

Pupil premium strategy statement

This statement details how the 2025/2026 Pupil Premium funding will be spent to improve 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	617
Proportion (%) of pupil premium eligible pupils	10.05%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by Head Teacher	Melanie Penney
Pupil premium lead	Grace Stirling/Vladislava Slaveva
Governor lead	Patricia Swindells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,840.00
Recovery premium funding allocation this academic year	£0
School-led Tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£69,840.00

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 individual and small group work with an experienced HLTA focusing on overcoming gaps and extending learning.
- On a term-by-term basis assessment data is used to prioritise children who may need additional support.
- 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 on the pupils' access to trips and wider school experiences.
- Extracurricular clubs with specialist 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. PIRA, PUMA and GAPS 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 school for advice and guidance (both academic and social/emotional).	Parents feel confident in supporting their children and are able ask for advice and seek guidance from staff confidently. Parents are informed via email of any upcoming workshops the school is providing that will assist with this outcome.
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 HLTA. Class teachers will provide HLTA 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. Opportunities to take part in extracurricular clubs is provided to promote this.

Activity in this academic year

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

Teaching (CPD, recruitment and retention) and targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: **£59,059.62**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver bespoke tuition to our PP children in line with their individual targets. Further develop and embed a range of targeted and universal	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.	1, 2

<p>interventions with a focus on reading, writing and maths.</p> <p>We aim to deliver bespoke interventions using small group teaching and in-class support. To use targeted questioning, using information from our on-going assessments and gap analysis.</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>Identifying those disadvantaged pupils that are under performing enables us to provide targeted support in order to accelerate progress.</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>Regular end of term pupil interviews gauge interests and pupil's engagement with school.</p> <p>The more pupils are engaged in their learning and enjoying school, the better their outcomes will be.</p> <p>Results of these interviews will be fed into planning and used to provide creative ideas to motivate pupils' and increase engagement and therefore outcomes.</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>	<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> <p>Folders are provided in every classroom with relevant information regarding all children within that class who are PP.</p>	2
<p>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 HLTA following the 'Little Wandle' phonics</p>	<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><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Language link assessments completed for the whole of Reception and Year 3. Targeted children assessed when needed.</p>	1, 2

scheme and Language link assessments.		
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> <p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>Identifying those disadvantaged pupils that are under performing enables us to provide targeted support in order to accelerate progress.</p>	1, 2

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £11,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>Parents feel more equipped to support their children at home. For parents that struggle to support their children at home academically, homework club is provided from year 3 upwards.</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 the pupils' access to trips and wider school experiences.</p> <p>School to subsidise places on school trips for all PP pupils if needed.</p> <p>Children to have access to all school trips provided including the Year 6 residential, thus enriching these children's life experiences; experiences they can draw upon in their learning.</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 alive for the children which in turn, leads to engagement. Trips such as the Year 6 residential also enhance children's education by providing opportunities to explore new environments, build independence and confidence and foster stronger social connections. They provide structured opportunities to apply knowledge gained in the classroom in real world settings, promoting personal growth, life-skills and team work. Non- school journey activities aim to create similar experiences and skill set.</p>	<p>4, 5</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>Mentoring sessions with PSD.</p> <p>STEM based sessions with PSD.</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 new school uniform (school PE shirt, jumper and/or fleece) if required and access to all preloved uniform all year.</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>

<p>Contingency funds which are allocated based on individual pupil needs such as daily reading with LSA, resources such as stationary packs, reading books etc.</p>	<p>Learning support assistants can provide a positive impact on learner outcome, however, how they are allocated is imperative (EEF). It is important for students to be well-equipped with resources in order for effective learning to take place.</p>	
<p>Homework Club to support parents and students with their work as well as access to resources such as technology.</p>	<p>Evidence from the EEF suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</p>	<p>1, 2, 6</p>

Total budgeted cost: £70,059.62

£219.62 overspend

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.

End of academic year 2024/2025, Glebe Primary School had 110 pupils entitled to benefit from additional funding including Service Pupil Premium Funding.

Categories	Percentage (%)	
Whole School = 631		
Pupil Premium = 125	19.81%	
FSM/Ever 6 = 65	10.3%	
Service = 60	9.51%	
Pupil Premium including service	19.81%	
FSM/Ever6		
Males	38.46%	
Female	61.54%	
Special Educational Needs EHCP	5.6%	
EAL	20%	
LAC	1.54%	
Year Groups	Nursery	4%
	Reception	4%
	Year 1	9.88%
	Year 2	11.49%
	Year 3	10%
	Year 4	10.23%
	Year 5	7.78%
	Year 6	15.29%

AREAS OF IMPACT 2024-2025

PROGRESS OF PUPIL PREMIUM CHILDREN ACROSS THE SCHOOL, EACH YEAR GROUP AND KEY STAGE COMPARED TO NON – PUPIL PREMIUM PUPILS

