

# GPS Pupil Premium Strategy 2025-2028

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	68/ (7 EYPP)
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	M Clarke
Pupil premium lead	M Clarke
Governor / Trustee lead	D Wroe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,164
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£107,164

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our ultimate objective is to ensure that disadvantage is never a barrier to achievement, wellbeing, or aspiration. We aim for every disadvantaged pupil to thrive academically, socially, and emotionally — leaving our setting as confident, literate, numerate individuals with high self-worth, strong learning behaviours, and full access to the broader curriculum. Specifically, we are committed to:

- **Closing the attainment gap** in reading, writing and maths so that disadvantaged pupils meet or exceed national expectations.
- **Improving attendance and reducing persistent absence**, with a sharp focus on narrowing the attendance gap between disadvantaged and non-disadvantaged pupils.
- **Enabling equitable access to enrichment opportunities** (clubs, trips, cultural experiences), including through our investment in peripatetic teaching staff.
- **Building resilient, self-assured learners**, who are motivated, engaged and equipped to make positive contributions both within and beyond school life.

*Our strategy is layered and proactive, with investment in both academic and pastoral provision. Key elements of the plan include:*

- **Targeted, high-quality teaching interventions** in core subjects, particularly for reading fluency, writing, and mathematical reasoning. These are regularly reviewed and refined to reflect pupil progress.
- **Embedded pastoral support and mentoring**, helping to address barriers such as low self-esteem, dysregulated behaviour, or poor attendance. We offer structured SEMH programmes tailored to need, alongside parent engagement initiatives.
- **Widened access to enrichment** through part-funding for music tuition (via peripatetic teachers), sport, arts, and clubs that build cultural capital and unlock new interests.
- **Focused attendance tracking and intervention**, including early identification of at-risk pupils, home visits, attendance panels, and reward systems that celebrate improved attendance habits.
- **Professional development for staff** around inclusive pedagogy, trauma-informed approaches, and metacognition to support learning behaviours across the curriculum.

Every strand of the plan is designed to remove disadvantage-linked barriers and ensure that all children can access and enjoy the full richness of their education. Our strategy is guided by the following core principles, tailored uniquely to the context of our pupils and community:

- **Equity, not equality** – We recognise that pupils need different types and levels of support to succeed. Our approach is not one-size-fits-all; it's finely tuned to individual and group needs.

- **Whole-child development** – Academic progress is a priority, but not at the expense of social and emotional wellbeing. We believe in nurturing the whole child, which is why we prioritise mental health, confidence, and enrichment alongside attainment.
- **Prevention over reaction** – We believe in identifying and addressing barriers early, whether through early reading support, attendance mentoring, or family engagement, to prevent long-term disengagement.
- **Entitlement to enrichment** – Every child deserves access to cultural and creative experiences. We view peripatetic music lessons, clubs, trips, and the arts not as extras, but as essentials in building aspiration and self-worth.
- **Sustainable capacity-building** – Our aim is to create a self-improving system. By investing in staff training, robust systems, and pupil independence, we build a foundation that will sustain impact beyond individual interventions.
- **Evidence-informed, context-specific** – We use robust research (EEF, DfE guidance, internal data) to inform our decisions, but always adapt to our context, ensuring that strategy reflects the lived experiences of our pupils.

*We will monitor the effectiveness of our Pupil Premium strategy through:*

- **Termly data reviews:** Assessing progress in attendance, behaviour, and academic attainment using internal tracking systems.
- **Surveys:** Gathering feedback from pupils, parents, and staff to understand the impact of specific interventions.
- **Pupil Progress Meetings:** Regular meetings with staff to evaluate the effectiveness of interventions and make necessary adjustments.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance Gap:</b> Disadvantaged children experience lower attendance and higher persistent absence (Glebe persistent absence 35.5%) which reduces learning time and access to whole-class teaching and interventions.
2	<b>Attainment Gaps in Reading, Writing, and Maths:</b> Disadvantaged children perform below peers in core subjects (early reading inconsistencies in phonics teaching noted by Ofsted; need for consistent high-quality delivery and targeted catch-up).
3	<b>Poor Self-Esteem and Learning Behaviours:</b> Disadvantaged children show lower self-esteem and weaker learning behaviours that reduce engagement, confidence and readiness to learn (linked to SEMH). Glebe has a high proportion of children with EHCPs; approaches must be inclusive and adapted.
4	<b>Limited Access to Enrichment Opportunities:</b> Disadvantaged children have fewer opportunities for extra-curricular clubs, peripatetic music lessons and subsidised trips, limiting cultural capital, motivation and wider personal development.

