

## The Glebe Primary School, Three Year Pupil Premium Strategy 2019 - 2022

Summary information September 2019- July 2022			
Total number of pupils in September 2019	381	Date created	September 2019
Number of LAC (CIOC) in 2019	3	Date for review	July 2020
Number of pupils eligible for PP in 2019	89 (23.3%)	Annual review and update 1	September 2020 - July 2020
Number of service children in 2019	1	Annual review and update 2	September 2021 - July 2021
PP funding April 2019 - April 2020	£122, 240	Date for Governor review 1	November 2019
		Date for Governor review 2	November 2020
		Date for Governor review 2	November 2021

PP Attainment - July 2019 - End of KS2		
<b>Number of PP children in cohort: 15/48</b>	<b>PP</b>	<b>Non-PP</b>
Combined Reading, Writing and Maths	80%	91%
Reading % at or above expected	87%	94%
Writing % at or above expected	80%	94%
Maths % at or above expected	87%	97%
Attainment - July 2019 - End of KS1		
<b>Number of PP children in cohort: 8/55</b>	<b>PP</b>	<b>Non-PP</b>
Combined Reading, Writing and Maths	50%	81%
Reading % at or above expected	50%	89%
Writing % at or above expected	50%	83%
Maths % at or above expected	50%	89%
Phonics - July 2019		
<b>Number of PP children in cohort: 11/56</b>	<b>PP</b>	<b>Non-PP</b>
Year 1	91%	82%
Year 2 resit (4/7 PP children in cohort)	100%	0%
EYFS GLD - July 2019: 7/53		
<b>Number of PP children in cohort: 7/53</b>	<b>PP</b>	<b>Non-PP</b>
Children meeting GLD or above	86%	72%

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<b>Barriers to learning</b>	
<b>In school barriers:</b>	
Speech and language skills on entry to school	
Communication skills throughout school	
Social skills	
Self-esteem and emotional welfare	
Special needs	
Behaviour	
Aspirations for the future	
<b>Out of school barriers:</b>	
Extra-curricular activities	
Opportunities for life experiences	
Complex home circumstances	
Homework and learning support from home	
Attendance and punctuality	
Appearance/having things needed for school	
<b>Intended Outcomes</b>	<b>Success Criteria</b>
A) To develop speech and language capabilities in EYFS, with a high focus on developing vocabulary.	Measured improvement in speech and language skills upon leaving reception. Children will be using more vocabulary in their speech.
B) To ensure that PP children throughout school have opportunities to develop speaking and listening skills, their confidence and ability to speak aloud, to put their hand up to answer questions and represent themselves effectively.	PP children have increased confidence to communicate effectively in order to meet the needs they will have in the future.
C) Higher attainment for all PP children in Reading, Writing, Maths and CRWM at both KS1 and KS2.	Cohorts of PP pupils make accelerated progress in each key phase in school, in each subject.
D) Where PP children have special needs, funding is allocated to support assessment and to recommend strategies for teachers.	Referrals are made to relevant agencies, such as Education psychologist, specialist teacher, CAMHS, etc.
E) PP children have curriculum and in-school opportunities to develop social skills, e.g. manners, turn taking, spoken vocabulary, eating habits, ability to make friends, work as a team.	Children demonstrate the attributes needed when working both individually and with others.

