

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Glascote Academy
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	31% (81 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 2021/2022-2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michelle Powell
Pupil premium lead	Eva Bowers
Governor / Trustee lead	Chantelle Wynn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,740.00
Recovery premium funding allocation this academic year	£13,050.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£136,790

Part A: Pupil premium strategy plan

Statement of intent

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker. 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, including reading and maths. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

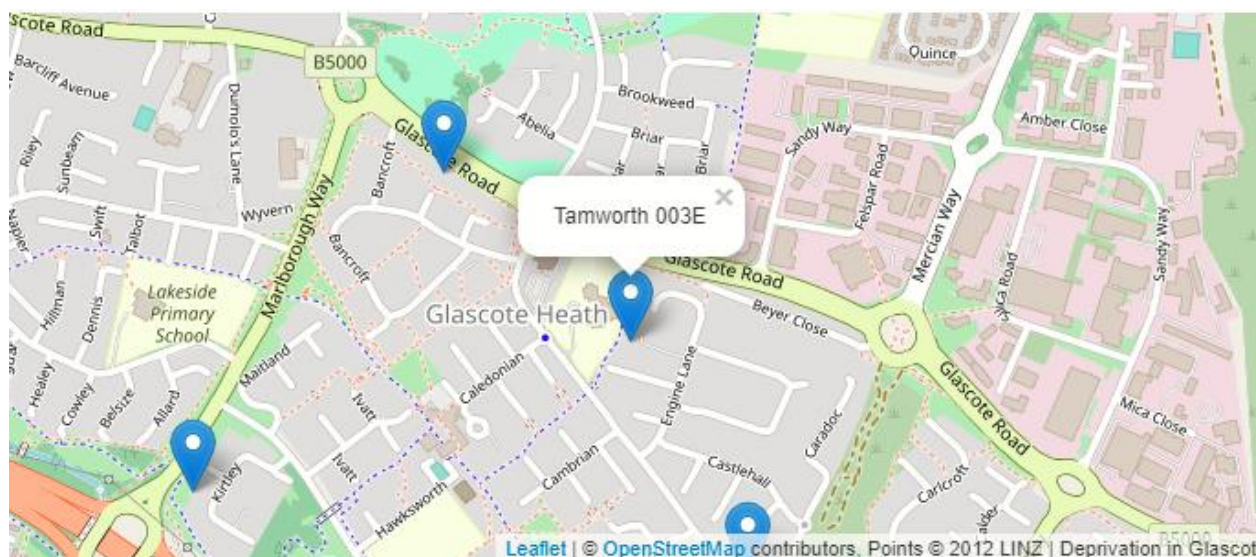
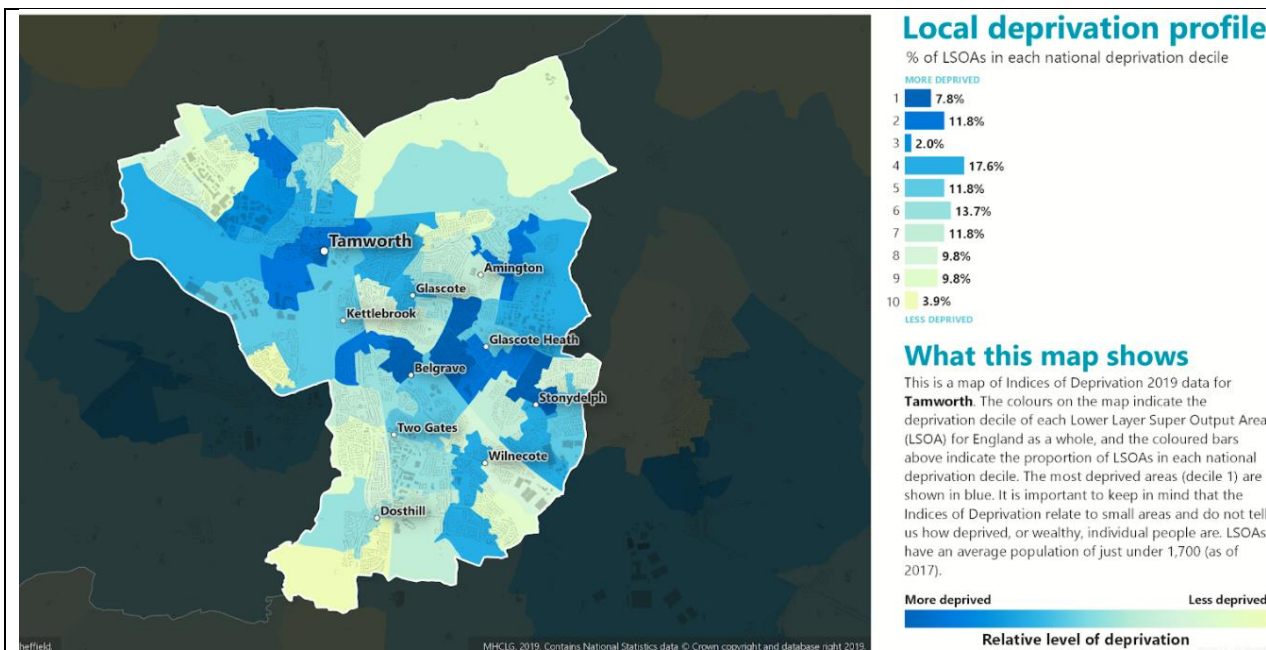
Through a broad, balanced and holistic curriculum, including learning outside the classroom, we aim to provide children with opportunities that they may not normally experience.