## Intended outcomes

The aim of this strategy is to narrow the gap in attainment and progress between disadvantaged pupils and their peers. The objectives of this strategy are:

Intended outcome	KPIs
<b>Improved attendance and reduced persistent absence</b>  <i>This aligns to our Whole School Attendance Strategy objective Target 1 to:</i> <i>Implement Targeted Support for Pupils at Risk of Persistent Absence</i>	<ul style="list-style-type: none"> <li>-Disadvantaged attendance improves to at least match non-disadvantaged peers within 3 years and reaches 95%+ for the majority where possible.</li> <li>-Persistent absence for disadvantaged children falls from 35.5% baseline to below 10% within 3 years (local targets set by termly review).</li> <li>-Fewer Stage 1 attendance triggers, fewer escalations to fines, and termly attendance reports to governors showing closing gap. <b>(Addresses Challenge 1)</b></li> </ul>
Narrowed attainment gaps in <b>reading, writing and mathematics</b>  <i>This aligns to our Equalities and Diversity objective Target 1 to:</i> <i>Reduce the attainment gap between disadvantaged pupils and their peers by at least 10% in reading, writing and maths through targeted interventions and parental engagement initiatives.</i>	<ul style="list-style-type: none"> <li>-Disadvantaged children make <b>accelerated progress</b> term-on-term, closing the gap so that by the end of the strategy period the proportion of disadvantaged children at ARE in <b>reading, writing and maths</b> is within national averages for non-disadvantaged children.</li> <li><b>-Phonics:</b> Year 1 phonics pass rates for disadvantaged children <math>\geq</math> national non-disadvantaged average within three years of consistent whole-school delivery.</li> </ul>

	<p><b>-Targeted groups</b> show expected additional months of progress per EEF effect sizes (see evidence below).</p> <p><b>(Addresses Challenge 2)</b></p>
<p>Improved <b>self-esteem, learning behaviours</b> and <b>SEMH outcomes</b></p> <p><b><i>This aligns to our Equalities and Diversity objective Target 4 to:</i></b></p> <p><i>Reduce reported incidents of discrimination and bullying based on protected characteristics by 50%, through whole-school inclusion training and pupil-led awareness campaigns.</i></p>	<p><b>-Measured improvement</b> in wellbeing survey and pastoral records: fewer behaviour incidents linked to SEMH and improved learning engagement recorded in termly behaviour/SEMH logs.</p> <p>-Pupil voice and teacher observation show increased <b>resilience, independence</b> and <b>engaged</b> behaviour across key stages.</p> <p><b>-Reduced suspensions</b> and fewer repeat incidents for disadvantaged children.</p> <p><b>(Addresses Challenge 3)</b></p>
<p>Increased access to <b>enrichment</b> and <b>cultural capital</b></p> <p><b><i>This aligns to our Music Development plan objective wider Involvement / Inclusion and Accessibility targets to:</i></b></p> <p><i>Promote equal opportunities through funded instrumental lessons for low-income families and by incorporating sign-supported performances to include all members of our community.</i></p> <p><i>And</i></p> <p><i>Children experience live music throughout the year, including school concerts, visiting musicians, pantomimes, and professional productions.</i></p> <p><b><i>This aligns to our Sports premium strategy objective Target 2 to:</i></b></p> <p><i>Increase the number of opportunities for all young people to access high quality school sport, clubs, competitions, festivals and targeted projects.</i></p>	<p>-100% of disadvantaged children offered <b>at least</b> one subsidised club place per term;</p> <p>-Increase in peripatetic music uptake among disadvantaged children to <b>at least 30%</b> within 2 years.</p> <p>-All disadvantaged children attend <b>at least</b> one subsidised educational visit per year.</p> <p>-Disadvantaged children represented in leadership roles (e.g., 30% of ambassadors/council).</p> <p><b>(Addresses Challenge 4)</b></p>

