

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Glaisdale Primary School
Number of pupils in school	26 (33 in 21/22; 30 in 22/23)
Proportion (%) of pupil premium eligible pupils	11.5% (12% in 21/22; 3% in 22/23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	Termly until October 2024
Statement authorised by	O Cooper
Pupil premium lead	O Cooper
Governor / Trustee lead	J Kevan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,365 (£6035 in 21/22; £1,345 in 22/23)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4,365



# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body accept responsibility for all pupils, including those in receipt of the pupil premium, and are committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment. We hope that each child will develop a love of learning and acquire skills and abilities that enable them to fulfil their potential and be happy.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Some of our children require additional emotional support due to family circumstances, potentially exacerbated by the COVID-19 pandemic.</i>
2	<i>Gaps in academic learning as a result of limited engagement during lockdown.</i>
3	<i>Gaps in social skills as a result of limited engagement during lockdown.</i>

## 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
<i>Gaps in learning to be closed.</i>	All PP children (without SEND) to reach ARE by 2024 (or by end of KS2, whichever comes sooner) in reading, writing and maths.
<i>Children to be emotionally resilient and able to access appropriate support strategies as required.</i>	Boxall profiles show progress in relation to emotional resilience.
<i>Children have opportunities to widen their experiences, vocabulary and social skills.</i>	All PP children take part fully in educational visits and attend extra-curricular activities.

## 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: £2000 (release costs plus associated resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture UK training for all staff including those new to the school</i>	Nurture UK – research based	1, 3
<i>Recruitment of high-quality TA to replace member of staff that left at end of last academic year, as well as temporary employment in interim period, to support opportunities for quality interaction and feedback between staff and PP children.</i>	<p><b>EEF</b></p> <p><u>Quality deployment of teaching assistants</u></p> <ol style="list-style-type: none"> <li>1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</li> <li>2. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</li> </ol> <p><u>Providing Feedback</u></p> <ol style="list-style-type: none"> <li>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</li> <li>2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback</li> <li>3. Feedback can come from a variety of sources — studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</li> <li>4. Different methods of feedback delivery can be effective and feedback should not be limited</li> </ol>	2

	<p>exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p>	
--	---	--

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

Budgeted cost: £ 865

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support staff to enhance SEMH and academic provision</i>	Supported by Early Help professionals and SEND team	1, 2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Residential trips are subsidised for pupils with PP</i>	<p><b><u>Culture, Class, Distinction Bennet et al, (2009)</u></b></p> <p><i>Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system through their ability to handle “abstract” and “formal” categories. These children are able to turn their cultural capital into credentials, which can then be used to acquire advantaged positions themselves.’</i></p>	3
<i>Music lessons are subsidised for pupils with PP</i>		
<i>Experiences that raise student’s cultural capital are subsidised with PP</i>		

	<p>A range of other reports back up these findings, including publications by the <a href="#">Social Mobility Commission</a> and books such as <a href="#">Social Mobility and its Enemies</a> by Lee Elliott Major.</p> <p>Projects such as <a href="#">The Glass Ceiling</a> have shown how recruitment into top professions, including banking and law, is made easier by the level of cultural capital of the applicants.</p>	
--	---	--

**Total budgeted cost: £ 4,365**

## 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.

*The number of PP pupils has fluctuated in the school over the last 2 years. There have been pupils join the school that are PP and some students become eligible for PP who were not previously eligible. This makes it difficult to track reliably over time.*

*The PP children that have been eligible for this funding for over 2 years and have been in the school: 100% of these achieve the expected standard in reading, writing and maths. It is expected that these children will achieve the greater depth standard by the end of Year 6 in several of these subjects.*

*The students that are new to PP funding or the school: some of these pupils have SEND which has impacted upon their attainment previously. However, these pupils have all made better than expected progress in 2022/23 meaning they are reaching the expected standard in some subjects, such as reading and maths, and are receiving additional support to narrow this gap in writing.*

*PP pupils benefitted from a broader and more balanced curriculum across all subjects, in-line with their non-disadvantaged peers. This was supplemented by an increase in experiences which built 'cultural capital' such as residential visits and music lessons (which were subsidised through PP funding and were not possible during the pandemic).*

*Children's SEMH needs were supported following the impact of the pandemic, as well as other issues highlighted through Boxall profiling. This took place through small nurture groups facilitated by staff who have been trained using PP funding.*