



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	Glenbrook Spencer Academy
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 24
Date this statement was published	Nov 28th 2021
Date on which it will be reviewed	July 10th 2022
Statement authorised by	Tom Stockwell
Pupil premium lead	Victoria Cairns
Governor / Trustee lead	Neil Healy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 241,065
Recovery premium funding allocation this academic year	£ 29,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ N/A



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year





Part A: Pupil premium strategy plan

Statement of intent

At Glenbrook Spencer Academy we believe that our Pupil Premium funding should only be spent to help us improve and challenge the attainment gap for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well and consider the ever-changing challenges which the current pandemic brings.

We base our decision making on our PLACE values:

P - Pushing Potential

L - Love of Learning

A - Awesome Attitude

C - Collective Community

E - Exceeding Expectations

Our practice and this strategy is firmly rooted in evidence based research, particularly the EFF toolkit, DfE and Ofsted reports, the work of Tom Sherrington and the Sutton Trust.

We have previously been commended and continue to apply a three-tier approach to addressing disadvantage:

- 1.) Whole school approaches using quality first teaching to raise attainment;
- 2.) Successful targeted support which addresses gaps in learning.
- 3.) The holistic whole child view which permeates our culture.

Our guiding principles, over the course of this strategy are tightly linked to our current SDP priorities:

These include a focus on the key ingredients:

- To ensure the progressive golden thread of talk permeates the full curriculum
- To ensure that the teaching of reading is excellent throughout school grounded in strong and consistent phonics teaching from nursery and building comprehension in KS1 and 2
- To ensure CPD enables excellent subject knowledge across the curriculum using diagnostic assessment



- To provide more opportunities for children to learn beyond their own world to develop knowledge and skills which build character and resilience.
- To continue to build upon personalised provision that addresses the increasing SEMH need of children and their families so that they can be successful learners.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> • Our analysis and internal assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers and leads to attainment that is below EXS in KS1 and KS2. • In 2020-21, 68% of our disadvantaged pupils achieved age-related expectations compared to 95% of others. This gap has widened.
2	<ul style="list-style-type: none"> • Disadvantaged children have a limited range of vocabulary on entry to the school. This is significantly below national expectations on entry into Nursery and Foundation especially in Language and Communication. • Our baseline assessments on entry to Reception demonstrate that 50% of our disadvantaged pupils arrive below age related expectations in communication. This gap has widened between 2019-20 and 2020-21.
3	<ul style="list-style-type: none"> • Internal assessments show some disadvantaged pupils have poor fluency of number facts which impacts on their arithmetic and reasoning skills. • Assessments show that 62.5% of our disadvantaged pupils achieve age-related expectations compared to 89.29% of others. This gap has widened during the pandemic.
4	<ul style="list-style-type: none"> • Our analysis and internal assessments show some disadvantaged pupils attain less well in writing • Our baseline assessments on entry to Reception demonstrate that 70% of our disadvantaged pupils arrive below age related expectations in physical and writing compared to only 58% of others. The gap has widened between 2019-20 and 2020-21.
5	<ul style="list-style-type: none"> • For some of our disadvantaged children, access to enrichment activities and broader life experiences is limited This has been identified through discussions and observations.



6	<ul style="list-style-type: none"> • Our assessments, discussions and observations have identified social and emotional/ self- confidence/ lack of resilience issues for some disadvantaged children. Some disadvantaged children have low aspirations and poor self-belief. • Within our school, 30% pupils are identified as needing additional support with social and emotional needs with 82% currently receiving small group interventions. Since the pandemic, this number has increased.
7	<ul style="list-style-type: none"> • Our analysis shows that disadvantaged children have a lower attendance rate and a higher percentage are persistently absent. Some of our disadvantaged pupils and families required additional support to secure and sustain better punctuality and attendance. • At present, 3.8% of our PP children are at risk (currently fall between 90% and 93%) of becoming PAs. In 2020-21, disadvantaged pupil attendance was 5.6% compared to non-disadvantaged pupils at 2.7%. Disadvantaged PA was 20.4% compared to non-disadvantaged PA at 5.5%. This has decreased since 19-20.