Whole school expected data

Expected – FSM (Ever 6)/Non FSM									
Year group = 55 FSM (Ever 6), 468 Non FSM									
Reading		Writing		Maths		R, W, M (combined)		SPAG	
62%	86%	50%	65%	60%	87%	40%	62%	56%	83%
34/55	404/468	25/55	302/468	33/55	408/468	22/55	291/468	31/55	390/468

KS1

Expected – FSM (Ever 6)/Non FSM									
Year group = 17 FSM (Ever 6), 153 Non FSM									
Reading		Writing		Maths		R, W, M (combined)		SPAG	
47%	90%	41%	63%	53%	91%	41%	62%	59%	89%
8/17	137/153	7/17	97/153	9/17	139/153	7/17	95/153	10/17	136/153

KS2

Expected – FSM (Ever 6)/Non FSM									
Year group = 38 FSM (Ever 6), 315 Non FSM									
Reading		Writing		Maths		R, W, M (combined)		SPAG	
68%	85%	47%	65%	63%	85%	39%	62%	55%	81%
26/38	267/315	18/38	205/315	24/38	269/315	15/38	196/315	21/38	254/315

Year 1

Expected – FSM (Ever 6)/Non FSM									
Year group = 8 FSM (Ever 6), 73 Non FSM									
Reading		Writing		Maths		R, W, M (combined)		SPAG	
50%	78%	50%	64%	50%	71%	50%	53%	50%	73%
4/8	57/73	4/8	47/73	4/8	52/73	4/8	39/73	4/8	53/73

Year 2

Expected – FSM (Ever 6)/Non FSM									
Year group = 10 FSM (Ever 6), 77 Non FSM									
Reading		Writing		Maths		R, W, M (combined)		SPAG	
50%	91%	40%	57%	60%	92%	40%	57%	70%	88%
5/10	70/77	4/10	44/77	6/10	71/77	4/10	44/77	7/10	68/77

Year 3

Expected – FSM (Ever 6)/Non FSM									
Year group = 9 FSM (Ever 6), 81 Non FSM									
Reading		Writing		Maths		R, W, M (combined)		SPAG	
67%	88%	33%	64%	33%	84%	33%	60%	22%	77%
6/9	71/81	3/9	52/81	3/9	68/81	3/9	49/81	2/9	62/81

Year 4

Expected – FSM (Ever 6)/Non FSM									
Year group = 9 FSM (Ever 6), 79 Non FSM									
Reading		Writing		Maths		R, W, M (combined)		SPAG	
89%	86%	33%	60%	89%	86%	33%	59%	78%	79%
8/9	68/79	3/9	47/79	8/9	68/79	3/9	47/79	7/9	62/79

Year 5

Expected – FSM (Ever 6)/Non FSM									
Year group = 7 FSM (Ever 6), 83 Non FSM									
Reading		Writing		Maths		R, W, M (combined)		SPAG	
57%	77%	43%	52%	71%	80%	14%	51%	43%	78%
4/7	64/83	3/7	43/83	5/7	66/83	1/7	42/83	3/7	65/83

Year 6

Expected – FSM (Ever 6)/Non FSM									
Year group = 13 FSM (Ever 6), 72 Non FSM									
Reading		Writing		Maths		R, W, M (combined)		SPAG	
62%	89%	69%	88%	62%	93%	62%	81%	69%	90%
8/13	64/72	9/13	63/72	8/13	67/72	8/13	58/72	9/13	65/72

TARGETED ACADEMIC SUPPORT

Tailored tuition

Bespoke tuition tailored to Pupil Premium children in line with their individualised targets. Further develop and embed a range of targeted and universal interventions with a focus on phonics, reading, writing and maths.

Progression in Phonics using Little Wandle Rapid Catch up programme and fluency scheme

Our data highlights the areas of strength in closing the gaps between pupil premium pupils and non-pupil premium pupils.

Using the Little Wandle phonics programme and fluency scheme as well as our termly and Language Link assessments, we are able to identify children who require further support and put in place tailored interventions. Class teachers are effective in identifying areas of improvements from termly assessments in reading, writing and maths. This information is provided to the specialist HLTAs who create bespoke tuition and strategies for the children, which are then monitored.

INCREASE PUPIL MOTIVATION

Through pupil interviews, we have been able to gather what motivates students and how to implement this into their learning. We have conducted interviews with all PP children which has provided us with an understanding of what each individual student is motivated by and what their obstacles to learning are. This information is adopted into teaching practise to provide an engaging classroom environment and bespoke support for each PP child both emotional and academic.

In order to support both students and parents, homework club enables children to have access to technology and have support from experienced teachers to help complete tasks.

Through our internal diagnostic assessments, we identified children who lacked motivation in reading. Therefore, to boost their reading for pleasure attitude we ensure all children are able to access the school library every week and all PP children are termly offered their choice of a free book to keep, from the school library. PP children who may require emotional support also have access to the reading dog, an emotional support dog who comes in weekly to read with the children.