# Activity This Year:

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

## Teaching (Tier 1: High-Quality Teaching)

Budgeted cost: £18000

Activity	Evidence that supports this approach (click the source name)	Challenge number(s) addressed
Whole-school CPD programme focused on: high-quality phonics delivery (Twinkl phonics approach fidelity), effective feedback, explicit vocabulary/oral language teaching and classroom behaviour management. <b>29 pupils (YR-2)</b>  CPD includes coaching cycles, coaching release time and termly fidelity checks.	Evidence: EEF guidance emphasises high-quality teaching as the top priority and the impact of effective professional development, phonics and oral language interventions. See: <a href="#">Phonics — EEF Teaching &amp; Learning Toolkit</a> , <a href="#">Oral language interventions — EEF Toolkit</a> , <a href="#">Characteristics of effective PD — EEF</a> .	2
Implement structured school reading curriculum (sequenced reading texts, guided reading with carefully matched texts and classroom reading practice), and library revitalisation to boost reading for pleasure. <b>(68 pupils)</b>	Evidence: EEF highlights reading for pleasure and structured comprehension strategies; strong reading curriculum + phonics gives reliable gains for early readers. See: <a href="#">EEF Guide to the Pupil Premium</a> and reading guidance in the EEF toolkit. ([EEF: Reading guidance summary – use linked resources above]).	2
Curriculum adaptations and scaffolds for Deaf provision and the high-EHCP cohort (visual supports, pre-teaching of vocabulary, speech & language therapist input and staff training on communication strategies). <b>(4 pupils)</b>	Evidence: EEF guidance on SEND in mainstream schools and on early language recommends adapting classroom environment, vocabulary teaching and linking specialist therapy with classroom teaching. See: <a href="#">SEND — EEF Evidence Review</a> and <a href="#">Early language — EEF Evidence and guidance</a> .	2, 3

<p>Strengthen assessment and feedback practice (standardised termly assessment, actionable feedback cycles and “hinge” question use) with CPD and time allocation for teachers to act on assessment.</p>	<p>Evidence: EEF resources emphasise assessment linked to targeted instruction and the effectiveness of high-quality feedback and assessment to close gaps; see <a href="#">EEF Guide to the Pupil Premium</a> and EEF guidance on assessment &amp; feedback.</p>	<p>2</p>
<p>Recruitment/retention actions: targeted use of PP funds for retention incentives, workload reduction (planning/professional development time) and coaching for early career teachers.</p>	<p>Evidence: EEF resources on teacher recruitment and retention and professional development as a means to secure sustained teaching quality. See: <a href="#">EEF – Teacher recruitment &amp; retention resources</a> (see the teacher recruitment evidence review and PD resources).</p>	<p>2</p>

## Targeted academic support (Tier 2)

Budgeted cost: £38,836

Activity	Evidence that supports this approach (click the source name)	Challenge number(s) addressed
<p>Structured small-group tuition in reading and maths delivered by trained staff or qualified teachers/SLT; groups are tightly linked to classroom learning and use diagnostic assessments to target specific gaps in Year 5 and 6.</p> <p><b>R: (7 pupils)</b> <b>M: (12 pupils)</b></p>	<p>Evidence: Small group tuition yields ~+4 months on average; EEF guidance on tutoring and small group tuition sets out key implementation principles.</p> <p>See: <a href="#">Small group tuition — EEF Teaching &amp; Learning Toolkit</a> and the EEF tutoring resources.</p>	2
<p>High-impact tutoring/one-to-one for identified disadvantaged children (short, regular blocks — 6–12 weeks) in maths and reading; align tutors closely to the classroom curriculum and monitor attendance/impact.</p> <p><b>R: (5 pupils)</b> <b>M: (6 pupils)</b></p>	<p>Evidence: EEF findings show one-to-one tutoring can deliver up to ~+5 months' progress and that structured, curriculum-aligned tutoring is most effective.</p> <p>See: <a href="#">One to one tuition — EEF Toolkit</a> and EEF tutoring guidance.</p>	2
<p>Phonics catch-up programme in Reception and Year 1 (daily, structured small groups for children who are behind), with fidelity checks and staff coaching (Twinkl implementation support).</p> <p><b>29 pupils (YR-2)</b></p>	<p>Evidence: Systematic phonics instruction benefits early readers (EEF phonics guidance shows positive impact).</p> <p>See: <a href="#">Phonics — EEF Teaching &amp; Learning Toolkit</a>.</p>	2
<p>Daily number fluency &amp; Mastering Number approaches in EYFS–KS1 (<b>29 pupils</b>) and targeted fluency interventions for Year 3–6 children falling behind in arithmetic. (<b>19 pupils Y3-6</b>)</p>	<p>Evidence: EEF maths guidance and research into number fluency and mastery approaches show benefits for basic number skills and later problem solving. See: <a href="#">EEF – Mathematics evidence resources</a> (see Improving Mathematics guidance summaries).</p>	2

