

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	Glebe Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	24.10.22
Date on which it will be reviewed	Progress towards targets reviewed termly. End of year review- July 2024
Statement authorised by	Martyn Clarke (HT)
Pupil premium lead	Kim Atkins
Governor / Trustee lead	John Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109125
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year 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

School Context

Glebe Primary School is a two-form entry primary school with enhanced provision for pupils with a hearing impairment. We have 16 classes- one nursery class and two classes per year for year groups Reception, 1, 2, 5 and 6. There are three mixed year group classes for year 3 and 4. There are currently 396 pupils on roll, with 17.7% of our pupils eligible for pupil premium funding. Disadvantage impacts our children in a number of ways including lower attendance, speech and language needs, high incidence of special educational needs, lower resilience and social and emotional needs.

Key Principles

- We recognise that not all pupils who are disadvantaged are registered as having free school meals and will use the allocated funding to support any pupil that we consider to be disadvantaged.
- We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- In seeking to understand the needs of pupils who are disadvantaged, we will carry out robust diagnostic assessment and will not make assumptions about the impact of disadvantage.
- All staff will play a part in the identification of pupils who are disadvantaged and the continued analysis of data to ensure that they have a full understanding of and can plan accordingly for the learning needs of those pupils.
- We will ensure that the views of parents and pupils are sought when gathering information on the needs of pupils and families who are disadvantaged and considered when planning support.
- We will provide a broad, rich and challenging curriculum which will provide children with the knowledge and skills they need to progress to the next stage of their educational journey.
- We will have high expectations for the pupils who are disadvantaged and give them the skills and self-belief they need to become confident, successful and life-long learners.
- We seek to build strong relationships the families that we work with, which are built on mutual trust and respect.

Ultimate Aims

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The ultimate aim of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Achieving Our Aims

We recognise that high quality teaching will have the greatest impact on closing the gap between pupils who are disadvantaged and their peers. Improving the quality of teaching with a particular focus on the needs of pupils who are disadvantaged will be at the heart of our approach. We intend to follow the Rosenshine teaching model which identifies ten principles of instruction. Integral to this approach is a review of prior knowledge, regular revisiting of material, modelling, guiding practice and scaffolding learning. We believe this approach, once fully embedded will significantly support the progress and attainment of all pupils but especially those who are disadvantaged. We will continue to focus on the teaching of maths by adopting a mastery approach with teaching that follows the concrete, pictorial and abstract principles. Additionally, we will develop our curriculum to ensure that there is a clear progression of knowledge throughout all subjects and children's progress is tracked accurately with gaps identified. Developing the oracy of pupils across the skill will be a key priority through whole school initiatives, class teaching and focussed intervention groups. We intend to develop a more robust approach to tackling attendance issues particularly persistent absenteeism.

Challenges

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

Challenge number	Detail of challenge
1	Observations by staff, assessments and discussions with pupils indicate that pupils who are disadvantaged have delayed speech and language skills including a more limited vocabulary, immature grammatical structures
2	Attendance data shows that pupils who are disadvantaged have lower attendance rates than their peers. 91.37% for pupils registered as pupil premium compared to 93.97% for non-pupil premium. 60% pupil premium pupils have had at least one half-term where they have fallen into the persistently absent category.

3	Internal data shows that maths attainment for pupils who are disadvantaged is significantly lower than that of their peers. 31% of pupils who are disadvantaged achieved expected levels in maths at the end of last year.
4	Internal data shows that writing attainment for pupils who are disadvantaged is significantly lower than that of their peers. 33% of pupils who are disadvantaged achieved expected levels in Reading and 30% in Writing at the end of last year.
5	Observations of staff and the views of pupils shows that positive learning behaviours and principles of growth mindset are less evident in pupils who are disadvantaged. Many pupils who are disadvantaged are described as being reliant on adult support. 38% of pupils who are disadvantaged did not consider themselves as good at learning and 58% did not like to work independently in class.
6	Observations and discussions with parents and pupils suggest that many pupils who are disadvantaged have social and emotional difficulties.

