

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Glebe Primary School
Number of pupils in school	652
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	January 2022
Date on which it will be reviewed	December 2022
Statement authorised by Head Teacher	Melanie Penney
Pupil premium lead	Tofsira Islam
Governor lead	Jennifer Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180.00
Recovery premium funding allocation this academic year	£3,250.00
School-led Tutoring	£3,072.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£65,502.00

Part A: Pupil premium strategy plan

Statement of intent

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally. We believe that all children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition to the next stage of their education.

Quality first teaching is at the heart of what we do. We believe that lessons should inspire children and allow them to develop skills to become independent thinkers and learners. It is evident that effective teaching is essential to achieving the best outcomes for pupils, in particular the disadvantaged pupils.

Our ultimate objectives are:

- To raise attainment of disadvantaged pupils by ensuring that progress is in line with that of their peers.
- To ensure disadvantaged pupils are moving towards the national age related standard.
- To support our pupil's wellbeing to enable to access learning opportunities.

We aim to achieve these objectives through:

- Providing quality first teaching within the classroom which meet the needs of the pupils.
- Providing small group work with an experienced teacher focusing on overcoming gaps and extending learning.
- Daily reading opportunities with Learning Support Assistants.
- School will subsidise places on school trips if required. Parents and school to work in partnership to ensure that financial constraints do not negatively impact of the pupils' access to trips and wider school experiences.
- Extracurricular cubs with specialist PSD staff to enable children to develop their fitness and stamina.
- Ensuring that appropriate provision and emotional support is provided to pupils such as Pastoral Support.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing attainment gap across reading, writing and maths.
2	Inconsistent motivation and engagement in lessons in some pupils leading to a lack of perseverance in tasks.
3	Social, emotional and mental health.
4	Lack of confidence of parents in supporting their children effectively with school work at home.
5	Financial constraints at home reducing the opportunities for wider experiences.

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
To increase pupils' motivation and engagement in all lessons through regular pupil conferences to gather information about interests – pupils to feed suggestions of topics into planning.	Pupils will be fully engaged in all lessons and feel that pupil voice is being heard and they have some say over their learning.
Teachers to adopt a supportive learning environment for pupils to avoid passive learning in class. Teachers to be highly aware of who is PP within the class and question those pupils during whole class input.	Pupils to be readily engaged and participating actively in all lessons (as evidenced in observations and teacher feedback at Pupil Progress Meetings).
Teachers to liaise with SENDCo and Lead ToD to ensure that the needs of the PP pupils who also have SEND are effectively supported, their work is matched to their needs and expectations of progress remain high.	PP pupils with SEN have the same opportunities as those without SEN and that their additional barriers to learning are noted and addressed. INCAS data to evidence progress annually in age equivalent scores.
Develop the confidence of parents/carers to support their children at home and ensure that they feel able to approach	Parents feel confident in supporting their children and are able ask for advice and seek guidance from staff confidently.

school for advice and guidance (both academic and social/emotional).	
Parents and school to work in partnership to ensure that financial constraints do not negatively impact of the pupils' access to trips and wider school experiences.	Parents feel comfortable and supported when speaking to school staff about financial issues and being assured that this will not affect their child participating in wider school life.
To deliver tailored tuition to small groups led by an experienced teacher. Class teachers will provide lead teacher with individualised targets for the students in order to address gaps in learning.	The gap between PP pupils and non-PP pupils at the expected standard will be reduced (as evidenced in data).
To deliver physical activity sessions in order to boost social, emotional and mental wellbeing as well as developing muscle and bone strength, increasing concentration and educational performance and learning.	Pupils to engage in physical activities to boost their physical fitness and stamina as well as developing their emotional wellbeing.

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: **£44,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deliver bespoke tuition to our PP children in line with their individual targets.</p> <p>Further develop and embed a range of targeted and universal interventions with a focus on reading, writing and maths.</p> <p>We aim to deliver bespoke intervention using 1:1 precision teaching and targeted questioning, using information from our on-going assessments and gap analysis.</p>	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p> <p>Furthermore, the EEF have stated that focused teaching is an effective way of providing support to lower attaining learners.</p> <p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>Identify those disadvantaged pupils that are under performing enables us to provide targeted support in order to accelerate progress.</p>	<p>1, 2</p>
<p>To increase pupils' motivation and engagement in all lessons through regular pupil conferences to gather information about interests – pupils to feed suggestions of topics into planning.</p>	<p>Pupil interviews gauge interests which will be fed into planning.</p> <p>The more pupils are engaged in their learning and enjoying school, the better their outcomes will be.</p>	<p>2, 3</p>

