

# Pupil Premium Spending Report for Academic Year 2019-20

<b>School Name:</b>	Glebe		
<b>Academic Year:</b>	2019-20	Total Pupil Premium Budget	£102,500 anticipated/£107,678 actual
<b>Number on Roll:</b>	227	Number of pupils eligible for Pupil Premium	94
<b>Date of Review :</b>	Autumn 2019	Date of next scheduled review	Summer 2020
<b>% PP Pupils</b>	42%		

## What Is Pupil Premium?

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval. For each pupil who is eligible for free school meals, their school receives £935. Disadvantaged pupils are those who have been eligible for free school meals for at least 80% percent of their school lives.

Looked after children are those who are in the care of local authorities. Pupil Premium Plus is paid for these pupils by the Local Authority to the School, once it has been agreed which parts of the pupil's Personal Education Plan (PEP) will be paid for from the Pupil Premium budget.

Service Pupil Premium (SPP) is provided for pupils from families who are serving or who have served in the armed forces. SPP is not connected to disadvantage. It's paid with the pupil premium

## Why do we need to decrease the attainment gap for disadvantaged children?

Research evidence shows that children who are disadvantaged can experience a range of challenging social and economic conditions that include:

- Living in overcrowded or inhabitable living conditions that can negatively affect personal and cognitive development
- Unable to access basic nutritional items such as fruit and vegetables that are critical for healthy brain development
- Greater exposure to unhealthy lifestyles such as drinking and smoking
- Insecure attachment that leads to pupils having negative views about themselves that leads to worse resilience, behavioural problems and poor school attendance.
- Adverse childhood experiences that can act as a barrier to concentration and learning
- Less opportunity to partake in enrichment opportunities and academic support such home computers and tuition

# Pupil Premium Spending Report for Academic Year 2019-20

- May come from families that underestimate the impact they have on their child's development and therefore learning leading to lower career aspirations

As a result of this, disadvantaged pupils are 18 months to 2 years behind none disadvantaged children by the time they sit their GCSEs; are four times as likely to have mental health difficulties and over a quarter of pupils eligible for free school meals are identified with special educational needs.

## **Pupil Premium spending at Glebe School**

At Glebe school we are committed to closing this attainment gap that exists as we believe strongly believe that no child should be held back from the circumstances that life has put them in. Inspired by Sir John Dunford's recommendations of effective pupil premium spending we ensure that the following takes place.

- Analysing and breaking down data ensures we can identify what the barriers to learning for Pupil Premium Pupils.
- Using this to then put in place most appropriate interventions with frequent monitoring of progress
- That by improving teaching we are creating better life chances for our Pupil Premium pupils
- Being adaptable and changing interventions where evidence shows progress is slow
- Addressing School attendance as a priority
- Every effort is made to engage parents and carers in the education and progress of their child.
- Evidence is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning
- Training all staff on the strategies and interventions that are in place.
- Complete buy-in from all staff to the importance of the Pupil Premium agenda is essential, with all staff conveying positive and aspirational messages to Pupil Premium-eligible pupils.