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
Improved oral language skills and a wider vocabulary for pupils who are disadvantaged.	Assessments, including diagnostic assessments, observations and book scrutinies, indicate a significant improvement in the oral language skills of pupils who are disadvantaged. KS2 reading outcomes in 2024/2025 show that at least 75% of pupils who are disadvantaged met the expected outcome.
Improved attendance for pupils who are disadvantaged.	Attendance data shows a sustained improvement in the attendance of pupils who are disadvantaged. Attendance percentages for pupil premium pupils is above 95% and is in line with non-pupil premium pupils. The percentage of pupils who are considered persistently absent has reduced to less than 10%
Improved maths attainment for pupils who are disadvantaged.	KS2 maths outcomes in 2024/2025 show that at least 75% of pupils who are disadvantaged met the expected outcome.
Improved writing attainment for pupils who are disadvantaged.	KS2 writing outcomes in 2024/2025 show that at least 75% of pupils who are disadvantaged met the expected outcome.

<p>Improved learning behaviours in pupils who are disadvantaged.</p>	<p>Observations by staff and pupil views show that pupils know and demonstrate metacognitive and growth mindset strategies.</p> <p>Pupil view surveys demonstrate that 80% of pupils who are disadvantaged have a positive view of themselves as a learner.</p>
<p>Improved well-being in pupils who are disadvantaged.</p>	<p>Observations by staff and parent and pupil views show an improvement in the well-being of pupils who are disadvantaged.</p> <p>An increase in the participation in enrichment and extra-curricular activity.</p>

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: £38625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD on the Rosenshine principles for all teachers and HLTAs.</p> <p>Coaching and feedback given to teachers following regular lesson visits and monitoring.</p> <p>SENCo to support teachers to provide appropriate scaffolds and adaptations.</p>	<p>Rosenshine opens his article by writing that his principles come from three sources:</p> <ol style="list-style-type: none"> 1. Research from cognitive science – specifically, research concerning how the brain acquires and uses new information; 2. Research based on observations of the classroom practices of master teachers; 3. Findings from studies that taught learning strategies to students – specifically, research from cognitive science on ‘cognitive supports and scaffolds that helped students learn complex tasks’ (59). (‘Scaffolds’ are temporary instructional supports that are used to assist learners, which should be gradually withdrawn as students gain competency at the respective task or with the respective material to be learned <p>Barak Rosenshine’s ‘Principles of Instruction’ - CIRL (etoncollege.com)</p>	<p>3,4,5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>The maths leads in the school will attend</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>

<p>Maths Hub CPD- Teaching for Mastery training and embed approach across the school.</p> <p>Equip each class with manipulates to support mathematical understanding and scaffold learning.</p> <p>Develop the CPA approach across the school through whole staff CPD- White Rose Maths.</p>	<p>EEF- Improving Mathematics in Keys Stages 2 and 3 A Guidance Report (October 2021)</p> <p>‘Manipulatives and representations can be powerful tools for supporting pupils to engage with mathematical ideas.’</p> <p>What Is The Concrete Pictorial Abstract Approach? (thirdspacelearning.com)</p>	
<p>Talk4Writing will be embedded across the school.</p> <p>Train all teachers in Talk4Writing approach.</p>	<p>‘The data shows that Talk for Writing schools, despite serving more challenging areas, attain at a significantly higher standard than the national average. The data demonstrates that since 2016, there has been an improving picture and the impact is not just in writing. Our schools use the teaching approaches in all subjects. Children are taught the language structures they need to think and express themselves as mathematicians, scientists and historians. Our schools use the core direct teaching strategies around well-defined, cumulative curriculum, informed by formative assessment.’</p> <p>https://www.talk4writing.com/about/does-talk-for-writing-work/</p>	4
<p>Embedding whole school approaches for growth mindset and metacognition.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.</p>	3,4,5

	https://d2tic4wvo1iusb.cloud-front.net/eef-guidance-reports/meta-cognition/EEF_Metacognition_and_self-regulated_learning.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Wellcomm Assessment for Primary School to identify pupils with underlying speech and language needs throughout the school.</p> <p>Funding for a speech and language therapist to provide therapy and individual programmes of work.</p>	<p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1, 3,4
<p>Provide tutoring for individuals and small groups through school-led tuition.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3,4
<p>EPS maths intervention: training for SENCO and LSAs. Intervention programme</p>	<p>The EPS Maths Intervention (EPS MI) is a programme of number-based learning sessions designed to boost and secure the basic number skills expected in key stage 1. The content and delivery of the</p>	3

introduced for pupils in Year 1.	<p>programme has been developed from evidence-based psychological research. The programme has successfully been used with pupils from Key Stage 1 to Key Stage 4.</p> <p>On average pupils make double the rate of progress on standardised assessments when compared to the progress made by pupils not using the intervention.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of a learning mentor. Learning mentor will provide a range of support services:</p> <p>Targeted social and emotional teaching to small groups and individuals.</p> <p>Lunchtime support 'Allsorts'</p>	<p>'When carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers.' EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1,2, 3, 4, 6
<p>Funding for a package of support from Rochford Extended Services</p>	<p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that three areas are particularly worth focusing on:</p> <ul style="list-style-type: none"> • supporting parents to have high academic expectations for their children; 	2, 6

