



Glasgote Academy

Part of Fierté Multi Academy Trust

Pupil Premium Strategy Statement



1. Summary information					
School	Glasgote Academy				
Academic Year	2018-2019	Total PP budget	£100,320	Date of most recent PP Review	July 2018
Total number of pupils	259	Number of pupils eligible for PP	76chn (29%)	Date for next internal review of this strategy	July 2019

2. Current attainment Summer 2018		
<p> <i> EYFS – Reading:87 % Writing: 84% Number: 86% Y2- Reading:85% Writing: 81% Maths:81% Y6- Reading:88% Writing:92% Maths:92% </i> </p>		

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.	Weakness in learning behaviours e.g. lack of independence and perseverance.
B.	Social, emotional and behavioural problems affecting well-being and progress.
C.	Specific additional needs including those being supported as SEND e.g. vocabulary needs, speaking and listening
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor home learning environments e.g. lack of support in reading/breakfast/homework/having the right resources for the curriculum/low attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved learning behaviours will be targeted through trips, WOW weeks, Farm and Forest Weeks, and the schools reward system.	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers, Forest Leader and Farm Manager.
B.	Clear progress against starting points. Timely interventions through Closing the Gap, targeted interventions, additional reading with the reading manager, 1:1 counselling	Pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up
C.	Additional needs supported effectively (including medical conditions). Through the use of pre-teaching, Nessy Group, Well-being groups and specific nurture groups.	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face.

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5. Planned expenditure

Academic year **2018-2019**

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?
Quality first teaching for all children linked to Social, emotional and behavioural development promoted through the curriculum and through school life.	Support from SENDCO for class teachers and TAs. House point system. Whole school trips. Whole school music lessons including additional lessons for pupil premium children. Music exams Y2 and Y6	Raised awareness of barriers faced by children. Providing children with stimulating experiences, broadening their opportunities of the wider world. Allowing experiential learning and encouraging aspirations.	Pupil interviews, behaviour impact report, more children accessing the curriculum and making progress.	All staff (teachers, TAs, Forest Leader, Farm Manager) SLT SENDco	Termly
Improvement in reading, writing and GPS skills	Acquisition and implementation of Literacy Planet (3 year subscription – IT based) to include use in After school club – focussed groups	Raise children’s academic ability with specific key interventions – reading, writing, GPS	Pupils assessed at each assessment step	TAs SENDco English leader	October, January, April, July.
Improvement in Maths skills	Acquisition and implementation of Rock stars Times Tables (IT based) to include use in After school club – focussed groups	Raise children’s academic ability with specific key interventions – Times tables (arithmetic)	Pupils assessed at each assessment step	TAs SENDco Maths Leader	October, January, April, July.
Improvement in reading comprehension skills	Acquisition and implementation of Cracking Comprehension	Raise children’s academic ability with specific key interventions – guided reading focused skills	Pupils assessed at each assessment step	TAs SENDco	October, January, April, July.

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i. 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?
Closing the gaps to aid children's learning	Early Intervention with Closing the Gap groups	Raise children's academic ability with specific key interventions – TA precision teaching	Assess at beginning and end of intervention	Teachers TAs	Half Termly
Narrowing of the gap in children's learning to prevent gaps	Early Intervention with children who need pre teaching to prevent gaps (Nessy licence)	Early intervention and preventing gaps will support progress.	Pupils assessed at each assessment step	TAs SENDco	October, January, April, July.
Narrowing the gap in reading for the pupil premium children.	1:1 reading with Reading/comprehension/ phonics with Reading Manager	Early intervention will support progress.	Pupils tracked during 4 step assessment periods.	Reading Manager	October, January, April, July.
Improved attendance, less persistent absences, improved parent partnership.	Well-being Lead to meet regularly with parents on cusp of poor attendance – pro active	Well-being Lead will ensure that trends in attendance will continue to rise and meetings with parents will aid the understanding of how attendance impacts upon learning and life chances	Attendance monitoring including vulnerable groupings. Letters sent to parents.	Well-being Lead Headteacher	Termly

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Children to be more self-aware and raised self-esteem through Emotional Coaching	Work 1:1 with Well-being Lead to aid well-being of children; training for staff	Children to be given skills to help with development of self. Staff know how to support children's emotional well-being. This will aid academic ability.	Well-being lead to maintain records and feedback to HT and SLT	Well-being Lead 3 days	Half termly
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i. 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?
Access to residential visits	Trips are supported: Y6 residential trip KS2 overnight stay (Legoland) Y1 overnight stay (Lake district)	Equality of access for all pupils; raising confidence and self-esteem; opportunity to visit somewhere they have never been and access activities that they have never done.	Pupils attending residential	Trip Leader	Termly/following activity
Access to trips	Further day trips are supported	Equality of access for all pupils; opportunity to visit somewhere they have never been	Pupils attending residential	Trip Leader	Termly/following activity
Access to theatre productions	Travelling theatre companies	Equality of access for all pupils; opportunities that will widen cultural and linguistic experiences	Observations and discussions; follow up activities	Staff SLT	Termly/following activity
Access to Breakfast Club and improved attendance.	Places are at a reduced cost	Equality of access for all pupils. Having a breakfast and the opportunity to ready themselves for school.	Attendance, feedback from parents and pupils	Breakfast Club Manager	Termly
Improved lunch provision	Implementation of opportunity for children at break and dinner time	Improved lunch time activity and enjoyment of free time. Checks made through questionnaires, pupil voice and parent voice.	Observations and discussions	Pupil leadership Sports Council	Termly
Children attending clubs and enjoying school life	After school provision for PP children	Improved activities and enjoyment of extra-curricular time. Checks made through questionnaires, pupil voice and parent voice.	Observations and discussions	Staff Young Scout Leader	Termly

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				IT apprentice	
School Farm	Timetabled slots on school farm; nurture groups; reading with school dog	Equality of access for all pupils; opportunity to excel in a vocational way which will raise confidence and self-esteem and support academic achievement	Observations and discussions PP impact grid from class teachers	Farm Manager Staff	Impact grid follows timetabled week Termly
School Forest area	Timetabled slots on in forest area; nurture group;	Equality of access for all pupils; opportunity to excel in a vocational way which will raise confidence and self-esteem and support academic achievement	Observations and discussions PP impact grid from class teachers	Forest Leader Staff	Impact grid follows timetabled week Termly
Total budgeted cost					£100,320

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