

# 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	Glebelands School
Number of pupils in school	691
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, 2022-23, 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Russell Mitchell
Pupil premium lead	David Nibloe
Governor / Trustee lead	Nigel Sanctuary

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,155

# Part A: Pupil premium strategy plan

## Statement of intent

The Glebelands school motto is 'Respect and Achieve' and our school intent is to:

- **Challenging aspirations**
- **Open Minds** through encouraging intellectual curiosity and independent thought
- **Create opportunities** for students to thrive

Our aim is to use the pupil premium funding to ensure the progress of disadvantaged students matches that of our non-disadvantaged students and exceeds the progress of non-disadvantaged students nationally.

Our second aim for the use of the pupil premium funding is to ensure disadvantaged students are not hindered from opportunities to thrive due to socio-economic reasons.

The approaches we have adapted provide a holistic framework within which our disadvantaged students can thrive. These include:

- Ensuring we have excellent staff as good quality teaching is the most effective way to improve outcomes
- Ensure class sizes are a level that enables every individual to receive the support they require in lessons
- Excellent CPD for our staff to ensure
- Create opportunities within the school day where activities happen, ensuring all students thrive

## Challenges

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

Challenge number	Detail of challenge
1	Attainment: Attainment of our disadvantaged students is below national levels of all non-disadvantaged students nationally.
2	Attendance: Our attendance data over the past couple of years has highlighted a gap between attendance of disadvantaged and non-disadvantaged pupils. Whilst COVID has made this data harder to analyse, the gap was evident still in 2021-2022.

3	Extracurricular/Enrichment Access: Due to being a rural school, many disadvantaged students require busses to travel to/from school and therefore do not take part in extra-curricular activities.
4	Literacy: Assessments and observations show that a group of disadvantaged pupils have lower levels of reading comprehension than their peers. This impacts upon learning in all subjects.
5	Self-efficacy: Pupil interviews have suggested that some disadvantaged pupils, particularly in the upper school, lack self-efficacy regarding their own approach to learning.
6	Mental Health & Wellbeing: Our observations and discussions with pupils and parents show that the mental health and wellbeing of many of our pupils is of concern and has been further impacted by COVID. Further analysis is needed to compare the needs of disadvantaged with non-disadvantaged 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
Improved attendance of our disadvantaged pupils, moving in line with other pupils in our cohort.	Improve attendance of disadvantaged students to 93%. Regular meetings with SCC Inclusion Officer and consequent actions working with families to improve attendance. Implementation of services available to support attendance such as Children Wellbeing Practitioners, CAMHS, Targeted Youth Support.
Consistently high-quality teaching & learning across all subjects	CPD delivered throughout the year with emphasis on key areas to engage all learners through challenge and opening minds. Evidence through learning walks, observations, department SEF and school SDP reviews.
Improved attainment among disadvantaged pupils across the curriculum by the end of KS4	Progress 8 - Achieve above the national average 0.15 Attainment 8 - Achieve above the national average for attainment 44.00 Percentage of Grade 5+ English and Maths - To be in the top 20% of schools nationally.
Improved understanding of the challenges faced by our disadvantaged cohort	One-page profiles are created for new Year 7 pupils and updated for Year 8-10 students.

Improved literacy skills among pupils	Whole school reading plan developed. Departments develop subject specific vocabulary sheets. Explicit vocabulary teaching evident in learning walks.
All students to have taken opportunities to regularly take part in activities beyond the curriculum	Planning, implementation and evaluation of Thrive programme where all students take part in enrichment activities throughout the year. Structured within the school day to allow all to partake. Boost sessions for Year 11 built into the school day enhancing knowledge and understanding.
Mindfulness of students improved	Embedded into tutor times, evidenced through observations and student feedback. Exam preparation sessions for exam periods.

## 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.

Attendance – DL attendance above 93%, DL PA 15%			
Action	Success Criteria	Staff	Challenge number(s) addressed
Early intervention from Inclusion Officer			
HoA meetings with IO instigate action for DLs bordering PA early	-Minutes show actions taken on DL before reaching 90% -DL PA less than 15%	HoA, IO, SDJ	2
Focused contact with parents of students of concern			
Parents of DL students contacted if child is absent on first day	-Phone calls are made to parents to investigate absence and promote attendance, followed up by HoA if continues.	LJS, SDJ	2, 6
Promote attendance and progress link			
Embedding the link between attendance and positive progress	-Attendance promoted in assemblies each half term	HoA/SLT	1, 2, 6
Engage parents early			
Forge links with parents quickly to establish reasons for non-attendance	-Parents confident communicating with school and working together to ensure child attends. -Use of Home School Link Worker to support students with wellbeing	LJS, REL, HoA, CGS, MFK	1, 2, 6
Sharing weekly attendance data with tutors			
Key students are identified and tutors are aware of the picture behind absence	-Attendance data shared weekly with tutors through HoA emails	LJS, HoA, SDJ	1, 2, 6