	<ul style="list-style-type: none"> • developing and maintaining communication with parents about school activities and schoolwork; and • promoting the development of reading habits. <p>Working with parents to support children's learning. EEF guidance.</p>	
Funding for pupils to attend extra curriculum activities, school trips and extended provision clubs.	Evidence collected by the University of Bath in their report, 'An Unequal Playing Field' suggests that children from the wealthiest backgrounds are up to 3 times more likely to take up extra-curricular activities as pupils from poorer background. The research also highlights the benefits of extra-curricular activities including strong links between extra-curricular activities and educational outcomes and greater confidence in interacting socially.	3, 4, 6
Trauma Perceptive Practice Training for whole staff.	<p>What Trauma Perceptive Practice Does</p> <ul style="list-style-type: none"> • Provides understanding for all pupils, not just those who have experienced trauma. • Helps schools/settings to support pupils whose emotional wellbeing needs manifest themselves in behaviour that challenges. • Enables the adults to recognise and respond supportively to those who have been impacted by traumatic stress so that the pupils can make progress with their learning. • Helps staff to understand pupils' behaviour; 'What has/is happening?' rather than 'What is wrong?' asking themselves, 'Why? Why now?' • Promotes a school/setting culture of emotional containment through relationships for all. • Supports staff to provide an environment which promotes the sense of belonging. • Enables staff to be more knowledgeable and skilled to effectively support pupils. • Enables staff to be aware, understand and meet the pupils' emotional needs so that they can make progress with their learning. • Enables staff to have healthy and helpful conversations with each other using reflective practice. • Creates an underlying culture of respect and support so that pupils are provided with clear expectations. • Develops an understanding of co-regulation/self-regulation to guide them through stressful situations. • Enables the school/setting to realise the prevalence and impact of trauma and respond by building resilience. <p>Trauma Perceptive Practice (TPP) Information (essex.gov.uk)</p>	6

Total budgeted cost: £109125

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 2022 to 2023 academic year.

Based on our data we have seen an improvement in attainment, particularly in reading and writing, from pre-pandemic levels. However, there is still a significant gap in attainment between disadvantaged and non-disadvantaged pupils. When we analysed data from across the school, we found that this was also true in all other year groups. Our new assessment tracking system allows us to monitor the progress of pupils as well as attainment. Aspirational targets which narrow the attainment gap are set for all pupils who are working below age related expectations. We have seen a pleasing number of disadvantaged pupils make expected progress, therefore narrowing the attainment gap.

A new ambitious curriculum is now fully in place in all subjects, clearly outlining the progression in learning from EYFS, through KS1 and KS2. Our assessment system identifies key knowledge in each unit of work and carefully tracking of progress allows teachers to more accurately identify gaps in knowledge.

Trauma Perceptive Practice remains ongoing this year with staff continuing to work on training. Our school behaviour policy reflects TPP with a whole school behaviour plan which includes bespoke plans for some individuals.

Wellcomm Early Years Language intervention was purchased and introduced into reception and nursery classes. All pupil had the baseline assessment and intervention was put in place for a significant number of pupils. This was a particularly effective intervention with 93% of pupils going on to achieve their ELG in both Speaking and Listening and Attention. Only three pupil who had Wellcomm input did not meet ELG in these areas.

Tutoring was implemented in Years 2, 3, 5 and 6 and particularly targeted pupils eligible for pupil premium funding.

In Year 6, all pupils made expected progress in maths with 50% of pupils making better than expected progress. In writing 77% of pupil made expected progress with 44% making better than expected progress. However, attainment was still low: Maths 33% expected levels, Writing 44% expected levels.

We were unable to implement Self-Regulated Strategy Development as the training was not available from our local Educational Psychology Service. WE hope to access that this year.

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.