The Reading Buddy scheme was created to support the development of leadership skills as well as responsibility, Pupil Premium students are paired with other Pupil Premium children in order to both read to each other. This helps develop questioning and enquiry

skills in the older children as well as promoting confidence in their ability as readers. This initiative was implemented across the school which allowed pupils to engage with children they would not usually work with.

In order to engage the children in physical activity, a multisport club is led by a specialist sports coach. This takes place during school for all Pupil Premium children. Pupil Premium children are also offered an afterschool club opportunity with the funding subsidised by the school.

Through implementing these opportunities, children have become further engaged in their learning and participating in opportunities which have had a positive impact on them.

WIDER STRATEGIES (ATTENDANCE, BEHAVIOUR AND WELLBEING)

Attendance

The attendance figures for 2024/2025 show that our Pupil Premium pupils' attendance was 91.8% compared to our non-Pupil Premium pupils which was 95.6%.

Our strategies include:

- Class teacher monitoring attendance
- Welfare Officer who monitors attendance and contacts parents with attendance concerns
- Pastoral Support Officer is available to discuss with parents how to support their children in attending school
- Coping strategies and interventions, tailored to the needs of each individual child, to build resilience, emotional wellbeing and overcome anxieties, are implemented within the school environment to motivate and nurture children with emotionally based school avoidance.
- We are implementing group interventions targeted to the individual needs of each child that will provide experiences to engage and motivate them. Our aim is to improve overall enjoyment of school and create opportunities for them outside of the classroom in which they can feel safe, challenged and trusted in areas that will also boost confidence and benefit them within the classroom environment (e.g. STEM activities).

Parent and wellbeing support

At Glebe Primary School, we understand the importance of forming a positive communication between parents and the school. Our Pastoral Support Officer works alongside teachers and parents to ensure the positive well-being of the students as well as supporting the parents. Furthermore, parents are able to communicate via Dojo with class teachers to discuss their child. Throughout the school, we have Mental Health First Aiders who are on hand to support pupils who may experience challenges in their mental

health. The staff members have been given appropriate training in order to equip them so they can deliver effective support. Additionally, through discussion with parents it was found that some parents found it challenging to support their child with homework at home due to lack of access to resources or focus and concentration of their child, therefore we formed a Homework Club to aid the children in their learning as well as access to resources which they require.

We continue to subsidise funding for parents who are experiencing financial constraints. Throughout this year, pupils have attended a variety of trips such as the Year 6 residential trip, visits to places of worship (Synagogue, Gurdwara, Church), event days such as India day, Ancient Egyptian day, Viking workshop, Rainforest Animals visit and many more which enabled pupil premium pupils to broaden their experiences and enriching their time at school.

Additionally, we have been able to provide parents with new and pre-loved school uniform at the start of the academic year which was received well and alleviated any financial constraints parents/families may have. Throughout the year, parents are given opportunities to receive pre-loved uniform should they require it.

Support in Physical Wellbeing

PE multisport club was formed at Glebe Primary School to promote the benefits of leisure physical activity. This is led by a specialist PSD sports teacher. One of the primary aims was to provide Pupil Premium pupils with a positive experience within supports as well as promoting physical and social development. Groups were separated into three, which are EYFS, KS1 and KS2. This enabled pupil to work with other pupils of the same age group. This is beneficial in numerous ways, which include their gross motor skills, social skills which are implemented when playing team sports and also being able to regulate themselves emotionally when both winning and losing. Discussions are also had about the impact of physical exercise and the change of the body during exercise, such as the change in heart rate and the reason for this. The specialist teacher has stated that overall the club has helped support the development of a positive outlook on physical education. Children are also given the opportunity each term to participate in a subsidised hour sports club run by a specialist sports coach and are taken out for extra OPAL play sessions by one of our play coordinators.

Service Pupil Premium Funding - £14,405.00

Measure	Details
Full time Pastoral Support Worker	<p>Supporting children and their families – emotional support</p> <p>Transition when joining school</p> <p>Emotional support during deployment of a serving parent</p> <p>Transition when moving from school</p> <p>Liaison with SSFA personnel for advice</p> <p>Sourcing additional funding for Drama Therapy</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pupils feel welcome in the school and settle quickly</p> <p>Families feel well supported:</p> <p>“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)</p> <p>Gaps, due to lost learning from mobility, are narrowed</p> <p>Pupil progress is good</p>
Equal Arts Project	<p>To support military children, create a sense of local community and support within the school setting.</p> <p>Children work in groups with Pastoral support officer and Equal Arts lead and explore their emotional wellbeing through drama, movement, arts and crafts. The children work collaboratively with local Care home residents to share activities and stories. This is supported by regular visits by the residents into school. Additional funding is applied for where appropriate to enhance this experience – e.g.: The London Mayor’s community weekend, Young Game changers fund.</p>