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F) Children with emotional health and well-being needs are supported.	Children with emotional needs have access to support such as counselling and through the curriculum offered.
G) Where PP children have specific behaviour needs they are supported in school.	Children's time in school is supported to ensure they fulfil their maximum potential including through having 1:1 support, small group sessions and personalised learning.
H) All children have opportunity to learn about a wide variety of careers and life opportunities through the curriculum.	The PSHE curriculum and themed weeks such as 'Aspirations week' extend the knowledge about possibilities for our pupils in the future.
I) Children have the opportunity to attend at least one after school club.	Registers track PP children that attend clubs and parents are engaged where children do not attend. PP clubs are made available to children at no/low costs.
J) Children are offered a wide range of extra-curricular opportunities.	Consideration is given to children's life experiences and trips consider developing children's life experiences. Children throughout the school complete 50 things to do before you leave The Glebe.
K) Where there are complex home circumstances, children have the support that they need.	Children are supported on an individual basis, including through in school facilities such as breakfast club and Stay to Play. Families are supported through relevant agency support if needed.
L) Pupils are well supported at home due to greater understanding by parents about ways to help their child learn.	A wide range of in school information events for parents are held, including in EYFS, KS1 and KS2. Work through the LPPA supports parents. School offers homework club for KS2 pupils.
M) PP children have the best possible attendance and are punctual at school.	Children will be here on time and ready to learn every day.
N) Children have good presentation and the things that they need for school.	Parents will be offered support with uniform and school requirements if needed.

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Review of Expenditure 2018-2019				
Action	Intended Outcome	Estimated impact	Evaluation	Cost
To develop speech and language in EYFS, with a high focus on developing vocabulary.	Measured improvement in speech and language skills upon leaving reception. Children will be using more vocabulary in their speech.	Children's levels of attainment in Early Learning Goals 1-3 (Listening and Attention, Understanding and Speaking) increased.	ELG 1 L&A- 87% of cohort ELG 2 U - 94% of cohort ELG 3 Sp- 92% of cohort  100% of PP children achieved goals.	Extra resources for EYFS £1000
To raise attainment in all areas.	Cohorts of PP pupils make accelerated progress in each key phase in school, in each subject.	PP children received intervention when required in all areas of the curriculum, by class teacher and teaching assistants, either in small groups or as 1:1 intervention. Also supported non PP children.	Close monitoring of children's progress identified specific areas on which to focus.	Teaching Assistants - £70,000 SAT revision books and resources £1000 Extra photocopying for individualised work £1000 Reading books £2000 Power Maths teaching resources £5000 On-line teaching and learning resources £700
To continue to remove all gaps in all subjects, for SEND pupils	Referrals are made to relevant agencies, such as Education psychologist, specialist teacher, CAMHS, etc.	Children on the Special needs register accessed external support which offered strategies for teaching to individual needs.	Children on PP and SEND registers closely monitored to ensure identification of needs and access to services needed. 17 PP chn are on the SEND register with agency involvement from SALT, Paediatrician, MAAT, EP, CAMHS and Specialist teacher service.	Specialist SEND equipment £300 Educational Psychology service £5000 Speech and language £5000
PP children have the best possible attendance and are punctual at school.	Children will be here on time and ready to learn every day.	Academic year 2018-2019, opening the gate early 10 minutes early improved punctuality,	PP chn Sept 2018 - May 2019 R- 92% Y1 - 94% Y2 - 96% Y3 - 97%	£0

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		magic breakfast introduced. Meet and greet by Head and DHT. Rigorous attendance procedures supported safeguarding.	Y4 - 94% Y5 - 95% Y6 - 93%	
To enable disadvantaged pupils to access all areas of the curriculum that could incur a cost.	All children will have access to opportunities irrelevant of costs.	Children on PP register closely monitored to ensure participation in full curriculum and school events. Children not attending clubs discussed with parents.	Trips discounted for PP children.	Guitar lessons - £600 Year 6 residential - £600 Respond to individual needs throughout the year £8,802 Weekly Music and singing workshops £6762
Support for mental Health and Well-being.	Children with emotional health needs are supported.	Children with emotional needs had access to support such as counselling and through the curriculum offered.	4 PP and SEND children have accessed counselling service PP children given free access to breakfast club and stay to play when needed.	Counselling £5,000 Contribution to the sports apprentice £5000 Free breakfast club and after school provision £5000 Breakfast club assistant £2126 Free fruit for KS2 children £2,400 Provision of free uniform £250
			<b>Total Cost</b>	£127, 540
			<b>Remaining Expenditure</b>	£0