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

Demographic and Context

Glascote Academy is a school located in Tamworth, Staffordshire. We have a PAN of thirty, however we have taken up to sixty children when there has been the need. We currently have two Reception classes, two Year One classes and two Year Five classes. All of the others are a single cohort.

The maps below display the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). There are many areas of Tamworth which are extremely deprived according to income, employment, health, educational and crime deprivation. This is shown on the overall deprivation profile for Tamworth and also the deprivation statistics for the Ward of Glascote as shown below.



DEPRIVATION STATISTICS COMPARISON FOR GLASCOTE 003E

(A decile score of 1 means the area is in the top 10% of deprived areas)

OVERALL DEPRIVATION IN GLASCOTE: Index of Multiple deprivation (IMD): 5

INCOME DEPRIVATION IN GLASCOTE : IMD: 6

EMPLOYMENT DEPRIVATION IN GLASCOTE: IMD: 5

EDUCATION, SKILLS AND TRAINING DEPRIVATION IN GLASCOTE : IMD: 3

HEALTH DEPRIVATION AND DISABILITY IN GLASCOTE: IMD: 5

CRIME DEPRIVATION IN GLASCOTE: IMD: 3

Challenges

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

Challenge number	Detail of challenge
1	Weakness in learning behaviours e.g. lack of independence, resilience and perseverance.
2	Social, emotional and behavioural problems affecting overall well-being and progress.
3	Gaps in learning due to school closures or poor attendance, this is for all children including the disadvantaged.
4	Specific additional needs including those being supported as SEND e.g. Speech and Language
5	Closing the gap between advantaged and disadvantaged pupils across all core subjects.
6	Poor or low attendance – including Covid-19 related coding; anxieties
7	Home learning environments for children accessing remote learning and homework.

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
Improved learning behaviours will be targeted through supported wider experiences; 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
Clear progress against starting points. Quality First Teaching; 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
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.

Children can access learning at home, particularly if there is further disruption due to Covid-19.	A higher percentage of children access remote learning or complete homework set, either online or through workbooks provided.
Children attend school regularly to access Quality First Teaching.	The percentage of persistent absences reduces and parents are clear on the consequences of poor attendance.

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: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all children which includes Social, Emotional and Behavioural development promoted through the curriculum and through School life –</p> <p>Support from SENDCO for class teachers and TAs. Thumbs Up system; 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</p>	<p>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.</p> <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4, 5
<p>Improvement in reading, writing and GPS skills-</p> <p>implementation of Pickatale app and Phonics Play subscriptions. CPD for all staff centred on areas of School Improvement.</p>	<p>Raise children's academic ability with specific key interventions – reading, writing, GPS</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3,5

<p>Improvement in Maths skills- Continued implementation of Rock stars Times Tables (IT based) to include use at home</p> <p>Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). CPD for all staff centred on areas of School Improvement.</p>	<p>Raise children’s academic ability with specific key interventions – Times tables (arithmetic)</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3,5</p>
<p>Improvement in reading comprehension skills - Implementation of Vipers within new Guided Reading Structure and support for new reading leader.</p> <p>CPD for all staff centred on areas of School Improvement.</p>	<p>Raise children’s academic ability with specific key interventions – guided reading focused skills</p> <p>Reading Comprehension EEF (educationendowmentfoundation.org.uk)</p>	<p>3,5</p>
<p>Robust Standardised Assessment- Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>5</p>
<p>Phonics- quality first teaching of phonics using resources provided by Phonics Play. Children access books that match their phonic abilities. CPD for all staff centred on areas of School Improvement.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,5</p>
<p>Ensuring there is continued growth in learning and teaching, investing in the NPQLTD and Incremental Coaching. This means educators in school are building and developing their knowledge from the same evidence-based frameworks.</p> <p>We will fund teacher release time to embed key elements of guidance.</p>	<p>The programme uses the latest evidence-based learning and shows schools how to put findings into practice in the school setting.</p> <p>NPQLTD teacher training course Ambition Institute</p>	<p>1,2,5</p>