## Pupil Premium Spending Report for Academic Year 2019-20

Activity	Objective /Desired outcome	Intended Success	Budget	Cost	Lead	Review of Activity
Pastoral Support Teaching Assistants	1 to 1 support for students in core subjects in order to raise achievement. The support offers focus and resilience to succeed to the student.	<ul style="list-style-type: none"> <li>Closing the gap in the core subjects for vulnerable students.</li> </ul>	£30,000	£35,152	MRW	Support across all years' groups has ensured that teachers and pupils have extra support in lessons. As a result, the school has obtained the best results in its history. Extra staffing brought in above anticipated cost due to COVID-19
LAC and OT Teaching Assistants	Employment of a staff member responsible for the personal, emotional and academic support of Looked After Children. Employment of a staff member responsible for supporting the occupational therapy needs of pupils	<ul style="list-style-type: none"> <li>LAC pupils have improved attendance, wellbeing, attitudes to learning and attainment.</li> <li>Bespoke support for pupils with organisation, fine motor control and sensory needs and regulation.</li> <li>Improved communication of best practice disseminated with staff.</li> </ul>	£28,000	£28,000	MRW	Attendance of LAC pupils for term 1 and before lockdown was 97.7% The position has proved to be extremely beneficial for the children as they have direct 1-2-1 contact each with the LAC appointed colleague.
Speech & Language Therapy	Targeted language support for very low cognitive age learners.	<ul style="list-style-type: none"> <li>Improved vocabulary and able to articulate emotions.</li> <li>Pupils understand week, month cycle.</li> </ul>	£15,000	£15,000	CC	External professionals provide 3 days and SALT trained staff provide fulltime cover over 5 days for over 1 hundred pupils.
Music Technician	Small group support for pupils using a range of musical instruments.	<ul style="list-style-type: none"> <li>Greater amount of pupils appreciating music and learning to play an instrument.</li> </ul>	£9,000	£9,000	CC	1-2-1 and small classes during lunch times have proved popular also used to support one pupil as risk of exclusion and who is now making very good progress
Occupational Therapy	Bespoke intervention packages to deliver interventions as outlined in EHCPs and to develop skills within	<ul style="list-style-type: none"> <li>Using an outcome based approach to recognise the impact of interventions in terms of impairment,</li> </ul>	£5,000	£5,000	DN	Significant impact made by pupils and especially in the den and year 7. Training from OT has enabled our own staff to keep

## Pupil Premium Spending Report for Academic Year 2019-20

	school to integrate a supportive approach to students' learning.	activity, participation and well-being.				running sensory circuit sessions everyday which helps settle pupils and support with movement and coordination.
Dame Kelly Holmes Project	Increase protective factors for pupils facing lack of access community activities, future opportunities, low self-esteem. Specifically improving girls attitudes to learning and positive wellbeing.	<ul style="list-style-type: none"> <li>Pupils have developed skills to manage self and leading others.</li> <li>Have raised aspirations, increased confidence, self-esteem and resilience.</li> <li>Increased levels of attendance, progress in lessons and reduced behavioural incidences.</li> </ul>	£4,000	£5,710	KR	A girls group led by former Olympic fencer has proved hugely beneficial for girls who are disadvantaged and disengaged. This girls only initiative was aimed to close the gender performance gap and this is evidenced with girls attainment being higher than boys for 2020.
Bromley Beacon Academy sport course	To support/engage pupil at high risk of becoming NEET. To attend BBA sport course two days a week.	<ul style="list-style-type: none"> <li>Improved self- esteem, attitude to learning and better attendance to lessons when in school.</li> </ul>	£2,000	£2,000	AW	X pupil has been named pupil of the week several times from his college lecturer. Also, greatly increased attendance in lessons and much better attitude to learning.
ASD support for target students and their families.	Individual plans approaches established to support transition. Training for staff in meeting the needs of students.	<ul style="list-style-type: none"> <li>Focus on new Year 7 to support transition to Glebe.</li> <li>Attendance in this cohort the highest across the school.</li> </ul>	£1,500	£1,500	DN	6 sessions in-school for 26 pupils led by autism expert Paul Cabb up until February. Advice from Paul has been disseminated to staff and many strategies are being used in classrooms and at home by parents
Residential trips, visits and learning outside the classroom	Provide outdoor adventure learning experiences that pupils have not had. To develop a resilience and independence.	<ul style="list-style-type: none"> <li>Pupils have a greater sense of adventure and appreciation of outdoors living.</li> <li>Improved coping strategies for independent living and</li> </ul>	£1,500	£1,500	MC	Early year trips to Snowdon was very successful despite the weather being atrocious. However, 20 pupils spent several days there and developed essential independent living skills.