<b>Personalised Support</b>			
Action	Success Criteria	Staff	Challenge number(s) addressed
Barriers identified for Disadvantaged Learners			
One-page profiles are completed for Disadvantaged Learners	-Y7 completed with new profiles -Y8-11 updated profiles -Profiles put on SIMS	DJN, Tutors DJN, Tutors	5, 6
Key Y10 and Y11 underachievers mentored			
Selected Y10 and Y11 Disadvantaged Learners mentored by staff	-Y10 and Y11 students identified (3 in each year group) -Staff and students paired -Mentor meetings take place and recorded	CAM, DJN DJN	5
Bid process supports specific students			
Staff can bid for resources for specific students to break barriers. (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)	-Bid pro-forma accessible for all staff -Bids are placed for resources -Bids evaluated for effectiveness -Used revision guides and uniform given to students	DJN, HODs, HOAs	1, 5
Key themes addressed for Year 10 and Year 11 students			
Revision strategies and preparing for exams	-Sessions with the DL group with speakers to embed revision skills and mental health preparation for exam periods	DJN, CAM, CGS	1, 5, 6
Small group tuition	Year 11 students to have small group boost sessions after school.	CGS, Teaching staff	1,5
Induction programme			
Disadvantaged learners build confidence before	-Identify Disadvantaged learners during transition visits	OTJ/SLH DJN/OTJ	2, 5, 6

arriving. Involve parents	-Induction programme built -Learners attend Glebelands to build resilience -Evaluate		
Identify barriers early			
Build one-page-profiles before students start in September	-On induction programme/transition visits, barriers to learning are identified on profile page -Profile pages created and put on SIMS	DJN/OTJ /SLH	2, 4, 6

<b>Progress - Progress 8 - Achieve above the national average 0.15</b>			
Action	Success Criteria	Staff	Challenge number(s) addressed
CPD of staff to enhance the quality of education.	- The school to run a detailed CPD programme for staff to ensure each member of staff develops their own practice.	MFK, OTJ	1
Reduced class sizes in Key stag 4	- Class sizes in Key stage 4 to be reduced.	RUM, SDJ	1, 4, 5, 6
Extra period of English and Maths	- Timetable re-scheduled to have an extra period of English and Maths (50 minutes per week). This will enable all students to improve their English and Maths grade.	SDJ,	1, 5
Yr 11 to do extra lesson in place of PM tutor time	- Yr 11 students to do 25 minutes extra per fortnight in each subject allowing them time to catch up on missed learning due to the Covid pandemic last year.	CGS, HODs	1, 5
Homework club run daily	- KS3 and KS4 homework clubs run daily after school to provide support and a positive learning environment for students.	SLH	1, 3, 5
Disadvantaged Learners a clear sub-group in tracking progress			
Disadvantaged Learners are tracked at a department level	-HoDs identify underachieving Disadvantaged Learners and plan interventions for these students	MFK, HoDs, SDJ	1
Disadvantaged Learners are discussed at exam meetings			
HoDs and teachers plan interventions for underachieving Disadvantaged Learners	-Exam meetings challenge underperformance of Disadvantaged Learners and plan and monitor intervention strategies	RUM, SDJ	1
Progress Review Meetings for Disadvantaged Learners			

Disadvantaged Learners to be identified when planning Progress Review Meetings	-Progress Review Meeting candidates identified -Tutors aware of barriers to learning -Actions planned from meetings reviewed next meeting	HOA, MFK/CGS Tutors	1
Sharpen budget use			
Ensure spending more focused	-Money is spent supporting DL students with the barriers identified	DJN, SDJ, MFR	1
Reading			
Embed a culture of reading	-DLs take part in reading during every tutor time -KS3 DLs part of the accelerated reader scheme	Tutors  JCR	4

<b>Opportunities – Create opportunities where students can thrive</b>			
Action	Success Criteria	Staff	Challenge number(s) addressed
Increase student involvement in extra-curricular opportunities			
Develop Thrive within school	- Timetable to be amended for half the year (Autumn1, Summer1 and Summer 2) to enable a Thrive period within the school day. This will involve over 40 separate activities, which all students will have choice to partake in.	CGS, CAM	2, 3
Music club	- The school will run an orchestra project with local schools designed to enable disadvantaged learners to learn percussion instruments and perform in an orchestra.	ALH	2, 3, 6
Funding for Trips/Events	-The school will support students financially to ensure they can take part in school activities (Trips, Prom, Uniform etc)	DJN, MFR	1, 2, 3

**Total budgeted cost: >£96155**

## **Pupil premium strategy outcomes ( Review of previous year)**

This details the impact that our pupil premium activity had on pupils in the 2020 -21 academic year.

Although all grades were TAGs (Teacher Assessed Grades) the system used to generate these was very robust with all students sitting internal exams to validate the results they achieved.

The attainment 8 for 2020-21 for disadvantaged students was 44.7.

74% of disadvantaged students achieved basics 4-9 in English and Maths, compared to 82% of all students in cohort.

During lock-down provisions were put in place to ensure disadvantaged students had access to remote learning and attendance at live lessons was very high. All disadvantaged students were called weekly to ensure they had the support required during this period.

However at the end of lock-down the attendance of disadvantaged students was below others.