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Planned Expenditure 2019-2020					
Action	Intended Outcome	Evidence and rationale	Implementation	Staff	Expected Cost/Review
A - To develop speech and language capabilities in EYFS, with a high focus on developing vocabulary.	Measured improvement in speech and language skills upon leaving reception. Children will be using more vocabulary in their speech.	EEF - Communication and language approaches delivered by staff deliver high impact up to 6 months for low cost. Children on entry presenting with poor speech and language skills.	Specific interventions: Blast, I Can, Action Words, Daily phonics, environment support, adult modelling, recasting, reading and Literacy sessions, guided work.	J Armstrong EYFS staff	£2000  Review: April 2020
B - To ensure that PP children throughout school have opportunities to develop speaking and listening skills, their confidence and ability to speak aloud, to put their hand up to answer questions and represent themselves effectively.	PP children have increased confidence to communicate effectively in order to meet the needs they will have in the future.	Collaborative learning strategies used to develop confidence, clear feedback given about speaking and listening and individualised instructions used to support less confident pupils. Encouraging pupils to think about their own learning is also an effective strategy. - EEF moderate to high impact.	Range of opportunities and strategies to develop speaking and listening through class work, class assemblies, annual performance, pupil voice groups, etc.	J Lewis Class Teachers	£500  Review: Termly
C- Higher attainment for all PP children in Reading, Writing, Maths and CRWM at both KS1 and KS2.	Cohorts of PP pupils make accelerated progress in each key phase in school, in each subject.	Children receive clear feedback and intervention when required in all areas of the curriculum, by class teacher and teaching assistants, either in small groups or as 1:1 intervention. Close monitoring of children's progress identified specific areas on which to focus. Children of all abilities to have challenging work.	Differentiated work, intervention groups, variety of teaching strategies and resources.	Leadership Team Class Teachers Teaching Assistants	Teaching Assistants - £70,000 SAT revision books and resources £1000 Extra photocopying for individualised work £1000 Reading and spelling books for boys £2500 Power Maths teaching resources £5500

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					On-line teaching and learning resources £700 Review: July 2020
D- Where PP children have special needs, funding is allocated to support assessment and to recommend strategies for teachers.	Referrals are made to relevant agencies, such as Education psychologist, specialist teacher, CAMHS, etc.	Teachers are supported with a range of strategies and understanding of individual needs.	Teaching is adapted and planned to address recommendations and resources are purchased and adapted to benefit children.	Leadership Team Class Teachers Teaching Assistants	£5000.  Review: July 2020
E- PP children have curriculum and in-school opportunities to develop social skills, e.g. manners, turn taking, spoken vocabulary, eating habits, ability to make friends, work as a team.	Children demonstrate the attributes needed when working both individually and with others.	EEF - attitudes, skills and behaviours - such as self-control, confidence, and social skills are thought to underpin success in school and beyond.	PSHE curriculum, group work, RRSA, lunchtime rules, attending events.	Leadership Team Class Teachers Teaching Assistants, Lunchtime staff	£500  Review: termly
F - Children with emotional health and well-being needs are supported.	Children with emotional needs have access to support such as counselling and through the curriculum offered.	Children are supported with a range of strategies. Children are more ready to learn.	A whole-school framework that ensures effective practice and provision, and promotion of emotional wellbeing and mental health.	L Callaghan Class teachers	Alliance counselling KD Therapy Well-being curriculum resources £5000  Review: as needed
G - Where PP children have specific behaviour needs they are supported in school.	Children's time in school is supported to ensure they fulfil their maximum potential	EEF - attitudes, skills and behaviours - such as self-control, confidence, and social skills are thought to underpin success in school and beyond.	Including 1:1 support, small group sessions and personalised learning.	SENDCO Miss Walsh Leadership Team	Alliance counselling KD Therapy As above  Review: as needed

