

Glebe Primary School Pupil Premium Strategy Statement 2024 to 2025

School overview

Detail	Data
School name	Glebe Primary School Academy
Number of pupils in school	514 (Sept 2024 pupil no)
Proportion (%) of pupil premium eligible pupils	99 99/503=19.6% (Sept fig)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 of 3 years, 2024-27
Date this statement was published	September 2024
Date on which it will be reviewed	Summer Term 2025
Statement authorised by	Headteacher, Mrs. K Crutchfield
Pupil premium lead	Inclusion Leader and Assistant Headteacher: Miss. Clare Jackson
Governor / Trustee lead	HP Governor, Mrs. C Tickner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	142,590
Recovery premium funding allocation this academic year	12,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0.00
PP/FSM/Ever 6	72,578.40
Total budget for this academic year	227,613.40

Part A: Pupil premium strategy plan

Statement of intent

At Glebe Primary School, the Pupil Premium funding will be spent to close the learning gap for all children receiving the fund.

We shall be using the Pupil Premium to improve both outcomes and progress at the end of Key Stages and work towards closing the attainment gaps. We strive towards building curriculum equity, reviewing our intervention package and tailoring provision to the needs of the individual learner. This year, we are also closely focusing on supporting good attendance at school and on carefully analysing the needs of learners so that we can help them make the very best progress.

As a school we work on these principles of intent:

Every child will regularly attend school

Every child will leave the school a fluent reader.

Every child will leave the school numerate.

Every child will leave the school having had a wealth of Valued Experiences.

Every child will leave the school with a Positive Mindset

Challenges

Challenge number	Detail of challenge
1	A high proportion (38%) of children who receive the PP Fund also have additional special needs. Some disadvantaged pupils also have SEND, P/LAC OR CIN/CP need.

2	Poor school attendance and lateness are key challenge factors regarding poor learning progress for some children receiving this fund.
3	Bridging the learning gap of those children in KS2 who are significantly behind.
4	Parent engagement within the pupil premium community can be lower than that of their peers. Pupil premium children do not have the same cultural capital as their peers and need this gap to be met.
5	Poor on-entry speech and language and literacy skills in YR and ensuring the learning gap is bridged as early as possible.

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
Provide additional educational support to raise the achievement of our pupils in receipt of Pupil Premium and narrow the gap between the educational achievement of these pupils and their peers.	Across the school, children will be on track or closer to achieving age related expectations in Reading, Writing and Maths. At the end of KS2, the gap between PP and non PP will be no more than 10%. This is our ambitious target.
To ensure disadvantaged pupils with additional special needs are supported so that they make at least expected progress from starting points in, reading, writing and mathematics.	Enhanced emotional support means incidences of extreme behaviour is lessened. Greater focus in lessons due to emotional regulation support. Outcomes improve.
Address underlying inequalities, as far as possible, between these pupils and others. To ensure equality and inclusion for all pupils to all school activities and provide these children with additional enrichment opportunities and experiences to strengthen their life experiences.	That 'Valued Experiences' (a strand of our curriculum offer) are evident in every year group and pupils can reflect on the experiences in conversation. To consolidate successes of Forest School provision for these children in year 2 in terms of developing: self-belief, knowledge and understanding of the world, social skills and independence.

Increase family engagement with school for the children identified as PP.	All PP parents will attend Parents Pupil Progress Meetings in Autumn and Spring terms. These parents will attend workshops in school to support their child with key learning.
Continue to raise the profile of Pupil Premium groups across the whole school and ensure staff have an understanding of the impact of different vulnerability on groups and individuals.	Teachers are more aware of own data and more clearly focused identification of individual need for all disadvantaged pupils at the earliest point in their learning journey. The school tracks and addresses late attendance at school and poor attendance. Support provided will be regularly reviewed.

Activity in this academic year 2024 to 2025

This details how we intend to spend our pupil premium **this academic year 2024 to 2025** to address the challenges listed above.

Teaching (for example, continued professional development and training of staff)

Budgeted cost: £55,156

Activity	Evidence that supports this approach	Review notes
Quality first teaching-teaching budgeted costs	The National Strategies suggest the key to success with all learning is quality first teaching. All children should be exposed to highly focused and engaging lessons and efforts made to ensure PP children fully participating through the use of a range of strategies.	
Robust tracking and monitoring of PP academically and for EHW.	Greater emphasis on vulnerable group tracking and monitoring throughout the school will ensure no child is left behind and all member of staff are aware of the PP children. Children should have priority in intervention groups to ensure maximum access to learning opportunities to reduce barriers. Priority in pupil progress meetings to discuss the individual.	.

	Trackers will be used termly to ensure these children provision and support is being regularly reviewed.	
Additional teaching assistants employed in lower KS2.	We see our learning support team as integral to the quality first teaching provided by the school. They provide intervention which supports groups of children access the learning in class.	
Phonics: RWI phonics training to ensure consistency raise the attainment YR/KS1	The Education Endowment Foundation explains Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
Communication and language support for the youngest pupils.	The Education Endowment: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language, their expressive vocabulary and their early reading. On average, children who are in involved in communication and language approaches make approx. six months additional progress across the year.	