<p>LSA deployment protocol: training LSAs in delivering structured, evidence-based interventions (reading/comprehension programmes, guided practice) and linking to classroom teacher plans, including but not limited to:</p> <p>Year 5/6 Multiplication <b>(5 pupils)</b></p> <p>Year 5 Spelling <b>(5 pupils)</b></p> <p>Year 4 Writing <b>(4 pupils)</b></p> <p>Year 2 Maths <b>(8 pupils)</b></p> <p>Year 2 Maths <b>(5 pupils)</b></p> <p>Year 1 Maths <b>(1 pupil)</b></p> <p>Reception Phonics Sight recognition group <b>(6 pupils)</b></p>	<p>Evidence: EEF guidance on deploying teaching assistants effectively stresses training, structured programmes and close linking with teachers.</p> <p>See: <a href="#">Teaching assistants — EEF Toolkit resources</a> (search TA deployment guidance).</p>	<p>2, 3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,000

Activity	Evidence that supports this approach (click the source name)	Challenge number(s) addressed
<p>Attendance strategy: Attendance and Early Help Officer (targeted casework), rapid first-day response, personalised contact, punctuality incentives, and funded transport/boots/uniform support for families in the most need.</p> <p><b>(38 pupils YR-6)</b></p>	<p>Evidence: EEF rapid evidence review on attendance interventions summarises what works: targeted, multi-component approaches, personalised contact and working with families. See: <a href="#">Attendance interventions rapid evidence assessment — EEF</a>.</p>	1
<p>Whole-school Social, Emotional and Mental Health (SEMH) programme and targeted interventions (nurture provision, Lego Therapy, pastoral mentoring) with staff training and referral pathways.</p> <p><b>(5 pupils YR-6)</b></p> <p>Social Skills group – Y6 <b>(4 pupils)</b></p>	<p>Evidence: EEF guidance on Social and Emotional Learning shows moderate impacts (average +3–4 months) on attainment and strong benefits for behaviour and wellbeing when integrated and supported by staff training. See: <a href="#">Social and emotional learning — EEF evidence/guidance</a>. Also see EEF behaviour interventions overview: <a href="#">Behaviour interventions — EEF Toolkit</a>.</p>	3
<p>Subsidised enrichment offer (clubs, peripatetic music lessons, residential/trips, after-school clubs) and targeted leadership and aspiration programmes (careers workshops in KS2, leadership roles prioritised for disadvantaged children). Where needed, transport bursaries and subsidised places.</p> <p><b>(68 pupils)</b></p>	<p>Evidence: EEF life skills &amp; enrichment evidence and DfE/EEF evaluations of extended time and enrichment show benefits for engagement, attendance and non-cognitive skills; the Centre for Social Justice and DfE evaluations show enrichment and extended provision is associated with improved engagement and aspiration. See: <a href="#">Arts education / Life skills &amp; enrichment — EEF evidence reviews</a> and the DfE/EEF materials referenced in the EEF Guide to the Pupil Premium. (For policy background on enrichment impact see Centre for Social Justice reports referenced by DfE/EEF materials.)</p>	4
<p>Parent engagement programme: flexible parent workshops on phonics, reading at home,</p>	<p>Evidence: EEF guidance on working with parents shows that targeted support and communications to families increase home learning engagement and attendance;</p>	1, 2, 4

<p>and numeracy plus fortnightly communications and weekly reading-record checks; designated family liaison time for disadvantaged families where combined R W M attainment is falling behind.</p> <p><b>48 pupils (YR-6)</b></p>	<p>parental engagement interventions can deliver positive impacts on learning. See: <a href="#"><u>Working with parents — EEF guidance summaries</u></a>.</p>	
<p>Targeted uniform/kit support and a second-hand uniform shop plus subsidised peripatetic music lessons to reduce barriers to participation.</p>	<p>Evidence: While uniform alone is not a learning intervention, removing financial barriers to participation supports attendance, belonging and access to enrichment—this aligns with the EEF's and DfE's wider strategies for tackling non-academic barriers (see EEF Pupil Premium guide and DfE advice). See: <a href="#"><u>EEF Guide to the Pupil Premium</u></a> and DfE guidance on pupil premium use: <a href="#"><u>DfE Pupil Premium guidance</u></a>.</p>	<p>1, 4</p>

**Total budgeted cost: £ 107,164**

# Implementation, Monitoring and Evaluation

## Governance and leadership

- Named senior leader with responsibility for Pupil Premium strategy and termly reporting to the Local Governing Body / Trust board. The PP lead will produce a termly impact report with data on attendance, attainment, intervention reach and SEMH outcomes.
- Governor link for disadvantaged children will review strategy termly through evidence of implementation fidelity and impact.