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
1. All disadvantaged pupils leave Glenbrook as strong readers	<p>85% of PP children pass phonics screening in Year 1 with 100% passing in Year 2. Disadvantaged pupils and non-disadvantaged pupils are broadly in line (gap no greater than 5 percentage points).</p> <p>All EYFS and KS1 disadvantaged pupils have access to a decodable text at their correct phase.</p> <p>Pupils are assessed using STAR reading assessments as well as Little Wandle phonics assessments and Reading Plus assessments (Y4-6) and analysis informs next steps.</p>
2. Improved vocabulary and oral language skills for disadvantaged pupils.	<p>To be in line with non-PP children nationally - 78% of disadvantaged children achieving expected standard in reading at KS2 and 31% greater depth at reading to be above national.</p>



<p>3. Improved number fluency for disadvantaged pupils leading to improved arithmetic and reasoning skills.</p>	<p>To be in line with non-PP children nationally (84%) with PP children achieving expected standard in Maths at KS2 and 31% greater depth at Maths to be above national.</p> <p>Pupils are assessed using Power Maths assessments and inform next steps.</p> <p>Manipulatives are used to enable pupils to contextualise number and use representations and staff have strong subject knowledge in how to use these.</p>
<p>5. All disadvantaged pupils leave Glenbrook as strong writers with joined up and neat handwriting.</p>	<p>To be in line with non-PP children nationally (83%) of disadvantaged children achieving expected standard in writing at KS2 and 24% greater depth at writing to be above national.</p> <p>Teacher assessment of pupils' writing demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers.</p>
<p>4. Improved access to broader life experiences and enrichment activities for disadvantaged pupils.</p>	<p>Internal data analysis demonstrates that disadvantaged pupils are attending enrichment clubs regularly.</p> <p>Internal data analysis demonstrates that all disadvantaged pupils have access to broader life experiences as part of their curriculum.</p>
<p>5. Improved provision for SEMH resulting in improved pupil wellbeing.</p>	<p>Internal and external counselling is available for children and families of all disadvantaged children who require it in addition to a strong nurture provision.</p> <p>SNAP assessments, Leuvan Scales and Wellbeing Compass analysis demonstrates that provisions have impacted positively on pupil wellbeing.</p>
<p>6. Improved attendance for disadvantaged pupils.</p>	<p>Continue to maintain and Improve the attendance of PP children to 5.6% and below (in line with national which is 5.9%) and reduce the number of PA PP children to below</p>



17.6% (national). Reduce the number of fixed term exclusions to below national (1.4%)

Embed an attendance reward scheme.

Attendance for disadvantaged pupils is at least 5.5% each half term. In 2019-20, the figure was 8%



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: £ 97697

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle phonics scheme embedded as part of our whole school reading approach. Purchase of additional reading books (decodable) matching to developing phonic knowledge.</p> <p>This includes professional development, instructional coaching and teacher release time working with expertise.</p>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	1,2 and 4
<p>No hands up and Cold Calling embedded as part of whole school pedagogy.</p>	Teaching WALKTHRU's - Tom Sherrington	2
<p>Develop a Glenbrook Oracy framework and clear strategy mapping out core curriculum vocabulary to promote talk across the school.</p>	https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=Language%20and%20Literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches (+5 months)	2
<p>Reading Plus provision is utilised to effectively narrow the gap in reading and improve reading fluency</p>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	1
<p>Higher ratio of staff in Upper Key Stage 2 to address global gaps in basic skills. This will include small group tuition, team teaching, teacher</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4



release time with a focus on supporting ECTs.		
Embed reading strategies as part of a whole school reading approach. This will include professional development, instructional coaching and teacher release time.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Daily number and fluency practice built into maths lessons: -Fluent in 5 -CLIC -Times Table Rockstars -Ninja Maths	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3
Introduce daily storytime into KS1 and KS2 which includes a minute of demonstration reading. This will include professional development for staff, instructional coaching/mentoring and teacher release time as well as 6 high quality texts for each child throughout the year.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	2

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

Budgeted cost: £ 82940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions with expert support for targeted pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	1



