - the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<ul style="list-style-type: none"> ✓ Drop-ins ✓ Glenbrook Growth Summary reports ✓ Ensure explicit links are made in the SPD, SDP in action, and half termly RIPs. ✓ Robust monitoring ✓ Impact statements ✓ Case Studies 	<p>PP Champion SLT £30,000</p>	<p>Half termly using Glenbrook Growth</p>

					Total budgeted cost	£130,000
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?	
Reduce the number of children and percentage of PA, especially PP children who are SEND or/and girls. (SDP, Key Aim 3)	<ul style="list-style-type: none"> ✓ Appoint an Attendance Officer to ensure home visits are made quickly, and support is provided regarding getting children into school daily. 	<p>Pupils who miss school often miss vital learning opportunities and fall behind quickly when compared to pupils who attend every day.</p> <p>This role plays a vital part in our strategy to ensure all pupils have access to learning at our school and make the progress they are capable of.</p>	<ul style="list-style-type: none"> ✓ Weekly TAC meetings to ensure attendance is on track and to intervene quickly, where attendance of pupils is unsatisfactory. ✓ Refine systems for attendance and ensure that all staff have accountability for ensuring the attendance of children is high 	£40,000	<p>Weekly attendance analysis.</p> <p>Termly review at strategic committee meetings.</p> <p>Reporting via the HT report to governors.</p>	
Raise aspirations and real life experiences that enable children to have greater knowledge and understanding about the texts they read.	<ul style="list-style-type: none"> ✓ Half termly trips that link with their class text ✓ Residential visit for Year 6 ✓ Whole class musical tuition for Y3. ✓ Visitors from the local community, and further ✓ After school clubs 	<p>All vulnerable pupils have access to a range of cultural opportunities each school year in school and offsite.</p> <p>Whilst impact can be hard to measure, these opportunities can impact positively on pupil wellbeing and reduce incidents of poor behaviour/improve self-esteem and concentration levels.</p>	<ul style="list-style-type: none"> ✓ Part of our EPIC curriculum ✓ Monitoring of various surveys E.G Pupil Voice, Go Givers 	(Costed for trips/ visits previously)	Termly.	
Pupils entitled to FSM enjoy a positive start to the school day having accessed a healthy breakfast and arrive at school on time. Improved attendance and concentration of pupils attending	<ul style="list-style-type: none"> ✓ Breakfast club staff and resource costs 	<p>Pupils who attend a breakfast club show improved learning, attendance and behaviour at school, punctuality, healthy eating, social development, and fun through play. This is the claim from a range of research.</p>	<ul style="list-style-type: none"> ✓ Monitoring of attendance to ensure that the right children are invited/ attend ✓ Pupil Voice ✓ Impact Statements 	£7000	<p>Weekly review via uptake.</p> <p>Termly</p>	
					Total budgeted cost	£47,000

Total budgeted cost for success in all areas of the strategy

£225,000
-£10,000 from lottery
bid
£215,000