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			Behaviour policy, RRSA, School Support Plans, PSHE Curriculum	Class Teachers Teaching Assistants, Lunchtime staff	
H - All children have opportunity to learn about a wide variety or careers and life opportunities through the curriculum.	The PSHE curriculum and themed weeks such as 'Aspirations week' extend the knowledge about possibilities for our pupils in the future.	Impact may not be evidenced until the future. Part of building cultural capital for our pupils.	Interventions focussed on teaching practise and extra-curricular activities. PSHE curriculum.	Miss Walsh, Class Teachers Teaching Assistants	£300  Review: July 2020
I - Children have the opportunity to attend at least one school club.	Registers track PP children that attend clubs and parents are engaged where children do not attend. PP clubs are made available to children at no/low costs.	Sport can improve mental health, confidence, social skills and resilience, which can then affect attainment and well-being. Opportunities to be part of a group.	Gardening Club, Multi-sports, girls and boys football, running club, dance, boot camp, film club, school council, Eco Warriors, RRSA champions	Mr Davis Key staff External providers	Sports premium funding.  Review: Termly
J - Children are offered a wide range of extra-curricular opportunities.	Consideration is given to children's life experiences and trips consider developing children's life experiences. Children throughout the school complete 50 things to do before you leave The Glebe.	We want all children to have the opportunity to try out extra-curricular activities and to celebrate their achievements.	25 things to do before you leave EYFS 50 things to do before you leave The Glebe. Payment towards trips and visits. Visitors in school	Leadership Team Class Teachers Teaching Assistants	£3000 Guitar lessons - £600 Year 6 residential - £600 Respond to individual needs throughout the year £8,802 Weekly Music and singing workshops £6762  Review: Termly

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K - Where there are complex home circumstances, children have the support that they need.	Children are supported on an individual basis.	Working in partnership with parents and carers is essential.	Breakfast club and Stay to Play. Families are supported through relevant agency support if needed.	Leadership Team Class Teachers Teaching Assistants	Free breakfast club and after school provision £5000 Breakfast club assistant £2126 Review: Termly
L - Pupils are well supported at home due to greater understanding by parents about ways to help their child learn.	A wide range of in school information events for parents are held, including in EYFS, KS1 and KS2.	Working in partnership with parents and carers is essential.	LPPA work, Parents sessions Homework club for KS2 pupils.	Leadership Team	£500  Review: Termly
M - PP children have the best possible attendance and are punctual at school.	Children will be here on time and ready to learn every day.	Attendance at school is of paramount importance. Punctuality is a life skill.	Opening the gate early by 10 minutes, magic breakfast bagels, meet and greet by Head and DHT. Rigorous attendance procedures supported safeguarding.	Leadership Team Class Teachers Teaching Assistants	£0  Review: Weekly
N - Children have good presentation and the things that they need for school.	Parents will be offered support with uniform and school requirements if needed.	To support learning and well-being of the child.	Provision of free uniform and equipment	Leadership Team Class Teachers Teaching Assistants	Provision of free uniform £850  Review: Termly and as and when needed
<b>Total Expected Cost:</b>					<b>£122,240</b>