<p>Reading programmes used across the school such as Nessy, Reading Plus and Star Reader.</p>	<p>https://www.nessy.com/uk/research-testimonials/research-evidence/ https://www.readingplus.com/efficacies/ https://doc.renlearn.com/KMNet/R001480701GCFBB9.pdf EEF Language and Literacy: https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=Language%20and%20Literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (+6 months)</p>	<p>1</p>
<p>SEND Speech and Language provision in place for pupils who require it using talking time assessments and provision</p>	<p>Talking time assessments and provision https://www.rcslt.org/speech-and-language-therapy/#:~:text=Speech%20and%20language%20therapy%20promotes,and%20mental%20health%20and%20wellbeing.&text=Communication%20Standards%20(PDF)-.The%20Five%20Good%20Communication%20Standards%20can%20be%20used%20to%20support,the%20professionals%20working%20with%20them.</p>	<p>2</p>
<p>Lowest 20% of readers identified and listened to every day.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	<p>1</p>
<p>Pre / post intervention groups in Literacy and Maths enabling verbal feedback</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback (+7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (+5 months)</p>	<p>1, 3, 4</p>
<p>FFT tutoring programme in Upper Key Stage 2 in Reading to target disadvantaged pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (+5 months)</p>	<p>1</p>



who are working below EXS.		
Use of Repeated Reading Intervention to target disadvantaged pupils who are working below EXS	https://files.eric.ed.gov/fulltext/EJ1254864.pdf	1

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

Budgeted cost: £ 90360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catharsis Counsellor employed to run play therapy sessions.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6
In school counsellor employed to run 1:1 counselling sessions as well as family counselling	https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017	6
A nurture model which provides groups and individual high quality provision. This includes: Counselling, forest school, cooking, brain groups and creative arts therapy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition (+7 months)	6
An enrichment club model which provides groups with high quality provision during lunchtimes and after school. This includes: Cooking, Games Club, Makaton, Gymnastics, Archery, Film Club, Dance Club, Kahoot Club, Philosophy Club, Computing Club and Creative Arts Club	The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and life. PPG/ disadvantaged pupils may have less opportunity to build cultural capital – this in turn impacts on their attainment.	5
Full time Attendance Officer to support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-	7



families with children with low attendance.	learning-toolkit/parental-engagement (+4 months) https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Tips-for-outreach-before-the-first-day-of-school.pdf	
Breakfast club for working and training parents - promoting social mobility and linked to walking bus to promote attendance.	Breakfast club to support behaviour https://www.frontiersin.org/articles/10.3389/fnhum.2013.00425/full	6,7
Uniform subsidy	https://www.sec-ed.co.uk/news/expensive-branded-compulsory-mps-pass-law-targeting-excessive-school-uniform-costs-poverty-disadvantage/	6, 7
Full time safeguarding and welfare lead to support children and families with outreach work including: Fareshare, MHST,	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (+4 months)	6, 7

Total budgeted cost: £ 273557





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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	







Further information (optional)

Current attainment			
	Outcomes at the end of KS2 2020 for PP	Outcomes at the end of KS2 2021 for PP	National outcomes at the end of 2020 for PP
% working at the expected standard of above in reading, writing and maths	EXS - 56% GDS - 11%	EXS - 53% GDS - 3%	EXS Nat PP- 62.5% GDS Nat PP - 9% EXS Nat non PP- 65% GDS Nat Non PP- 11%
% working at the expected standard or above in reading	EXS - 70% GDS - 22%	EXS - 68.75% GDS - 28%	Nat PP EXS - 68.75% Nat PP GDS - 25% EXS Nat non PP- 75% GDS Nat Non PP- 27%
% working at the expected standard or above in writing	EXS - 59% GDS - 11%	EXS- 62.5% GD- 12.5%	Nat PP EXS - 62.5% Nat PP GDS - 15.6% EXS Nat non PP- 79% GDS Nat Non PP- 20%
% working at the expected standard or above in maths	EXS - 70% GDS - 15%	EXS- 68.75% GDS- 12.5%	Nat PP EXS - 68.75% Nat PP GDS - 12.5% EXS Nat non PP- 79% GDS Nat Non PP- 27%

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Impact</i>
A. Attainment in Reading <i>SDP E- Understanding the content and L- Activating Hard thinking.</i>	To be in line with non-PP children nationally - 78% of disadvantaged children achieving expected standard in reading at KS2 and 31% greater depth at reading to be above national.	<p>EYFS</p> <ul style="list-style-type: none"> 69% of all EYFS pupils were on track to achieve the ELG in Reading. National is 77%. 59% of EYFS PP were on track to achieve the ELG in Reading. <p>Year 2 (End of KS1)</p> <p>Context - In 2020, 43% of PP pupils achieved the expected standard at the end of KS1 in reading (PP gap of 13%)</p> <ul style="list-style-type: none"> PP attainment is below PP National (62%) and below non-National PP (72%) <p>Year 6 (End of KS2)</p> <p>Context - In 2020, 71% of PP pupils achieved the expected standard in the KS2 assessments for reading and 25% achieving GDS</p> <ul style="list-style-type: none"> The gap between Glenbrook PP pupils (72%) and non - PP pupils nationally (80%) is below but not significantly so. 2021- Met national PP of 69%.