Teachers to adopt a supportive learning environment for pupils to avoid passive learning in class. Teachers to be aware of who is PP within the class and question those pupils during whole class input.	<p>The more pupils feel that they are a priority, the more they will engage in their learning and their outcomes will improve.</p> <p>EEF guide to Pupil Premium have stated that effective questioning supports pupil progress, building learning and addressing misunderstandings.</p>	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£7479.18**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to be provided with tailored 1:1 tuition by an experienced teacher. This will focus on specific academic needs identified by the class teacher.	<p>Parents report a lack of physical resources at home.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Phonics sessions targeted at disadvantaged pupils in KS1 and KS2. These sessions will be provided to the pupils who require further phonics support. This will be delivered by an experienced teacher.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
To deliver bespoke tuition to our PP children in line with their individual targets.	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p>	1, 2

	<p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>Identify those disadvantaged pupils that are under performing enables us to provide targeted support in order to accelerate progress.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,122.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the confidence of parents/carers to support their children at home and ensure that they feel able to approach school for advice and guidance (both academic and social/emotional)</p>	<p>Parents feel more equipped to support their children at home.</p> <p>Important for the children to see the partnership between home and school.</p> <p>The EEF have stated that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of 3+ months over the course of the year.</p>	3, 4, 5
<p>Parents and school to work in partnership to ensure that financial constraints do not negatively impact of the pupils' access to trips and wider school experiences.</p> <p>School to subsidise places on school trips</p>	<p>Children not to miss out on wider experiences.</p> <p>Trips and wider outdoor experiences enable children to develop their vocabulary, allow collaborative learning experiences.</p> <p>Attendance on trips will develop vocabulary, and make learning come</p>	4, 5

<p>for all PP pupils if needed.</p> <p>Children to have access to all school trips provided, thus enriching these children's life experiences; experiences they can draw upon in their learning.</p>	<p>alive for the children which in turn, leads to engagement.</p>	
<p>Develop the confidence in physical education as well as developing their mental, emotional and social wellbeing.</p> <p>After-school sessions with specialist PSD staff to enable children to develop their fitness and stamina.</p>	<p>Physical activity contributes to both good physical and mental development. It has a wide range of physical and emotional benefits, from developing muscle and bone strength, increasing concentration and educational performance and learning, to boosting mood and reducing the risk of many lifestyle related diseases.</p> <p>The EEF have found that the average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p>	<p>2, 3</p>
<p>Children to receive school uniform (school PE shirt, jumper and/or fleece) if required.</p>	<p>The EEF have stated that there is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.</p>	<p>4, 5</p>

Total budgeted cost: £65,502.00

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.

Our internal assessments conducted during 2020/21 suggested that the disadvantaged pupils were underperforming across reading, writing and maths compared to previous years (2019/20). Furthermore, the disadvantaged pupils were also performing lower compared to those who were not eligible for Pupil Premium funding in 2020/21. The percentage of disadvantaged pupils who were achieving at or above the expected standard in reading, writing and maths was 36% in comparison to 64% of those not entitled to pupil premium funding.

We believe the disruption and effect of COVID-19 has resulted in the decline of the disadvantaged pupils' attainment. Unfortunately, this led to pupils missing out on essential learning opportunities as well as developing and applying skills. Furthermore, this has been detrimental to our disadvantaged pupils as they were unable to access the opportunities and interventions put in place using the pupil premium funding. Nevertheless, we were able to provide tailored tuition to particular students (who had access to technology) and provide a bespoke learning platform with an experienced teacher. However, despite putting this in place, barriers such as time, parents and student engagement and accessibility may have possibly led to a decrease in how effective this was in comparison to live, face to face interventions or teaching within in a classroom.

Our observations and assessments have indicated that pupil behaviour, wellbeing and mental health were impacted as a result of COVID-19 related issues. We therefore allocate pupil premium funding to pastoral support so we are able to support families and students when they need it.

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):

78 pupils at £300 per pupil = £23,400

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

Measure	Details
Full time Pastoral Support Worker	Supporting children and their families – emotional support Transition when joining school Emotional support during deployment of a serving parent Transition when moving from school Liaison with SSFA personnel for advice Sourcing additional funding for Drama Therapy
Catch-Up Programmes	To address gaps in learning due to mobility Covid-related catch –up programmes
What was the impact of that spending on service pupil premium eligible pupils?	Pupils feel welcome in the school and settle quickly Families feel well supported: “Glebe is the quickest we have settled at any school – the staff are aware of the needs of our children and always have time to listen to us” (parent, 2021) Gaps, due to lost learning from mobility, are narrowed Pupil progress is good

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.