## Implementation plan and fidelity checks

- Use EEF implementation guidance to sequence, resource and monitor each change. See: [Putting Evidence to Work: EEF Implementation guidance](#).
- Key performance indicators (KPIs) will be tracked termly: attendance rates (overall and disadvantaged), persistent absence rates, phonics screening pass rates, termly reading and maths assessments, number of disadvantaged children in enrichment, and behaviour/SEMH incident data.
- Short implementation review cycle: fidelity checks for phonics weekly (phase leader), tutoring attendance and progress reviews fortnightly, CPD impact reviews termly.

## Costing and sustainability

- Pupil Premium funds will be prioritised to build capacity in Tier 1 (training, coaching), Tier 2 targeted tuition/interventions, and Tier 3 attendance/SEMH supports and subsidised enrichment. Costing detail to be set against the school's budget schedule; the strategy is designed to focus effort on high-leverage approaches with evidence of cost-effectiveness (see EEF Toolkit summaries cited above).

## Reporting

- Annual published Pupil Premium Strategy Statement will summarise interventions, rationale and measured impact (including evidence references).
- Termly internal updates to staff and governors showing progress against success criteria.
- Case studies (anonymised) of individual children benefiting from targeted packages (attendance + tutoring + SEMH support + enrichment) to contextualise data.

## Evidence base (key sources)

All the evidence referenced in this strategy is drawn from high-quality sources (EEF and DfE). Key sources used to inform the activities and implementation choices:

Education Endowment Foundation — Guide to the Pupil Premium (tiered approach, implementation advice): [EEF Guide to the Pupil Premium](#)

Education Endowment Foundation — Small group tuition (Toolkit): [Small group tuition — EEF](#)

Education Endowment Foundation — One-to-one tuition (Toolkit): [One to one tuition — EEF](#)

Education Endowment Foundation — Phonics (Toolkit): [Phonics — EEF](#)

Education Endowment Foundation — Oral language interventions (Toolkit): [Oral language interventions — EEF](#)

Education Endowment Foundation — Behaviour interventions (Toolkit): [Behaviour interventions — EEF](#)

Education Endowment Foundation — Social and Emotional Learning guidance: [Social and Emotional Learning — EEF](#)

Education Endowment Foundation — Attendance interventions rapid evidence assessment: [Attendance interventions rapid evidence assessment — EEF](#)

Education Endowment Foundation — Implementation guidance: [Putting Evidence to Work: A School's Guide to Implementation — EEF](#)

Department for Education — Pupil premium: effective use and accountability guidance: [DfE Pupil Premium guidance](#) (for statutory reporting and expectations)

## School-specific tailoring and contextual notes

### Deaf provision and high EHCP percentage:

All interventions (phonics, oral language, small group tuition) will be adapted by the SENDCo and specialists (e.g., Teachers of the Deaf, speech & language therapist, Deaf education specialists). Pre-teaching vocabulary and increased use of visual scaffolds will be standard. Where EHCPs require, additional bespoke staffing and teacher training will be funded through the EHCP/SEND budget in collaboration with Pupil Premium where appropriate.

### Attendance context:

Given Glebe's persistent absence figure (35.5%), the strategy allocates specific capacity to an Attendance & intervention consultant to deliver personalised interventions and family support, as recommended by EEF attendance evidence.

### Enrichment:

As the school already has positive aspects described in Ofsted (wide range of clubs, leadership roles), Pupil Premium funding will remove financial barriers and prioritise disadvantaged child representation in clubs and peripatetic lessons (music), and ensure subsidised trips/residential for target cohorts.