## Pupil Premium Spending Report for Academic Year 2019-20

		working as a team to complete a challenge.				
Speaking Up Group	To assist students in gaining confidence to speak up about their needs and wishes and to stand up for their rights within the community.	<ul style="list-style-type: none"> <li>Improved self-esteem and confidence within the community</li> </ul>	£1,200	£1,200	AW	Advocacy group worked until January with 8-10 pupils at lunchtime in the school. Feedback on impact included – increased wellbeing, attendance and prevention of further support from specialist services.
Swimming Lessons	To improve participation in healthy living and sporting activities. Providing enrichment opportunities and life survival skills. Ensuring that all none swimmer are water safe.	<ul style="list-style-type: none"> <li>Closing the gap of our goal for all pupils to enjoy exercise.</li> <li>Teaching pupils a critical life skill.</li> <li>Increasing the amount of pupils able to swim unaided.</li> </ul>	£1,000	£1,000	TK	Very few lessons this year due to the school pandemic. 6 weeks of lessons for Year7-9 from January to lockdown.
Breakfast Club and Fruit each morning	Providing toast and cereal before school and fruit during registration.	<ul style="list-style-type: none"> <li>To provide a welcoming start to the day and provide nutritional foods that support the wellbeing of pupils.</li> </ul>	£1,000	£1,000	MRW	Continues to be very popular and helps pupils to start the day in a positive frame of mind. Every pupils has the option of 3x pieces of fruit and very little of this goes to waste.
Social Skills Group/Peer Mentoring	To support vulnerable students by equipping them with the skills to make and maintain positive peer and adult relationships.	<ul style="list-style-type: none"> <li>Students to feel more comfortable, confident and happy at both school and home.</li> <li>To see our pupils being more supportive and compassionate amongst their peers.</li> <li>To see our pupils leading in groups and role modelling positive behaviours.</li> </ul>	£750	£0	AW	Cancelled most sessions due to lockdown.

## Pupil Premium Spending Report for Academic Year 2019-20

Cross Curricular Learning	A themed week that provides pupils to learn in a variety of ways on topics of their interest.	<ul style="list-style-type: none"> <li>Pupils able to make cross curricular links and to work in a collaborative way.</li> <li>Greater sense of importance of teamwork and coming together.</li> </ul>	£500	£0	MC	Did not take place due to pandemic
Music & Art Therapy	To improve the emotional wellbeing of targeted pupils.	<ul style="list-style-type: none"> <li>Improved communication with adults.</li> <li>Improved attitudes to schooling and learning evidenced through the MIME tracker.</li> </ul>	£500	£500	DN	Bi-weekly lessons for 10 pupils has had demonstrable impact for the den nurture class. 10 pupils learnt in engaging and fun ways and have made great strides understanding others (consideration) and self-regulation of their emotions
Accelerated Reader	To raise the reading level of all disadvantaged pupils in KS3.	<ul style="list-style-type: none"> <li>Disadvantaged pupils, including boys, will read more and read books that are at age appropriate reading levels.</li> </ul>	£500	£500	AN	Now rolled out across the whole school and the evidence is overwhelmingly supportive of nearly all pupils making progress in their chronological reading age
Mathletics/My Maths	Further numeracy support for pupils through on-line maths programmes.	<ul style="list-style-type: none"> <li>Pupils to make expected levels of Glebe progress.</li> <li>Greater personalisation of maths ensures pupils enjoyment and engagement.</li> </ul>	£300	£300	CR	No rolled out across the whole school and the evidence is overwhelmingly supportive of nearly all pupils making progress in their chronological reading age
Attachment Training	Training for staff to better understand attachment behaviours.	<ul style="list-style-type: none"> <li>Staff able to recognise early signs of pupil distress and provide support as required.</li> </ul>	£250	£0	MK/ MRW	1-day staff training to compliment safeguarding and behaviour training. Very well received as per staff survey and continuing evidence of improved behaviour management in the school.
iHeart learning	Introduce a programme to support pupils' mental health.	<ul style="list-style-type: none"> <li>Pupils have a greater awareness of mental health</li> </ul>	£200	£0	CC	No longer a discreet programme but past success has meant that

## Pupil Premium Spending Report for Academic Year 2019-20

		<p>issues, resilience and as a result greater coping strategies and confidence in approaching staff with issues.</p> <ul style="list-style-type: none"> <li>To see parity between girls and boys attendance.</li> </ul>				it has been assimilated into the Year 9 PSHE programme.
Uniform and equipment	Provide pupil with sports uniform for BBA.	<ul style="list-style-type: none"> <li>Greater sense of belonging and pride in appearance helps support pupil complete the course</li> </ul>	£200	£315.50		
Downs Syndrome Training	Exclusively Downs to deliver training to better equip teachers to support the learning and needs of children with Down Syndrome	<ul style="list-style-type: none"> <li>Staff are able to prioritise the needs of down syndrome pupils and are equipped with strategies to support this.</li> </ul>	£100	£0	MK	
<b>Total</b>			<b>£102,500</b>	<b>£107,678</b>		