

Pupil premium strategy statement – Glenbrook Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Glenbrook Primary School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	69.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2021 - Summer 2024
Date this statement was published	28.11.22
Date on which it will be reviewed	15.06.23
Statement authorised by	Jane Scarsbrook, Headteacher
Pupil premium lead	Debbie Palache, Deputy Headteacher
Governor / Trustee lead	Anita Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,425
Recovery premium funding allocation this academic year	£15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£160,650

Part A: Pupil premium strategy plan

Statement of intent

At Glenbrook Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by vulnerable pupils, such as those new to the country, those in temporary housing, those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through targeted small group intervention and tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We seek to ensure that EYFS provision is excellent, to close the gap between disadvantaged and non-disadvantaged, at the earliest point of the child's learning career. All interventions are evidence based, and follow on from meticulous assessment and review; which are both diagnostic and strategic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set - act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	A significant number of pupils are entering the school at Reception with a baseline in speech and language and school readiness significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.
2	The percentage of children eligible for pupil premium reading at age related expectations when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
3	There is a significant vocabulary gap that impacts children's ability to achieve at greater depth.
4	A significant number of pupils are not able to access enriching extra- curricular activities outside of school.
5	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school
6	Families in our communities face a number of additional pressures (e.g. temporary housing, high mobility, financial etc.) that can be barriers to providing the support they would like to provide to their children in school. High proportion of asylum-seeking families and pupils require additional support.
7	Assessments, observations, and discussions with and relating to pupils, also indicates significant gaps in attainment and progress in maths exist between disadvantaged and non-disadvantaged children throughout the school.
8	Our attendance data since the pandemic and an increase in Glenbrook's disadvantage index and pupil mobility indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils. Persistent absence is 5-9% higher for disadvantaged pupils than their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
<p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.</p>	<p>Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.</p>
<p>Higher percentage of children eligible for pupil premium finish Year 1 at age-related expectations. The gap in attainment for reading closes as the children move up the school. Children leave our schools as fluent readers with a love of reading.</p>	<p>Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school.</p> <p>End of key stage data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 90% of children achieving ARE.</p>
<p>Maths Mastery and Mastering Number programme implemented with a higher percentage of children eligible for pupil premium finishing each key stage at age related expectations in mathematics. The gap in attainment for maths closes as the children move up the school. Children leave Glenbrook confident and fluent in mathematics with experience of varied representation of all key concepts.</p>	<p>Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation at the end of Year 2 following the Mastering Number program; the gap closes as the children move up through the school.</p> <p>End of key stage data reflects an increasing number of children leaving Year 6 at age-related expectation for maths, moving towards 90% of children achieving ARE.</p>

<p>Higher percentage of children eligible for pupil premium are achieving at greater depth. The vocabulary gap is closed allowing children to confidently access a greater range of texts and broaden their learning experiences.</p>	<p>Through learning walks, monitoring visits and books looks, it is evidenced that: Children access a broad and balanced curriculum with access to a wide range of experiences and language; Children have access to a vocabulary-rich environment that supports language development and a rich reading spine; Children are exposed to excellent models of language and are encouraged to express themselves articulately in full sentences. Children take part in paired and group reasoning to maximise children's active use of oracy in the classroom.</p>
<p>All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.</p>	<p>Evidence in books, lesson observations and pupil interviews demonstrate the impact of these enrichment opportunities on pupil outcomes and engagement.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>

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: £54,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training and quality assurance of Letters and Sounds phonics scheme to induct new staff and ensure consistency for all children in phonics provision	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches</p>	2, 6
Further purchase of Phonics readers for children to access reading books in line with their phonological awareness both at home and when reading at school.	Evidence shows that for phonics to be effective the approach must be consistent with children able to access texts where they can practise their phonological awareness with books at the correct instructional level.	2, 6
<p>Group reading programme in place for all children in Reception and year 1 in addition to any other children reading below turquoise book bands in y2-6.</p> <p>Coordination, monitoring and support for this programme is carried out by Deputy Head and SENCo</p>	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This a long-standing programme that has had impact over a number of years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.	2, 6