## Timeline 2025-2026 (summary)

- **Term 1:** Finalise staffing allocations (Attendance consultant, tutoring leads), schedule CPD calendar, begin phonics fidelity checks and baseline diagnostic assessments.
- **Term 2:** Launch tutoring blocks, small group tuition and targeted SEMH interventions; commence attendance casework.
- **Term 3:** First termly impact review; adjust groupings and interventions based on assessment; refresh parent workshops.
- **Annual:** Full strategy review and public statement update; governor scrutiny and publishing of impact data.

## Accountability and next steps

- Headteacher (PP lead) and SENDCo to produce termly monitoring reports for SLT and governors showing reach, fidelity and impact against the success criteria set above.
- Governors / Trust to review progress and ensure the strategy remains focused on high-leverage, evidence-based actions and that resources are used to maintain the highest possible quality teaching for all children.
- Use the EEF implementation checklist to review fidelity and adapt programmes in year two and three.

# Part B: Review of the previous academic year:

## Outcomes for disadvantaged pupils

School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

### Reading

Reading attainment Whole School 3 Year 320 pupils (from 2024-2025) in Years 1–6			
Pupil Count	2024/25 Sum Reading Main Assessment	2023/24 Sum Reading Main Assessment	2022/23 Sum Reading Main Assessment
Disadvantaged: 59 (18%)	56% On-track or better	64% On-track or better	55% On-track or better
Not Disadvantaged: 261 (82%)	76% On-track or better	79% On-track or better	73% On-track or better

### Writing

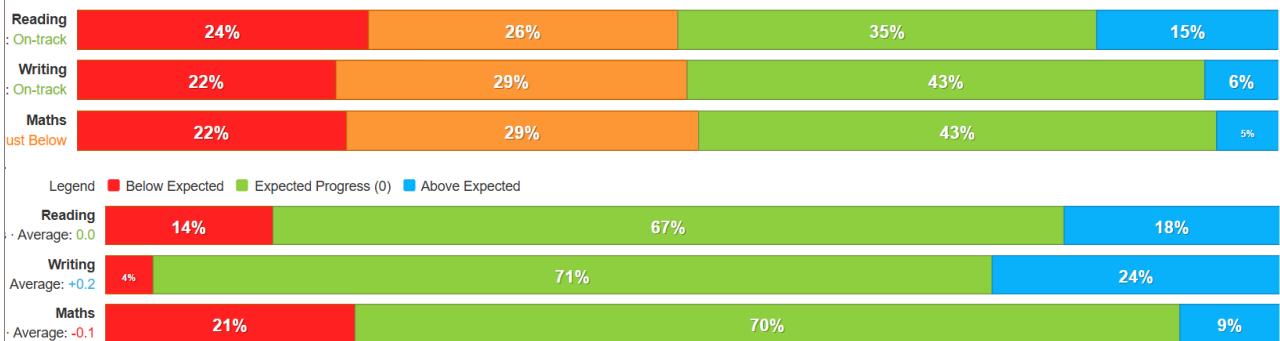
Maths attainment Whole School 3 Year 320 pupils (from 2024-2025) in Years 1–6			
Pupil Count	2024/25 Sum Maths Main Assessment	2023/24 Sum Maths Main Assessment	2022/23 Sum Maths Main Assessment
Disadvantaged: 59 (18%)	48% On-track or better	47% On-track or better	43% On-track or better
Not Disadvantaged: 261 (82%)	73% On-track or better	75% On-track or better	69% On-track or better

### Maths

Maths attainment Whole School 3 Year 320 pupils (from 2024-2025) in Years 1–6			
Pupil Count	2024/25 Sum Maths Main Assessment	2023/24 Sum Maths Main Assessment	2022/23 Sum Maths Main Assessment
Disadvantaged: 59 (18%)	48% On-track or better	47% On-track or better	43% On-track or better
Not Disadvantaged: 261 (82%)	73% On-track or better	75% On-track or better	69% On-track or better

- Across the school over the last three years, Disadvantaged pupils in Reading have started to close the gap on their peers. There is a slight anomaly on last year's data and this is the result of new curriculum expectations, cohort specific apathy in some Year groups and a challenging year in our current Year 4 cohort.
- In Writing, the impact of Talk 4 Writing is clearly demonstrated. Whilst we are striving for higher levels of attainment, there is improvement in all areas and the gap between disadvantaged pupils and their peers is closing.
- Maths remains the greatest concern and I am working directly with the Maths lead to revise the teaching structure of Maths school wide.
- Approximately a third of our disadvantaged pupils also have special educational needs. The broad area of these needs is predominately cognition and learning and communication and interaction. This year we have shifted to in-house expertise from our SALT teacher and have

purchased Language Link as a tool which effectively tracks individual progress. Currently, 5 disadvantaged pupils benefit SaLT from this service.