<p>B. Attainment in Writing</p> <p><i>SDP E- Understanding the content and L- Activating Hard thinking.</i></p>	<p>To be in line with non-PP children nationally (83%) of disadvantaged children achieving expected standard in writing at KS2 and 24% greater depth at writing to be above national.</p>	<p><u>Year 2 (End of KS1)</u></p> <ul style="list-style-type: none"> • PP (58%) pupil attainment is significantly below non PP attainment (68%) • PP attainment is below PP National 2019 (69%) and below non-PP pupils nationally (69%) <p><u>Year 6 (End of KS2)</u></p> <p>Context - In 2020, 59% of PP pupils achieved the expected standard in the KS2 assessments for writing and 11% achieved GDS</p> <ul style="list-style-type: none"> • Glenbrook PP pupils are below National non-PP pupils (83%) <p>2021 data in line with PP national and broadly in line with GDS national.</p>
<p>C. Attainment in Mathematics</p> <p><i>SDP E- Understanding the content and L- Activating Hard thinking.</i></p>	<p>To be in line with non-PP children nationally (84%) of PP children achieving expected standard in Maths at KS2 and 31% greater depth at Maths to be above national.</p>	<p><u>Year 2 (End of KS1)</u></p> <ul style="list-style-type: none"> • PP (54%) pupil attainment is below non PP attainment (59%) but broadly in line • PP attainment is in line with PP National 2018 (53%) but below non-PP pupils nationally (80%) <p><u>Year 6 (End of KS2)</u></p> <p>Context - In 2020, 69% of PP pupils achieved the expected standard in the KS2 assessments for maths and 13% achieved GDS</p> <ul style="list-style-type: none"> • Teacher Assessment 2021 data shows 69% EXS and 13% GDS which is in line with PP pupils nationally. • Glenbrook PP pupils are below National non-PP pupils (79%)

<p>E. Attendance</p> <p><i>SDP C- parental engagement</i></p>	<p>Improve the attendance of PP children and reduce the number of PA PP children.</p>	<table border="1"> <thead> <tr> <th colspan="4">Absence Data</th> </tr> <tr> <th></th> <th>To date 2020 /</th> <th>Last Year</th> <th>2019 - 2020</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pupil Premium 5.9%</td> <td>5.6% (National 5.9%)</td> <td>5.1%</td> <td>5.9% (National 5.2%)</td> </tr> <tr> <td>GIRLS 3.8%</td> <td>3.7% (N 3.8%)</td> <td>4.3%</td> <td>4.6%</td> </tr> <tr> <td>BOYS</td> <td>4.8% (N 4%)</td> <td>4.5%</td> <td>5.1%</td> </tr> <tr> <td>SEND</td> <td>6.8% (N 5.3%)</td> <td>4.3%</td> <td>7.2%</td> </tr> <tr> <td>EAL</td> <td>3.5% (N 3.8%)</td> <td>4.5%</td> <td>5.3%</td> </tr> <tr> <td>PA</td> <td>13.9% (N 8.4%)</td> <td>10.8%</td> <td>12.1%</td> </tr> </tbody> </table>			Absence Data					To date 2020 /	Last Year	2019 - 2020	2021				Pupil Premium 5.9%	5.6% (National 5.9%)	5.1%	5.9% (National 5.2%)	GIRLS 3.8%	3.7% (N 3.8%)	4.3%	4.6%	BOYS	4.8% (N 4%)	4.5%	5.1%	SEND	6.8% (N 5.3%)	4.3%	7.2%	EAL	3.5% (N 3.8%)	4.5%	5.3%	PA	13.9% (N 8.4%)	10.8%	12.1%
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<p>F. Nurture Provision</p> <p><i>SDP P- maximising the opportunity to learn</i></p>	<p>Reduce the number of fixed term exclusions to below national (1.4%)</p>	<p>11 FTE this year. 4 children total 4/396= 1% 4/254= 1.6%</p>																																						