<p>Destination Reader programme in place from Year 2 upwards throughout the school</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.</p>	<p>2, 3, 6</p>
<p>Middle leaders in post support strategic provision across all subjects to ensure access to a broad and balanced language-rich curriculum for all learners. Middle leaders also provide coaching and mentoring to support provision of broad and balanced curriculum.</p>	<p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.</p> <p>Early Reading Lead extends her remit to Reading across the whole school from September 2022; external visits from Federation, National Leader of Education and LA to monitor impact.</p>	<p>2, 3, 5, 7</p>
<p>Humanities leader accessing CPD from Tapscott Learning Trust focused on use of artefacts in History and fieldwork in Geography to ensure deep subject-domain expertise and pedagogy in language and vocabulary-rich context</p>	<p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.</p> <p>Support and mentoring from National Leader of Education; LA to monitor impact through School Improvement Advisor visits.</p>	<p>1, 2, 3, 6</p>
<p>Specialist whole class music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils.</p>	<p>Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies also support children's language acquisition and development.</p>	<p>1, 3, 4</p>
<p>Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties as well as environmental pressures.</p>	<p>Class teachers and support staff report an increase in the impact of social and emotional difficulties on children's ability to access the curriculum, make progress and therefore meet their full potential.</p> <p>This is in line with national trends. There is a national and local agenda to reduce the number of exclusions and ensure that all pupils are prepared for lifelong</p>	<p>5, 7</p>

<p>Emotional Literacy Support - individual staff trained and already delivering for individual children/s mall groups</p>	<p>Data shows an increase in the impact of social and emotional difficulties on children’s ability to access the curriculum, make progress and therefore meet their full potential. This is in line with national trends. ELSA intervention allows us to respond to early identification of SEMH needs, termly review to measure the impact of targeted ELSA support from trained staff.</p>	<p>5, 6</p>
<p>CPD on embedding pedagogy for writing, promoting use of talk for writing approach and planning around high-quality texts to improve vocabulary and provide quality models and stimulus for writing.</p> <p>CPD and Literacy resources and texts adapted for mixed age classes in 2022-23</p> <p>Regular CPD underpins this, with additional focus on CPD of early career teachers /ECT +1 to support with effective writing delivery.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy</p> <p>EEF report on Literacy in Key Stage 2 highlighted the importance of developing pupil’s language capabilities for writing.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Research shows that children from disadvantaged background have lower vocabularies which widens through school. Focus on language and oracy is seen as a ley way to support children from disadvantaged back grounds – Marc Rowland Addressing Disadvantage in Schools and Colleges.</p>	<p>1, 2, 3</p>

<p>Behaviour CPD for whole staff in September '22 INSET to support continued faithful implementation of new behaviour policy based on relational approaches and behaviour as communication. This is targeted to support disadvantaged children who struggle to regulate (including S & L deficit), with this proving a subsequent barrier to their access to learning.</p> <p>This was developed by the federation wide behaviour team made up of members of staff trained in trauma- informed approaches and experience of working with children with SEMH needs. The training ensures adults take a relational approach when engaging with children and understand behaviour as a form of communication.</p>	<p>Relationships and relational approaches are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.</p>	<p>1, 5, 6</p>
<p>Specific CPD planned for communication strategies in class for November INSET and delivered to support teachers to understand and address the impact on learning/progress of communication difficulties.</p>	<p>Universal communication strategies needed to support high percentage of pupil premium children new to English and with communication difficulties. Evidence informed practice drawing on EEF research and Whole School SEND materials</p>	

<p>Extended after-school enrichment program includes cookery club, multi-sports, boys' football, girls' football, league football training. Guitar club performances and curriculum linked termly trips</p>	<p>All pupils to have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £62,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher-led phonics interventions in Years 1 and 2 based on Letters and Sounds approach to target the children with the widest gaps in learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches</p>	<p>1, 2, 3</p>
<p>Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.</p>	<p>Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p>	<p>1</p>
<p>SEN practitioner on site supports the independent speech and language therapist team in the development and implementation of universal services to improve speech and</p>	<p>As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.</p>	<p>1</p>