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

Budgeted cost: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Closing the gaps to aid children’s learning - Early Intervention with Closing the Gap groups; afternoon interventions</p>	<p>Raise children’s academic ability with specific key interventions – TA precision teaching One to one tuition Toolkit Strand Education Endowment Foundation EEF And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3,5
<p>Timely intervention within children’s learning to prevent gaps widening - Early Intervention with children through initiatives such as CtG groups, and Nesy Club (Subscription)</p>	<p>Early intervention and preventing gaps will support progress. Teaching Assistant interventions EEF (educationendowmentfoundation.org.uk)</p>	3,5
<p>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</p>	<p>Early intervention and the use of interesting reading materials will support progress. Phonics Toolkit Strand Education Endowment Foundation EEF Reading Comprehension EEF (educationendowmentfoundation.org.uk)</p>	3,5
<p>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</p>	<p>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. Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p>	6

<p>NELI Programme – Teaching Assistant leads the NELI programme with children in Reception and Year One.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Homework support- catch up workbooks sent home with children – CGP catch up bundles.</p>	<p>The quality of the task set appears to be more important than the quantity of work required from the pupil. Homework EEF (educationendowmentfoundation.org.uk)</p>	7

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>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</p>	1,2
<p>Lunch provision - Implementation of supervised play opportunities for children at break and dinner time (Sports coach; extra lunchtime staff; equipment)</p>	<p>Improved lunch time activities and enjoyment of free time. Checks made through questionnaires, pupil voice and parent voice.</p>	1,2
<p>School Farm - Timetabled slots on school farm; nurture groups; community groups (outdoor leader and farm learning support)</p>	<p>Equality of access for all pupils; opportunity to excel in a vocational way which will raise confidence and self-esteem and support academic achievement EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2,4
<p>School Forest area - Timetabled slots on in forest</p>	<p>Equality of access for all pupils; opportunity to excel in a vocational way which will raise</p>	1,2,4

area; nurture group: John Muir award (outdoor leader)	confidence and self-esteem and support academic achievement EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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;	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. Behaviour interventions EEF(educationendowmentfoundation.org.uk)	1,2,4
Emotional Coaching – all staff to receive either a refresher or new training on the importance of emotional coaching.	Staff know how to support children's emotional well-being. This will aid academic ability. Behaviour interventions EEF(educationendowmentfoundation.org.uk)	1,2,4
Behaviour and Communication with parents- Marvellous Me app ensures parents are informed of what is happening in school, including quick links to resources. The app also works as a behaviour incentive for children with termly afternoon tea for the children with most thumbs up.	Parents engage with the school and are kept informed of what their child is learning. Children are motivated to show good behaviour for learning. Parental Engagement EEF(educationendowmentfoundation.org.uk)	1,2,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £136,790

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 2020 to 2021 academic year.

81 children on roll at Glascoate Academy were allocated Pupil Premium Funding (E6 and FSM). This constituted 31% of the total school's population.

Progress and attainment: NOTE: No external testing completed in line with Government directive – Teacher Assessment; any internal results will not be published as part of league tables

Our current Year 6 data for reading shows that the disadvantaged children are performing in line with their peers.



Our current Year 2 data for reading shows that the children who receive pupil premium are working above their estimates (tests).



Attendance:

Although attendance is closely monitored along with input from the Wellbeing Leader (Parental meetings, 1-1s), letters sent home to share attendance and celebrations, it continues to be a barrier. This is often due to unauthorised term-time holidays when financially they are cheaper for lower income families to take. Attendance has also been affected by Covid-19 Pandemic, partial closures and chosen non-attendance when children could return in March. We have employed the services of the EWW at County level this year. Non-FSM Attendance 2020-2021: 97.26% FSM Attendance 2020-2021: 93.88%

Interventions:

Closely tailored interventions for the most vulnerable children have meant key aspects of need could be focused upon. Short, sharp, focused activities which either reinforce, provide further practice, or pre-teach areas of learning, allow the embedding of key concepts. The continued use of the Hope Project for wellbeing has meant that timely 1-1 interventions can address emotional needs, which in turn support learning and self-esteem/confidence.

Wider Opportunities

Children were presented with experiences that provided a real-life context to their learning in all areas, but particularly maths and science. As the children were unable to go on school visits due to Covid restrictions, we enabled experiences to happen in school. Across the key stages our children experienced a Seaside Day (Victorian), Great Fire of London, Zoo Lab, Stone Age and an Outdoor Pursuits Day. Children continued to use both the farm and forest during the academic year, including when the school was partially closed. The children were able to access the curriculum through outdoor learning links as well as developing resilience and perseverance. The outdoor

learning area was also used to provide nurture sessions for children, these were particularly beneficial to the children returned to school showing signs of anxiety.

SEND focus

Seventeen children at Glascote Academy who are Pupil Premium also have special needs/specific learning needs; this means outcomes and attainment for these children may be lower than that of their peers. However, through careful tracking of data (FFT Aspire), use of IEPs, implementation of chronologies (Edukey) and use of practical resources like Busy Boxes, steps have been taken to enhance the progress of these learners in all areas of the schooling.