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Review of Expenditure 2019-2020				
Action	Intended Outcome	Estimated impact	Evaluation	Cost
A - To develop speech and language capabilities in EYFS, with a high focus on developing vocabulary.	Measured improvement in speech and language skills upon leaving reception. Children will be using more vocabulary in their speech.	EYFS environments have improved resources related to Speech and Language. Modelling by teachers and strong focus in curriculum lessons.	Specific interventions in place: Blast, I Can, Action Words, Daily phonics, environment support, adult modelling, recasting, reading and Literacy sessions, guided work.  To consider intervention programmes - Nellie. Continue as a focus due to partial school closures.	£2000 including supply teaching costs.
B - To ensure that PP children throughout school have opportunities to develop speaking and listening skills, their confidence and ability to speak aloud, to put their hand up to answer questions and represent themselves effectively.	PP children have increased confidence to communicate effectively in order to meet the needs they will have in the future.	Range of opportunities and strategies to develop speaking and listening through class work, class assemblies, annual performance, pupil voice groups, in Autumn Term.	Planned for including in PSHE curriculum, group work, RRSA linked work. Pupil premium children chosen to represent class. Continue as a focus due to partial school closures.	£500 - focused on Reception, Y1 and Y6 children back in school.
C- Higher attainment for all PP children in Reading, Writing, Maths and CRWM at both KS1 and KS2.	Cohorts of PP pupils make accelerated progress in each key phase in school, in each subject.	High expectations set for all children from September 2019- March 2020.	'Good' OFSTED inspection 2019 confirmed leadership views. No formal assessment of children due to partial school closures March to July 2020.	Teaching Assistants - £70,000 SAT revision books and resources £1000 Extra photocopying for individualised work £1000 Reading and spelling books for boys £2500

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				Power Maths teaching resources £5500
D- Where PP children have special needs, funding is allocated to support assessment and to recommend strategies for teachers.	Referrals are made to relevant agencies, such as Education psychologist, specialist teacher, CAMHS, etc.	Children accessing external agencies until March 2020.	To ensure children who are PP and SEND access to education that meets their needs upon return to school in September 2020. To ensure that teachers are equipped to meet the needs of children.	£5000.
E- PP children have curriculum and in-school opportunities to develop social skills, e.g. manners, turn taking, spoken vocabulary, eating habits, ability to make friends, work as a team.	Children demonstrate the attributes needed when working both individually and with others.	Range of opportunities and strategies to develop social skills provided until March 2020.	New PSHE curriculum to be introduced September 2020.	£500
F - Children with emotional health and well-being needs are supported.	Children with emotional needs have access to support such as counselling and through the curriculum offered.	Whole school focus on mental health and well-being. Training for staff. Focus for remote learning between March and July.	New PSHE curriculum to be introduced September 2020.	Additional Counselling with Julie Malcolm KD Therapy Well-being curriculum resources £5000
G - Where PP children have specific behaviour needs they are supported in school.	Children's time in school is supported to ensure they fulfil their maximum potential	One to one support staff in place for specific behaviour management.	To employ additional support staff in September 2020 to meet the needs of PP children.	Additional Counselling with Julie KD Therapy As above Teaching Assistants
H - All children have opportunity to learn about a wide variety of	The PSHE curriculum and themed weeks such as 'Aspirations week' extend the	Careers education part of curriculum.	New PSHE curriculum to be introduced September 2020. Resources purchased	£300

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careers and life opportunities through the curriculum.	knowledge about possibilities for our pupils in the future.			
I - Children have the opportunity to attend at least one school club.	Registers track PP children that attend clubs and parents are engaged where children do not attend. PP clubs are made available to children at no/low costs.	Opportunities for PP children provided September 2019-March 2020.	Due to staffing constraints, social distancing and bubbles this will be reviewed as and when able we are to provide this. Breakfast club open daily.	£0
J - Children are offered a wide range of extra-curricular opportunities.	Consideration is given to children's life experiences and trips consider developing children's life experiences. Children throughout the school complete 50 things to do before you leave The Glebe.	Opportunities for PP children provided September 2019-March 2020.	Due to staffing constraints, social distancing and bubbles this will be reviewed as and when able we are to provide this.	£3000 - carried over to Autumn 2020. Guitar lessons - £600 Respond to individual needs throughout the year £8,802 Weekly Music and singing workshops £6762
K - Where there are complex home circumstances, children have the support that they need.	Children are supported on an individual basis.	Breakfast club and Stay to Play September to March. Families are supported through relevant agency support if needed.	Vulnerable children contacted regularly from March to July and offered place in school.	Free breakfast club and after school provision £5000 until March 2020. Including breakfast club assistant Review: Termly
L - Pupils are well supported at home due to greater understanding by parents about ways to help their child learn.	A wide range of in school information events for parents are held, including in EYFS, KS1 and KS2.	LPPA work, Parents sessions Homework club for KS2 pupils.	On-line learning catered for needs of children. Packs organised for parents including resources such as pencils and books etc.	£500