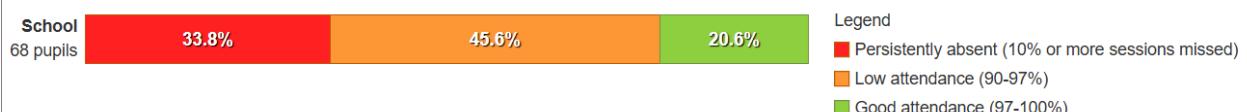
In the last academic year, whilst there is still an attainment gap, progress is expected or better than expected in English. Maths progress remains less successful and remains a Whole school focus in the academic year 2025-2026.

Girls attendance is slightly better than that of their male peers. There are 10 more boys than girls on roll over all. 66 pupils are eligible for pupil premium status. 57 pupils (including Resource base) are on the SEND register.

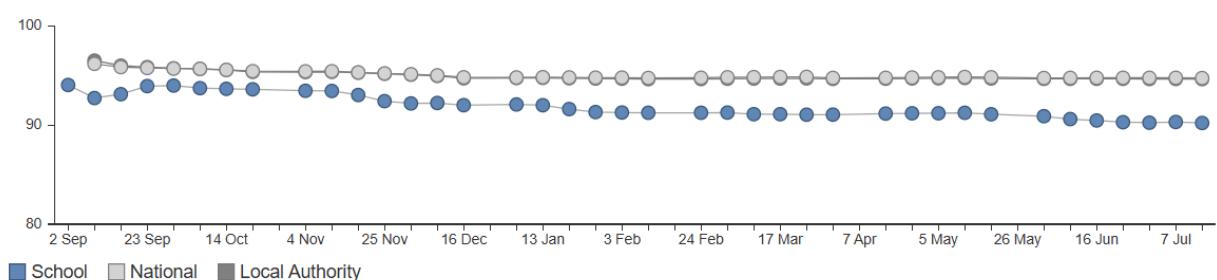
At the end of last academic year, attendance was 94.5% overall and persistent absence was 12.8%. (11.6% if not including non-compulsory school age). This is well below the National figure of 18.7%

The absence rates across the 2024/25 academic year were: 10.6% for pupils who are eligible for free school meals and 5.4% for pupils who were not eligible for free school meals, 13.7% for pupils with an Education, Health and Care (EHC) plan, 10.6% for pupils with SEN support and 6.0% with no identified SEN and 6.9% for female pupils and 6.8% for male pupils.

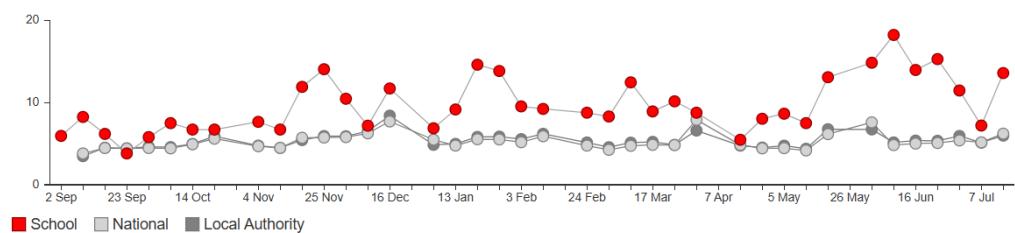
In contrast, Glebe for the academic year 2024/25 were: 9.8% for pupil premium pupils, 9.8% for those with an EHCP, 9.3% for SEND support, 4.7% for No SEND, 5.8% for Boys and 5.2% for Girls. This shows that absence rates were lower than the national average in all areas which I believe can be attributed to the robust support offered by ECS Attendance consultancy.



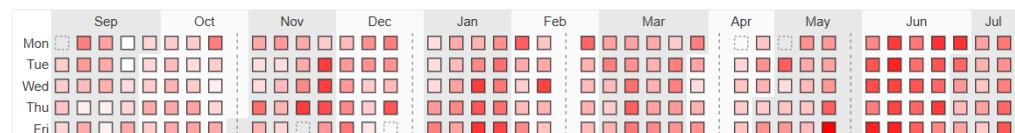
#### Cumulative Attendance



#### Weekly Absences



#### Attendance Overview



#### Attendance percentage

School	90.2%
National	94.8%
Local Authority	94.6%

#### Absences

- 9.8% overall absence
  - 7.0% authorised
  - 2.7% unauthorised
- 33.8% persistent absence
- 3 pupils unauthorised absent for 10+ days

#### Absence Patterns

- 8 pupils have been repeatedly late or absent on the same day
- 36 pupils have been absent before or after a school holiday

The continuance of a dedicated learning mentor has had a noticeable impact on attendance and learning behaviours. Attendance among disadvantaged pupils improved by just short of 2% compared to the previous year, rising to 90.2%.

Adopting Rosenshine's evidence-based teaching model has strengthened our approach to instruction, particularly through focused daily review and gradual release of responsibility. Teachers report higher levels of pupil participation and improved retention, especially in maths and reading lessons. This was reflected in the 2025 Key Stage 1 assessments, where disadvantaged pupils' attainment in maths increased to 86% achieving age-related expectations in 2025 in R/W/M compared to 42% in R/W and

Intended outcome	Success criteria
Pupil Premium Girls' Attainment within Maths	KS2 maths outcomes in 2024/2025 show that at least 75% of Girls who are disadvantaged met the expected outcome.
Accelerating the progress of disadvantaged Girls in Maths across KS2, with a focus on improving their KS2 outcomes.	100% of the 4 disadvantaged girls in Year 4 achieve 21/25 in the Multiplication Check.  <b>Not met – 44% in KS2</b>
Pupil Premium Boys' Attainment within English	KS2 writing outcomes in 2024/2025 show that at least 75% of boys who are disadvantaged met the expected outcome, particularly in spelling and oracy objectives.

<p>Accelerating the progress of disadvantaged Boys in Reading and Writing across KS2, with a focus on improving their KS2 outcomes.</p>	<p><b>Not met – 41% in KS2</b></p>
<p>Improved oral language skills and a wider vocabulary for pupils who are disadvantaged.</p>	<p>Assessments, including diagnostic assessments, observations and book scrutinies, indicate a significant improvement in the oral language skills of pupils who are disadvantaged.</p> <p>KS2 reading outcomes in 2024/2025 show that at least 75% of pupils who are disadvantaged met the expected outcome.</p> <p><b>Met - 71% achieved</b></p>
<p>Improved attendance for pupils who are disadvantaged.</p>	<p>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. <b>Not met - 90.2%</b></p> <p>The percentage of pupils who are considered persistently absent has reduced to less than 12%</p> <p><b>33% PA</b></p>
<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><b>Of the pupils interviewed as part of the Pupil leadership team – all views were positive.</b></p>
<p>Improved opportunities for pupils who are disadvantaged.</p>	<p>We will achieve this through implementing a Forest Schools curriculum for pupils</p> <p><b>Forest Schools implemented</b></p> <p>An increase in the participation in enrichment and extra-curricular activity.</p> <p>Effective tracking of club attendance.</p> <p><b>Underway and continuing.</b></p>

## Externally provided programmes – Not Applicable

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Appendix — Mapping to the DfE Menu of Approaches

- Tier 1 (High-Quality Teaching): whole-school CPD, phonics fidelity, curriculum and assessment improvements, recruitment/retention work.
- Tier 2 (Targeted Academic Support): small group tuition, one-to-one tutoring, number fluency programmes, TA deployment and structured interventions.
- Tier 3 (Wider Strategies): attendance officer and targeted family support, free breakfast provision, SEMH programmes, subsidised enrichment and peripatetic lessons, parent engagement.

Relevant evidence sources (quick list)

- EEF Guide to the Pupil Premium: [EEF Guide to the Pupil Premium](#)
- Small group tuition: [EEF — Small group tuition](#)
- One-to-one tuition: [EEF — One to one tuition](#)
- Phonics: [EEF — Phonics](#)
- Oral language: [EEF — Oral language interventions](#)
- Behaviour & SEMH: [EEF — Behaviour interventions](#) and [EEF — Social and emotional learning](#)
- Attendance rapid evidence assessment: [EEF — Attendance interventions rapid evidence assessment](#)
- Implementation guidance: [EEF — Putting Evidence to Work](#)
- DfE Pupil Premium guidance (statutory reporting and expectations): [DfE — Pupil Premium guidance](#)