



Glascote Academy

Part of Fierté Multi Academy Trust

Pupil Premium Strategy Statement



1. Summary information					
School	Glascote Academy				
Academic Year	2020-2021	Total PP budget	£121,050	Date of most recent PP Review	November 2020
Total number of pupils	248	Number of pupils eligible for PP	90 chn (36%)	Date for next internal review of this strategy	November 2021
2. Current attainment Summer 2020 (NB: Internal data only – no external data for publishing for league tables due to Covid-19)					
EYFS – GLD: 77% Y2- Reading: 90%; Writing: 90%; Maths:86% Y6- Reading: 85%; Writing: 83%; Maths: 88%					
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Weakness in learning behaviours e.g. lack of independence, resilience and perseverance.				
B.	Social, emotional and behavioural problems affecting overall well-being and progress.				
C.	Specific additional needs including those being supported as SEND e.g. Speech and Language				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Home learning environments including potential disruption and distress to family lives due to Covid-19 such as loss of income (parental job losses/furlough)				
E.	Effects of Covid-19; potential isolation due to Bubble Closures and/or school closures				
F.	Poor or low attendance – Covid-19 related coding; anxieties				
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 supported wider experiences (Covid-19 restrictions allowing); Outdoor Learning; and the schools reward system including Afternoon Teas		Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers, Outdoor Leaders and School/Trust Leaders		

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B.	Clear progress against starting points. Timely interventions through Closing the Gap, targeted afternoon 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 Quality First Teaching, pre-teaching, Nessy Group, Well-being groups and specific nurture groups.	Children with additional needs are supported effectively through the school's SEND practice and Wellbeing Ethos, with recognition of and support for any additional factors that PP children face.

5. Planned expenditure

Academic year

2020-2021

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. Positive Points system, Golden Prizes; Afternoon Teas; Whole school trips as well as focussed group 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 and maintaining aspirations.	Pupil interviews, behaviour impact report, more children accessing the curriculum and making progress. Pupil Voice highlights aspirations.	All staff (teachers, TAs, Outdoor Leader) SLT SENDco	Termly
Improvement in reading, writing and GPS skills	Continued implementation of Literacy Planet (3rd of 3-year subscription – IT based) to include use at home	Raise children's academic ability with specific key interventions – reading, writing, GPS	Pupils assessed at each assessment point across the year including Standardised Tests	TAs SENDco English leader	Autumn, Spring, Summer Terms
Improvement in Maths skills	Continued implementation of Rock stars Times Tables (IT based) to include use at home	Raise children's academic ability with specific key interventions – Times tables (arithmetic)	Pupils assessed at each assessment point across the year including Standardised Tests	TAs SENDco Maths Leader	Autumn, Spring, Summer Terms

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Improvement in reading comprehension skills	Implementation of Vipers within new Guided Reading Structure	Raise children's academic ability with specific key interventions – guided reading focused skills	Pupils assessed at each assessment point across the year including Standardised Tests	TAs SENDco English leader	Autumn, Spring, Summer Terms
ii. 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; afternoon interventions	Raise children's academic ability with specific key interventions – TA precision teaching	Assess at beginning and end of intervention	Teachers TAs	Half Termly
Timely intervention within children's learning to prevent gaps widening	Early Intervention with children through initiatives such as CtG groups, and Nesy Club (Subscription)	Early intervention and preventing gaps will support progress.	Pupils assessed at each assessment point across the year including Standardised Tests	TAs SENDco	Autumn, Spring, Summer Terms
Narrowing the gap in reading and promoting a lifelong love of reading for reading's sake and as a tool for reading to learn	Regularly extra 1:1 reading with Reading/ comprehension/phonics/ language skills with Reading Manager; acquisition of High-interest/low-level phonic reading books and Phonic based books	Early intervention and the use of interesting reading materials will support progress.	Pupils assessed at each assessment point across the year including Standardised Tests	Reading Manager English Leader HT	Autumn, Spring, Summer Terms
Improved attendance, less persistent absences, improved parent partnership. Support community projects to help parents to engage with education	Well-being Lead to contact families whose anxieties and concerns may be affecting attendance; Malachi referrals for home support	Well-being Lead will ensure that trends in attendance will continue to rise and contact with parents will aid the understanding of how attendance impacts upon learning and life chances.	Attendance monitoring including vulnerable groupings.	Well-being Lead Headteacher	Termly
Children to be more self-aware and raised self-esteem through Emotion Coaching	Work 1:1 with Well-being Lead to aid well-being of children;	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 SENDCo All Staff	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?
Build “cultural capital” through the importance of vocabulary and development of foundational knowledge	Access to visits/trips: Y6 residential trip KS2 overnight stay Class trips Travelling theatre companies (NB: dependent upon Covid-19 restrictions)	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. Opportunities that will widen cultural and linguistic experiences	Pupils will be able to attend trips. Observations and discussions; follow up activities	Trip Leader Staff SLT	Termly/following activity
Lunch provision	Implementation of supervised play opportunities for children at break and dinner time (Sports coach; extra lunchtime staff; equipment)	Improved lunch time activities and enjoyment of free time. Checks made through questionnaires, pupil voice and parent voice.	Observations and discussions	Pupil leadership Sports Council Lunchtime staff	Termly
School Farm	Timetabled slots on school farm; nurture groups; community groups	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. Outdoor learning journals (chn)	Outdoor Leader; Staff	Impact grid follows timetabled slots Termly
School Forest area	Timetabled slots on in forest area; nurture group: John Muir award	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. Outdoor learning journals (chn)	Outdoor Leader; Staff Wellbeing Lead	Impact grid follows timetabled slots Termly
Total budgeted cost					£121,050

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