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M - PP children have the best possible attendance and are punctual at school.	Children will be here on time and ready to learn every day.	Opening the gate early by 10 minutes, magic breakfast bagels, meet and greet by Head and DHT. Rigorous attendance procedures supported safeguarding.	Fruit for all September to March.	£500
N - Children have good presentation and the things that they need for school.	Parents will be offered support with uniform and school requirements if needed.	Provision of free uniform and equipment	As and when needed on individual basus.	Provision of free uniform £350
<b>Total Cost</b>				£119,240
<b>Remaining Expenditure</b>				£3000

### Planned Expenditure 2020-2021

Action	Intended Outcome	Evidence and rationale	Implementation	Staff	Expected Cost/Review
A - To develop speech and language capabilities in EYFS, with a high focus on developing vocabulary.	Measured improvement in speech and language skills upon leaving reception. Children will be using more vocabulary in their speech.	EEF - Communication and language approaches delivered by staff deliver high impact up to 6 months for low cost. Children on entry presenting with poor speech and language skills.	Specific interventions: Blast, I Can, Action Words, Daily phonics, environment support, adult modelling, recasting, reading and Literacy sessions, guided work.	J Armstrong EYFS staff	£2000  Review: April 2021
B - To ensure that PP children throughout school have opportunities to develop speaking and listening skills, their confidence and ability to speak aloud, to put	PP children have increased confidence to communicate effectively in order to meet the needs they will have in the future.	Collaborative learning strategies used to develop confidence, clear feedback given about speaking and listening and individualised instructions used to support less confident pupils. Encouraging pupils to think about their own learning is also an effective	Range of opportunities and strategies to develop speaking and listening through class work, class assemblies, annual performance, pupil voice groups, etc.	J Lewis Class Teachers	£500  Review: Termly

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their hand up to answer questions and represent themselves effectively.		strategy. - EEF moderate to high impact.			
C- Higher attainment for all PP children in Reading, Writing, Maths and CRWM at both KS1 and KS2.	Cohorts of PP pupils make accelerated progress in each key phase in school, in each subject.	Children receive clear feedback and intervention when required in all areas of the curriculum, by class teacher and teaching assistants, either in small groups or as 1:1 intervention. Close monitoring of children's progress identified specific areas on which to focus. Children of all abilities to have challenging work.	Differentiated work, intervention groups, variety of teaching strategies and resources.	Leadership Team Class Teachers Teaching Assistants	Teaching Assistants - £70,000 SAT revision books and resources £1000 Extra photocopying for individualised work £1000 Reading and spelling books for boys £2500 Power Maths teaching resources £5500 On-line teaching and learning resources £700 Review: July 2021
D- Where PP children have special needs, funding is allocated to support assessment and to recommend strategies for teachers.	Referrals are made to relevant agencies, such as Education psychologist, specialist teacher, CAMHS, etc.	Teachers are supported with a range of strategies and understanding of individual needs.	Teaching is adapted and planned to address recommendations and resources are purchased and adapted to benefit children.	Leadership Team Class Teachers Teaching Assistants	£5000.  Review: July 2021
E- PP children have curriculum and in-school opportunities to develop social skills, e.g. manners, turn taking, spoken vocabulary, eating habits, ability to	Children demonstrate the attributes needed when working both individually and with others.	EEF - attitudes, skills and behaviours - such as self-control, confidence, and social skills are thought to underpin success in school and beyond.	PSHE curriculum, group work, RRSA, lunchtime rules, attending events.	Leadership Team Class Teachers Teaching Assistants, Lunchtime staff	£500  Review: termly

