

# Pupil Premium Strategy Statement

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	The Globe Primary Academy
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	21-22/22-23/23-24
Date this statement was published	16 <sup>th</sup> November 2021
Date on which it will be reviewed	March 22
Statement authorised by	Yvonne Kidd
Pupil premium lead	Alicia Hyland
Governor / Trustee lead	Stephanie Purcell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,290
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£131,775</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### *Key principles and objectives*

At The Globe Primary Academy, we ensure disadvantaged pupils:

- Continue to make good or better progress from their relative starting points.
- Continue to achieve age related expectations in line with the non-disadvantaged peers.
- Access the resources and interventions needed to ensure they continue to make good or better progress from EYFS to Year 6
- Access opportunities and experiences to develop their social and emotional development.
- Access workshops with their parents to engage parents in the learning process.
- Are supported with their mental health and wellbeing

The key strategies to achieve this are based on nationally recognised research or have had a significant impact in our school over several years. These are evaluated at least termly to ensure the most effective approaches are used.

## Challenges

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

Challenge number	Detail of challenge
1	Resilience and emotional intelligence of pupils throughout the primary, particularly following COVID19.
2	Lack of support within the home for our most vulnerable children - including lack of parental education.
3	Increase of social care involvement with our vulnerable families.

4	TSA training needs updating for all support staff following COVID19.
5	Gaps in the foundations of key concepts and core subjects - both groups and individual.
6	Fine Motor skills are poor in KS1 due to home learning being digital screen based.
7	S+L in EYFS due to children not accessing Nursery and socialising with others.
8	Attendance of vulnerable pupils

## 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
Improve the mental health of pupils.	Pupil Voice - generic and individual. Measurement tool goals are met.
Increased support at school for vulnerable pupils who do not get supported at home or have social care involvement.	Attendance at clubs. Access to additional resources.
Parent workshops in key concepts and core subjects.	Attendance of parents with the child. Evaluation by parents. Impact on child's learning through start and end data. Parental engagement in homework.
For staff to have updated training in regard to closing the gaps and making sure that their foundation knowledge and skills are embedded.	Start and end data will show more than expected progress throughout the year. Pupil Progress Meeting notes and data.
To close the gaps in all subject areas and for all key concepts from the last two years.	Start and end data. Confidence and self-esteem in class. Pupil voice.
Pupils in KS1 will improve their fine motor skills.	Pupils will be able to hold their pencils correctly.

	Pupils handwriting will show obvious improvement in their books and through fine motor work.
S+L skills for pupils in Reception Classes will improve and be embedded in the curriculum.	Start and end data will show more than expected progress for these children.
Pupils have a range of strategies to deal with challenging situations, have developed positive self-esteem and understand how to make the good behavioural choices	PSHE curriculum and therapeutic interventions run by Learning Mentors will help pupils deal with emotions, develop their self-esteem (often low due to home considerations) and regulate their behaviour.
Disadvantaged pupils who are also identified SEND, EAL or are vulnerable (Child Protection) make good or better progress	SLT, Inclusion Manager and class teachers ensure high quality interventions are delivered to identified pupils and these are robustly monitored to ensure maximum impact.
Increased attendance	Overall attendance among children eligible for PP improves to be at least in line with 'other' pupils.
All children have access to and experience an enriched extra curriculum club.	Attendance at extra-curricular clubs, and other enrichment experiences.

## 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: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in EYFS for the Nuffield S+L Programme.	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children. <a href="#">NELI: The Nuffield Early Language Intervention   Elklan Training Ltd</a>	1 2 6
Updated CPD - support staff for interventions.	In-school work with support staff to show their strengths and areas of development. Appraisal. <a href="#">The importance of CPD on staff wellbeing   Tes</a>	1 2 4 5 6
Therapeutic Behaviour Strategies.	Training to begin for all staff from Jan 2021 and to be introduced to parents via workshops ready for Sept 22. Therapeutic thinking is a school led, embedded ethos characterised by an inclusive culture based on training and information that is underpinned by best practise, policy and plans. <a href="#">Therapeutic Approach to Behaviour Management Follow Up Workshop   West Sussex Services for Schools</a>	1 2 3