Targeted academic support

Budgeted cost: £33,743

Activity	Evidence that supports this approach	Review notes
Deployment of teaching assistants across the school to support with RWI. Targeted RWI tutoring/pinny time to support those who are not on track.	Both decoding and comprehension skills are necessary for confident and competent reading. It is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.	
Revision support and materials for Y6 children.	National data shows that PP children perform below their counterparts in end of key stage assessments. The school is providing revision materials and tutoring for these pupils.	

Early reading workshops for parents/carers	The Education Endowment Foundation (EEF) suggests parental engagement is fundamental to improving children's communication, language, and literacy. Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,693

Activity	Evidence that supports this approach	Review notes
Salaries of Haven Team including DSL/ Pastoral Leader, specialist behaviour TA and key supporting staff for Haven Room at early morning, break and lunchtimes	Enhanced emotional support means incidences of extreme behaviour is lessened LAC children feel settled and supported in school Greater focus in lessons due to emotional regulation support.	
Supporting all children to be able to engage in school activities and extra-curricular opportunities.	Supporting children with assistance so that they can have equal access to school trips/swimming and additional activities. Taking part in additional activities has been shown to improve mental health, concentration and reduce stress.	
Forest school provision as an enrichment activity.	The Education Endowment Foundation (EEF) explains that outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	

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 2023 to 2024 academic year.

Aim 1: Provide additional educational support to raise the achievement of our pupils in receipt of Pupil Premium and narrow the gap between the educational achievement of these pupils and their peers.

Ofsted Feb 2023: Tracking of children's progress was described as 'forensic' and highly effective. The leader of provision (HP leader) was praised for her diligence and the school was praised for our 'shared responsibility' approach. This has been sustained.

Interventions and extra support for this group of children has been well planned and effective particularly with speech and language groups in YR, phonics catch up in KS1 and reading and times tables catch up in lower KS2.

Like most schools nationally, the school is still seeing the impact of the Covid 19 pandemic on disadvantaged children's progress due to gaps from past lost learning. We have good evidence of small steps progress however across the school and we are gradually closing the gap.

Influences like repeated absence due to illness have been a significant factor for this group of children since the pandemic also. For a very small group of children, poor attendance and poor punctuality have been factors in missed learning since the pandemic also. The school has good systems in place to support improved punctuality and attendance, as also noted by Ofsted.

38% of those on the PP Register also have recognised additional special needs which is a significant factor in our planned provision and the support received in class and in small intervention groupings across the school.

Aim 2: To ensure disadvantaged pupils with additional special needs are supported so that they make at least expected progress from starting points in, reading, writing and mathematics.

A focus on supporting those who receive the fund has been a high priority in all of our staff training and a focus for subject leaders and all phase leaders. During Ofsted (Feb 2023) the inspectors fed back that there was good understanding of the provision made and evident progress for this group of children. During 2023 to 2024 this evidence has sustained.

Aim 3: Address underlying inequalities, as far as possible, between these pupils and others.

Tracking and monitoring in place to ensure PP children are having their individual needs met. Tracking document created to monitor wider curriculum provision e.g lunchtime clubs/after school clubs.

Aim 4: To ensure equality and inclusion for all pupils to all school activities and provide these children with additional enrichment opportunities and experiences to strengthen their life experiences.

The school aims to keep costs down for all parents and carers. School trips in school time are subsidised for all and the PTA raise money to assist with the cost of trips. We ensure that uniform is not expensive and that non branded options and pre-loved sales are part of what we offer. The PTA are aware of costs when they offer events also. We aim for cheap trips which everyone can afford or pay for over longer periods of time.

Valued experiences are an embedded school practice and children experience a wide variety of experiences throughout their time at Glebe Forest School for all PP children has been well received and we have seen good progress from this provision regarding social, behavioural, emotional and mental health need.

Aim 5: Increase family engagement with school for the children identified as PP.

The Haven team have supported groups of parents to ensure their children are regularly coming to school and having their needs met. This is very much bespoke support, tailored for each family in need. We also have the usual cycle of parent meetings, topic share evenings and report giving which all children receive.

Aim 5: Continue to raise the profile of Pupil Premium groups across the whole school and ensure staff have an understanding of the impact of different vulnerability on groups and individuals.

Tracking document now embedded, which allows class teachers to be involved in tracking PP progress alongside attendance and termly interventions.

Monitoring procedures at the school:

- The school has a designated Assistant Headteacher (CJ) who monitors this plan regularly through learning walks, book looks and by carrying out pupil interviews. She reports to the Senior Leadership Team and the Governing Body.
- Data on pupil progress is gathered and analysed in a systematic way throughout the year.
- CJ keeps a log of intervention and provision for children using her 'HP Register'. This is updated with class teachers regularly.
- The Headteacher offers support and guidance to CJ and her duties are monitored regularly. Governors have designated governors who also oversee this work and they feedback to all governors and the Academy Trust