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make friends, work as a team.					
F - Children with emotional health and well-being needs are supported.	Children with emotional needs have access to support such as counselling and through the curriculum offered.	Children are supported with a range of strategies. Children are more ready to learn.	A whole-school framework that ensures effective practice and provision, and promotion of emotional wellbeing and mental health.	L Callaghan Class teachers	Alliance counselling KD Therapy Well-being curriculum resources £5000  Review: as needed
G - Where PP children have specific behaviour needs they are supported in school.	Children's time in school is supported to ensure they fulfil their maximum potential	EEF - attitudes, skills and behaviours - such as self-control, confidence, and social skills are thought to underpin success in school and beyond.	Including 1:1 support, small group sessions and personalised learning. Behaviour policy, RRSA, School Support Plans, PSHE Curriculum	SENDCO Miss Walsh Leadership Team Class Teachers Teaching Assistants, Lunchtime staff	Alliance counselling KD Therapy As above  Review: as needed
H - All children have opportunity to learn about a wide variety or careers and life opportunities through the curriculum.	The PSHE curriculum and themed weeks such as 'Aspirations week' extend the knowledge about possibilities for our pupils in the future.	Impact may not be evidenced until the future. Part of building cultural capital for our pupils.	Interventions focussed on teaching practise and extra-curricular activities. PSHE curriculum.	Miss Walsh, Class Teachers Teaching Assistants	£300  Review: July 2021
I - Children have the opportunity to attend at least one school club.	Registers track PP children that attend clubs and parents are engaged where children do not attend. PP clubs are made	Sport can improve mental health, confidence, social skills and resilience, which can then affect attainment and well-being. Opportunities to be part of a group.	Gardening Club, Multi-sports, girls and boys football, running club, dance, boot camp, film club, school council, Eco Warriors, RRSA champions	Mr Davis Key staff External providers	Sports premium funding.  Review: Termly

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	available to children at no/low costs.				
J - Children are offered a wide range of extra-curricular opportunities.	Consideration is given to children's life experiences and trips consider developing children's life experiences. Children throughout the school complete 50 things to do before you leave The Glebe.	We want all children to have the opportunity to try out extra-curricular activities and to celebrate their achievements.	25 things to do before you leave EYFS 50 things to do before you leave The Glebe. Payment towards trips and visits. Visitors in school	Leadership Team Class Teachers Teaching Assistants	£3000 Guitar lessons - £600 Year 6 residential - £600 Respond to individual needs throughout the year £8,802 Weekly Music and singing workshops £6762  Review: Termly
K - Where there are complex home circumstances, children have the support that they need.	Children are supported on an individual basis.	Working in partnership with parents and carers is essential.	Breakfast club and Stay to Play. Families are supported through relevant agency support if needed.	Leadership Team Class Teachers Teaching Assistants	Free breakfast club and after school provision £5000 Breakfast club assistant £2126 Review: Termly
L - Pupils are well supported at home due to greater understanding by parents about ways to help their child learn.	A wide range of in school information events for parents are held, including in EYFS, KS1 and KS2.	Working in partnership with parents and carers is essential.	LPPA work, Parents sessions Homework club for KS2 pupils.	Leadership Team	£500  Review: Termly
M - PP children have the best possible attendance and are punctual at school.	Children will be here on time and ready to learn every day.	Attendance at school is of paramount importance. Punctuality is a life skill.	Opening the gate early by 10 minutes, magic breakfast bagels, meet and greet by Head and DHT. Rigorous	Leadership Team Class Teachers Teaching Assistants	£500  Review: Weekly

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			attendance procedures supported safeguarding.		
N - Children have good presentation and the things that they need for school.	Parents will be offered support with uniform and school requirements if needed.	To support learning and well-being of the child.	Provision of free uniform and equipment	Leadership Team Class Teachers Teaching Assistants	Provision of free uniform £350  Review: Termly and as and when needed
<b>Total Expected Cost:</b>					