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

Budgeted cost: £116,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outside agency tutor to support through structured interventions.	The National Tutoring Programme (NTP) is an ambitious scheme intended to provide additional, targeted support for those children and young people in schools who have been most affected by disruption to their education as a result of the coronavirus (COVID-19) pandemic. <a href="#">National Tutoring Programme - NTP</a>	1 2 3 5 6
Parent Workshops / Family Learning	<b>Family learning</b> ' refers to any learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family. The Inquiry into <b>Family Learning</b> was launched in October 2012 to gather new evidence of the impact of <b>family learning</b> , to develop new thinking and to influence public policy. <a href="#">Family Learning</a>	1 2 3 5 6 7
S+L Therapy	Part-time Speech and Language Therapist who supports PPG/Vulnerable children who have early S+L issues or have SALT services involved.	1 2 3 7

TSA Interventions	<a href="#">Six steps to ensure effective TA-led interventions   Tes News</a>	1
	<a href="#">Mounting evidence for TA-led...   Shotton Hall Research School</a>	2 5 6

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

Budgeted cost: £10,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
Draw and talk counselling sessions.	Drawing and Talking technique is a safe and easy to learn short term, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially. <a href="#">Drawing &amp; Talking Home - Drawing &amp; Talking (drawingandtalking.com)</a>	1 2 3
Learning Mentor Groups and individuals	Learning mentors help students develop coping strategies, enhance their motivation, raise their aspirations and encourage them to re-engage in learning. To work effectively, learning mentors have to take into account the range of complex issues that usually lay behind problems with learning and achievement (eg bereavement, lack of confidence/low self-esteem, low aspirations, mental health issues, relationship difficulties, bullying, peer pressure, family issues/concerns).	1 2 3 4 8

	<a href="http://skillsforschools.org.uk">Learning mentor (skillsforschools.org.uk)</a>	
Attendance of vulnerable pupils.	<p>Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p><a href="http://publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a></p>	8
Clubs for our most vulnerable pupils.	<p>It is shocking that so many children from poorer backgrounds never get the chance to join a football team, learn to dance or play music. The activity either costs too much, isn't available or children just feel they won't fit in. As a result, they miss out on important benefits - a sense of belonging, increased confidence and social skills which are invaluable to employers. It is high time to level the playing field.</p>	1 2 3 8
Animal Therapy	<p>Studies show that stroking an animal can help lower your blood pressure and being near them can</p>	

	<p>help lower <a href="#">anxiety</a> and <a href="#">stress</a> levels. If you've got a cat or a dog for example, you'll know about the benefits having a pet can bring. They can make you laugh, bring you joy, <a href="#">make you exercise</a> (if you're a dog owner) and soothe you too.</p> <p>There are lots of potential reasons why animals are a beneficial form of therapy. Animals live in the present moment, they aren't judgemental, and they're accepting. This can open the way for people to feel more at ease and improve their social interactions.</p> <p><a href="#">How animals benefit wellbeing (bupa.co.uk)</a></p>	
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**Total budgeted cost: £131,540**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*Please see O'Track Teacher Assessment Judgements/Test results and work triangulation results for September 2020- July 2021.*

*Report called Diminishing the Difference.*

Year Group Reading	Disadvantaged	All	Difference Summer 20.21	Difference Autumn 20.21
Y1	50%	62%	12%	24%
Y2	62%	69%	7%	10%
Y3	36%	48%	12%	9%
Y4	50%	63%	13%	8%
Y5	74%	78%	4%	4%
Y6				

Year Group Writing	Disadvantaged	All	Difference Summer 20.21	Difference Autumn 20.21
Y1	40%	46%	6%	9%
Y2	39%	57%	18%	10%
Y3	29%	54%	25%	11%
Y4	44%	50%	6%	13%
Y5	74%	78%	4%	3%

Y6				
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Year Group	All	Disadvantaged	Difference Summer 20.21	Difference Autumn 20.21
Y1	40%	55%	15%	10%
Y2	69%	73%	4%	11%
Y3	57%	65%	8%	10%
Y4	58%	64%	6%	13%
Y5	63%	64%	1%	3%
Y6				

  

Year Group	All	Disadvantaged	Difference Summer 20.21	Difference Autumn 20.21
Y1	40%	46%	6%	4%
Y2	38%	54%	16%	16%
Y3	29%	42%	13%	9%
Y4	38%	48%	10%	10%
Y5	53%	47%	6%	5%
Y6				

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*