<p>language outcomes for all children.</p> <p>SENP has developed bespoke 'new to English' curriculum to support our new starters, many of whom are in temporary accommodation and new to the country</p>		
<p>Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence-based and directly impact pupil outcomes.</p> <p>Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice.</p>	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. Emotional Literacy Training, Letters and Sounds delivery, Emotional Explorers, Maths Mastery</p>	<p>1,2,3, 5, 6, 7</p>
<p>Creative Arts therapy and TiS approaches to support mental health delivered by therapists and TiS trained HLTA. This supports children with SEMH barriers to learning to access specialised support to build their ability to emotionally regulate.</p> <p>Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs.</p>	<p>Supporting children's well-being and mental health through relationships and relational approaches. This is highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.</p> <p>Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.</p>	<p>4, 5, 6</p>

<p>Early identification of S&LT needs targeted in EYFS by Chatterbugs programme. All staff receive regular and appropriate CPD and coaching to ensure best-quality of delivered.</p>	<p>Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p>	<p>1, 2, 5</p>
<p>Additional support at lunchtime for key groups and responsive support for key children with SEMH need run by HLTAs on Wednesdays</p>	<p>Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.</p>	<p>5</p>
<p>Targeted small group and one-to-one tutoring in maths and reading led by school staff using tutoring funding</p>	<p>Allocated funding for tutoring used to ensure targeted support for children at risk of not achieving ARE</p>	<p>2, 7</p>

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

Budgeted cost: £43,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated FSO (Family Services Officer) who's role on each site is to support families, to support their children, to achieve best possible outcomes as young learners.</p>	<p>Importance of holistic view to addressing social and emotional barriers to children's attendance, learning and enjoyment at school.</p>	<p>1, 2, 4, 5, 6</p>
<p>Partnership with Future Men for a full-time project worker across all the sites in the federation.</p>	<p>Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety, school refusal etc.</p>	<p>4, 5, 6</p>
<p>Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional well-being. Consultant support</p>	<p>Evidence-base from a range of research as referred to by PSHEE Association.</p>	<p>5, 6</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>8</p>
<p>targeted to support new teachers, ECTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to the school e.g. reducing incidents of bullying; body positivity etc.</p>		
<p>Whole school approach to universal intervention for positive mental health underpins a wide range of strategies used in school, to support the development of emotional literacy and well-being: This includes Emotional Explorers, Zones of Regulation, Restorative Approaches to support behaviour, relationships, conflict resolution and well-being.</p>	<p>These are evidence-based programs that have staff have received training in to support with conflict and emotional regulation.</p>	<p>5, 6</p>

Total budgeted cost: £160,650

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 level of disadvantage at Glenbrook has increased in the last two years and rose sharply during the pandemic, with the school currently evaluated as having the highest disadvantage index of all Lambeth primary schools. This is due to high inward pupil mobility with most new starters also new to English and new to the country, in temporary housing and with limited resources.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that attainment and progress in Key Stage Two in mathematics was high for all pupils and higher for pupil premium children than for non-pupil premium children at Glenbrook. This is due to the investment in Maths Mastery training, Mastering Number, middle leadership and sustaining expertise for key staff as well as targeted maths tutoring by in-school staff.

Despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in reading at the end of Key Stage Two was below our expectations. Our analysis suggests that the reason for this is primarily the high inward mobility and early stages of English fluency of new starters at Glenbrook and the ongoing impact of COVID-19, although we also identified that we had more success in

boosting outcomes for disadvantaged pupils in Maths than in Reading and Writing where intervention had less impact than anticipated. This will inform our allocation of tutoring in the academic year 2022-23

Phonics scores increased for Year 1 (65%) and Year 2 pupils (80%) but has not yet reached pre-pandemic levels. The pupil premium gap for children achieving ARE in Reading at Glenbrook was 18% compared with a gap of 22% Nationally.

The attainment gap at Key Stage Two for RWM combined between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic although not in Maths where our pupil premium children outperformed non pupil premium children in 2022. The RWM combined pupil premium gap for Glenbrook in 2022 is lower than the national gap figure although still reflective of the additional impact of COVID-19 on disadvantaged pupils, who make up more than 60% of our pupil cohort.

Absence among disadvantaged pupils was 1.56% higher than their peers in 2021/22 and persistent absence 9% higher with 5% of this difference related to temporary housing and high pupil mobility. We recognise this gap is too large and continue to focus on raising the attendance of our disadvantaged pupils through detailed tracking, support and follow-up procedures and as well as through the identified broad range of whole school activities detailed in this plan.

Our observations and assessments demonstrated that pupil behaviour was similar last year to the previous year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve all the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider