

## Pupil premium strategy statement 2022/23

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 Academy
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	52.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> )	Year 2 of 3 year plan 2021/22 – 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	AGC - Sept 2023
Pupil premium lead	Suzanne Oakes-Smith Principal
Governor / Trustee lead	Chris Brady; lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,605
Recovery premium funding allocation this academic year	£15,876
Early Years Pupil Premium	£4,788
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£155,393 + £15,876 <b>£171,269</b>

# Part A: Pupil premium strategy plan

## Statement of intent

<b>Our philosophy</b>
<p>We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the ADP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.</p> <p>Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. A Glebe Academy each child is supported as an individual so that support is often bespoke to the child. All pupils are supported to be the very best that they can be in all aspects of their education.</p> <p>School leaders work hard to ensure that activities focus on controllable factors – we focus on the main thing - teaching and learning - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of all our educationally disadvantaged pupils. We are constantly looking to refine and improve our current practice, looking inwards to secure wise development and outwards for the next school improvement strategy backed by research and linked to our current priorities.</p>
<b>Our principles for Pupil Premium Spending:</b>
<ol style="list-style-type: none"><li>1. We believe that quality first teaching is the most powerful and effective way to improve outcomes for all pupils. The highest expectations of all staff and pupils and a clear and shared understanding of what constitutes high quality classroom practice through highest expectations, urgency, flexibility, immediate intervention, challenge, support and high quality adult-child interactions.</li><li>2. We recognise that many of our disadvantaged pupils have multiple vulnerabilities and economic disadvantage alone is not necessarily a barrier but is recognised as a risk.</li><li>3. The vital importance of an open and enthusiastic culture and positive relationships (staff, pupils, parents, and the wider community)</li><li>4. Leadership at all levels with a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.</li><li>5. We know that some pupils from disadvantaged backgrounds may have limited communication and language skills on entry to school but that teaching our pupils to read, write and communicate well will open doors for them.</li><li>6. We believe that where pupils's confidence and self-esteem is low, they benefit greatly from social, culturally-rich life experiences, including outdoor learning.</li><li>7. We recognise that the earlier that we help our families and pupils, the more effective this is in improving the life chances of disadvantaged pupils.</li><li>8. We believe that any of our disadvantaged pupils who also have SEND and safeguarding needs, require a highly personalised approach in order to give them the best possible life chances.</li></ol>
<b>Our priorities</b>
<p>Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:</p> <ol style="list-style-type: none"><li>1. Ensuring an 'outstanding' teacher is in every class</li><li>2. Closing the attainment gap between disadvantaged pupils and their peers</li><li>3. Providing targeted academic support for pupils who are not making the expected progress</li><li>4. Addressing non-academic barriers to attainment such as attendance, behaviour, self-esteem, confidence and aspiration</li><li>5. Ensuring that the PPG reaches the pupils who need it most</li></ol>
<b>Our tiered approach</b>
<p>To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:</p>

<b>Priority Area 1:</b> Teaching	<b>Priority Area 2:</b> Targeted academic support	<b>Priority Area 3:</b> Wider strategies
-------------------------------------	---	--

## Challenges

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

Challenge number	Detail of challenge
1	<b>Gaps in knowledge and understanding of curriculum content:</b> Our assessments and observations indicate that the education, mental health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. A lack of resilience and low self-esteem are preventing a significant number of our disadvantaged pupils from fully engaging with their learning. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
2	<b>Vocabulary:</b> Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to lower KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Our disadvantaged pupils have lower starting point in Speech and Language on entry to school. This therefore impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too.
3	<b>Phonics:</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can negatively impact on their development as early readers. From pupil interviews – the pupils discussed that they would like someone to hear them read in school because they don't always read at home.
4	<b>Significantly below average on-entry data for EYFS pupils:</b> Internal assessments (Nursery) and The Reception Baseline information indicates that pupils on entry who are from disadvantaged backgrounds are significantly below the outcomes of non-disadvantaged and national expectations. This is particularly the case in Communication and Language and Physical Development
5	<b>PP pupils are more likely to have multiple levels of vulnerabilities</b> eg social and emotional needs, early intervention and social care involvement, SEND, attendance issues than their PP peers. Pupils with only financial disadvantage achieve in line with PP pupils. PP pupils with multiple levels of vulnerabilities do not attain as highly as PP pupils. There is a strong correlation in the school with pupils who receive PP and have SEND difficulties, Autism, dyslexia and moderate learning difficulties, documented and assessed by outside agencies.
6	<b>Attendance:</b> Attendance and punctuality can cause a significant loss of learning time for pupils. Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts attainment and progress.
7	<b>Behaviour at home and family relationships:</b> Some families report the challenges they face managing the behaviour of pupils at home. Pupils and families do not always seek help and support from other agencies to support the development of their pupils, for example Speech and Language, keeping appointments, accessing with multi-agency services.

8	<b>Aspiration, enrichment and confidence</b> within the group of eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure.
9	<b>Readiness for Learning:</b> Some pupils come to school and are not prepared with the necessary equipment; breakfast/lunch and homework is not completed.

### 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 vocabulary among disadvantaged pupils.  Successfully implementing the teaching of language across the school impacts on improving language comprehension and reading.	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>Language link screening will show good progress. Most disadvantaged pupils reach an average standardised score by the end of Y1. Those who do not (e.g. due to SEN) will be identified as requiring specific support in Y2.</li> <li>All staff (including support staff) have been appropriately trained in how to implement, monitor and assess the teaching of language across the curriculum</li> <li>Robust assessment of children's needs in language is in place and used consistently and constantly across the school and helps to identify areas of further development and any gaps in children's language.</li> <li>Language development is consistent across the school and is a priority, which is addressed in all subject areas.</li> <li>Access to high quality texts is consistent across the school.</li> <li>Reading is used to support language development in all subject areas, ensuring that pupils' are able to build their cultural capital.</li> </ul>
High quality first teaching and interventions focused on Reading and Phonics take place in Early Years/Year 1 and beyond to close the gap as early as possible.	<ul style="list-style-type: none"> <li>Results of Y1 Phonics screening test and assessments within the R,W Inc programme will show all pupils making good progress. All pupils (unless with specific diagnosed need) will pass the phonics screen by at least the end of Y2.</li> <li>PP pupils' attainment is in line with national 'other'.</li> <li>All PP pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth with a proportion of pupils making accelerated progress.</li> <li>Accelerated progress for pupils in receipt of interventions and other targeted support.</li> <li>Y1 phonics screening outcomes in 2024/25 show that more than 85% of disadvantaged pupils meet the expected standard.</li> </ul>
Effective teaching supported by evidence informed CPD for teachers and support staff is embedded and impacts on continually improving teaching and attainment of pupils.	<ul style="list-style-type: none"> <li>Quality, effective teaching is evident through learning walks, deep dives</li> <li>Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs; particularly in Maths and Phonics</li> <li>Effective implementation, particularly in the preparation stage of key development strategies such as language and Social and Emotional Learning.</li> <li>Effective use of research particularly for diagnostic assessment</li> <li>Quality feedback further improves pupil learning and continues to address misconceptions swiftly.</li> <li>Use of research to support the teaching of disadvantaged pupils with SEN in mainstream education ensures disadvantaged pupils with SEND achieve the best possible outcomes in identified year groups.</li> </ul>

<p>Attainment and progress gaps are narrowed for all disadvantaged pupils so that by the end of Key Stage 2 compares favourably with other pupils nationally including those that are more able</p>	<ul style="list-style-type: none"> <li>• 84%+ reach age-related expectations for Reading, Writing and Maths at the end of Key Stage 2, with minimal difference between disadvantaged and non-disadvantaged cohorts.</li> <li>• PP pupils' attainment is in line with national 'other'.</li> <li>• Rigorous assessment of pupils' individual needs are continuously carried out across the school and curriculum.</li> <li>• Subject leaders are aware of the needs of disadvantaged pupils' in their subject and take collective responsibility for diminishing any gaps caused by socio- economic disadvantage, ensuring good outcomes for disadvantaged children.</li> <li>• Gaps in knowledge and learning are addressed effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of content.</li> <li>• Improved maths attainment for disadvantaged pupils achieving greater depth at the end of KS2.</li> <li>• Learning environment is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</li> <li>• Use of rigorously evaluated interventions delivered by teachers and support staff continue to be in place to address the gaps</li> <li>• High quality on-going CPD and resources ensure that all staff have high expectations of ALL pupils</li> </ul>
<p>Reduce the number of pupils whose absence falls below 10%. Improve overall PP attendance and punctuality so that all year groups have attendance above average.</p>	<p>Overall attendance for PP pupils, including FS2, is at/greater than 96% Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent reduced.</li> <li>• Family Support Coordinator provides additional support to PP families</li> <li>• Reduction in the number of persistent absentees among pupils eligible for PP through Early Help and personalised Improving Attendance Action Plans</li> <li>• Strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships are used.</li> </ul>
<p>Achieve and sustain improved wellbeing and enrichment opportunities for all pupils in our school, particularly our disadvantaged pupils.  Social support for PPG pupils and family to enable families</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in pupils on SEND register for SEMH</li> <li>• reduction of behaviour incidents for those pupils identified as having SEMH</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>Positive relationships maintained with parents; all families are held in high regard by the school and feel a sense of belonging to the school community. Targeted use of Forest Schools to develop challenge, character and resilience. Family Support Co-ordinator supports targeted families with clear targets –case studies show impact Pupil leadership roles boost self-esteem and confidence Integrated behavioural strategies and reward systems to support wellbeing External social and emotional support for targeted groups of pupils</p>
<p>Pupils are exposed to a wide range of social/cultural and outdoor experiences to develop their aspirations</p>	<ul style="list-style-type: none"> <li>• Enrichment experiences for learning that some pupils would not usually experience</li> <li>• Careers and aspiration education weaved through the curriculum.</li> <li>• Maintain and increased access and participation in wider curriculum opportunities - book looks show that pupils are using language and vocabulary across the curriculum.</li> <li>• Increased attendance of PP pupils at before/after school clubs and holiday periods.</li> </ul>
<p>Pupils entering KS1 are ready to access the National Curriculum</p>	<ul style="list-style-type: none"> <li>• GLD outcomes in 2024/2025 show that disadvantaged pupils meet the expected standard in line with their peers (except where significant SEN is present).</li> </ul>

## 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 £64,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching and Targeted interventions in EYFS/Year 1 and Year 2/Key Stage 2</b>            Delivery of bespoke interventions to identified disadvantaged pupils in order to address the next steps in their learning. Disadvantaged pupils to perform in line with their peers and meet the end of key stage expectations.</p> <p>Retain post of Early Years Transition Worker</p> <p>Closing the Gap Practitioners x 3 in place to provide additional intervention and targeted support to close the gap.</p> <p>Unqualified teacher (0.2) to provide additional phonics support for targeted pupils.</p> <p>Additional targeted reading and phonics (tracking of pupils who did not meet phonics threshold by end of Year 2)</p> <p>Y6 after school booster sessions to target specific pupils</p> <p>Time for class teams to prepare for and attend Pupil Progress meetings ensuring progress is measured, analysed and acted upon after each Assessment Point</p> <p>0.3 non-contact for SENCO – time with SLT and class teachers with appropriate intervention for pupils at risk of under attainment.</p>	<p>Assessment data and outcomes will evidence the impact of the allocated teacher and the high quality teaching and intervention Marking and feedback will instantly address any misconceptions and evidence progress in learning and attainment. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3 4 5</p>

<p>Leadership time and to provide additional catch up intervention sessions for targeted pupils.</p> <p>Individualised/group targeted support given to PP pupils who are not completing home learning</p>		
<p><b>Purchase of standardised diagnostic assessments</b> – NTS Assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1 2 3 4
<p><b>Embedding dialogic activities</b> across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Vocabulary planned and taught through range of topic areas to increase vocabulary of pupils.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 2 4
<p><b>Additional resources to support RWI phonics teaching scheme</b> - <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p><i>EY / KS1 Reading Books to ensure the books link to RWI Phonics and accelerate reading</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Audit in June 2022 reviewed of reading books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research.</p>	3
<p><b>Enhancement of our maths teaching and curriculum</b> planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p><i>Times Table Rockstars (£176)</i></p>	<p>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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1 4 5
<p><b>Leaders monitoring learning and teaching</b> across the school and using outcomes to inform bespoke CPD.</p> <p>Subject leaders work with other subject leaders in school-to school partnership work together to share best practice</p> <p>Subject Leadership non-contact time 0.4 of unqualified teacher</p>	<p>EEF Pupil Premium Guide –</p> <p>Quality teaching helps every child</p> <p>High quality curriculums inspire learners</p> <p>Development and retention of staff is key</p> <p>Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this</p>	1
<p><b>CPD Training for identified support staff to deliver specific intervention programmes.</b></p>	<p>Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment:</p>	1 2 3 4 5

<p>-All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching &amp; Learning team.</p> <p>-Metacognition &amp; Memory staff meetings with all staff</p> <p>- Weekly PDMs (support staff hours weekly) dedicated to Teaching and Learning</p> <p>-Subject monitoring for all subject leaders and non-contact time</p> <p>- Lesson Study Model – non contact time for leaders/staff</p> <p>- Teaching and Learning support sessions as drop ins.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b>CPD Improve the quality of social and emotional (SEL) learning – ELSA</b></p> <p>High quality training to develop staffs expertise in order to support social and emotional development of pupils.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5 7 8

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 80,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Establish and sustain tightly targeted intervention groups</b> for reading, writing and maths interventions for disadvantaged pupils falling behind age related expectations in phonics, Reading, Writing and Maths</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 and in small groups. For tuition led by Learning Assistants, interventions are likely to be particularly beneficial when the Learning Assistants are experienced, well-trained and supported – for example, delivering a structured intervention:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> 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 as regular sessions over a set period of time: <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2 3 5
<p><b>1:1 conferencing</b> between pupil and teacher identify misconceptions/gaps in learning and to plan next steps.</p>	<p>Individual feedback combined with support with addressing misconceptions and identifying next steps has potential to accelerate learning. Feedback with additional support for pupils that are falling behind, while approaches such as formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress. Feedback has effects across all age groups.</p>	1 2 3 5

	<a href="https://www.educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	
<b>Engaging with the National Tutoring Programme</b> to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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	1
<b>Nuffield Early Language Intervention (NELI)</b> in Reception for children assessed as having the lowest language starting points.	Several robust evaluations have led to NELI being the most well-evidenced early language programme available to schools in England.	1 2 3 4
<b>Additional phonics sessions targeted</b> at disadvantaged pupils who require further phonics support.  Whole school staff training to update existing staff and train new staff on Read, Write Inc.  Purchasing of additional 'Catch up' phonic resources  Use of unqualified teacher for x2 days to facilitate targeted group work	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 as regular sessions over a period up to 12 weeks (EEF Toolkit)  High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term	3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p><b>Embedding principles of <a href="#">Improving School Attendance</a></b>  Release time for VP to track and analysis data.  Case studies and progress summaries updated termly including attendance provision map.  Purchase of LA EWO traded package  Weekly/half termly/yearly rewards for promoting good attendance  Funded breakfast club places Family Support Worker to work with pupils/families on Improving Attendance Plans – 3 hrs per week  Policy embedded to tackle persistent absence and lateness with families.  Monthly EWO sessions with VP</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  Attendance of PP and overall attendance has improved overtime and is at least in line with national figures in previous years however COVID 19 period (2020-21) resulted in increases to persistent absenteeism  Absence is as a result of genuine illness  Absence improves for identified pupils  Attendance for all pupils improves.  PA pupils from previous year, improve attendance towards national  Disadvantaged pupils are in line with all pupils for attendance so that this is no longer a real risk  DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p><b>Pupil wellbeing:</b> Improved well-being, confidence and self-esteem of pupils   High quality intervention programme for targeted pupils - Social/Emotional interventions -1:1 sessions   Quick identification and referrals of pupils in need of external support  Range of training which supports SEMH and tracks developments eg time to talk social communication intervention, circle times, PSHE, Boxhall  Educational Psychologist to carry out work with specific pupils  Vulnerable PP pupils are supported by Family Support Worker  Fruit offered for break time each day to ensure pupils are nourished and 'ready to learn'.  Continued links with Secondary Schools for PP pupils to prepare them for transition.  Additional Senior Leadership (SENCO) release time per week to evaluate and develop practice  Termly safeguarding reports to be produced by the DSL.</p>	<p>Pupils are ready to learn and able to manage their emotions; self-regulation improves  PP pupils are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress  Staff aware of and supporting identified pupils  Pupils' basic and self-esteem needs are met.  Through personalised strategies pupils can explore, be aware and share their feelings with others.  Reduction in number of off task or behaviour incidents  Academy has no exclusions  Effective use of CPOMS to ensure pupils are safe and that social needs and concerns are addressed quickly.</p>	<p>5 6 7</p>

<p>Improvements in Pupil Passports for pupils on the SEND register for SEMH show successful progress against targets</p>		
<p><b>Pupils are exposed to a wide range of social/cultural and outdoor experiences to develop their aspirations and cultural capital</b></p> <p><b>Term Time:</b> Variety of theme days/events/visitors provide additional experiences for subjects. Strong links with the local community provide opportunities to connect with their locality Trips and visits organise trips linked to curriculum &amp; support financially if necessary - Financial support for trips for pupil premium children (£10 each) Curriculum led trips that are well planned for and 2x EVC leads to support this. Subject guides support trips and visits written by all teachers Residentials are organised and financial support is offered for key families</p> <p><b>Holiday provision:</b> 20 days of additional holiday clubs for targeted families School to provide 2 x member of staff and costs for building use; resources; building</p>	<p>Pupils have the opportunity to take part in regular activity which will enhance their understanding of the world, vocabulary and social and emotional wellbeing. PP Pupils will widen their range of transferable skills across all subjects. Pupils achieve beyond what it expected nationally to ensure they have a sense of direction which stretches beyond academic Quality experiences are a core part of the curriculum The school community grows as relevant local visitors are welcomed in to work with pupils Feedback from parents and pupils evidence growing understanding of the wider world and aspiration. To reduce the overall financial burden upon Pupil Premium children's parents / carers, the school will part fund the overall cost of the residential trips where required, to enable accessibility for all. Pupils in every year group have access to an exciting, 'cultural capital building' opportunities</p>	<p>7 8 9</p>
<p><b>Provide emotional and social support for PPG pupils and their family to enable families and pupils have access to support outside the school setting.</b></p> <p>Family Support Worker post in place (0.8)</p> <p>Family Support Coordinator to lead Early Help approaches</p> <p>Parents attend workshops and 'Learning Together' sessions and engage with other types of</p>	<p>Improved links between home and school is proven in supporting the progress pupils make academically as well as socially and emotional. Increased engagement will help support parents with their children's academic development as well as supporting families in crisis: <a href="#">Parental engagement   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	<p>5 7 8</p>

school support in order to best support their pupils to support catch up support.		
<b>-Mentor for pupils with SEMH</b> and also reactive to those going through trauma or change	The EEF toolkit collates studies that have found more positive impacts of mentoring for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	5 6 7
<b>-Breakfast Club</b> Staff costs, to provide low cost breakfast and childcare for vulnerable families and children. -Well established before-school support such as breakfast club for pupils. – FSW time to established referral system for key pupils -Materials to provide a balanced breakfast -TA hours to support provision (5 hours)	Increase early morning learning and creative opportunities for pupils supporting parents have requested a breakfast club for additional support with home lives and working families. In their 2006 Eating Breakfast report, Health4Schools claimed: "Research has shown that children who skip breakfast perform less well academically, socially and emotionally, whereas eating breakfast improves children's problem solving abilities, their memory, concentration levels, visual perception and creative thinking." Providing children with breakfasts can help to boost their attention span, concentration, and memory.	5 6 7 8 8
<b>Improving the physical environment for the Early Years</b>	Analysis of our context from 'Beyond the School Gate' shows that our children have limited access to outdoor space and lack the opportunities to develop their gross and fine motor skills. Developing motor skills at an early age will have a long term impact on the children's progress and ability to self-regulate. <a href="https://www.educationendowmentfoundation.org.uk">Physical development approaches   EEF (educationendowmentfoundation.org.uk)</a>	4
<b>Contingency fund for acute issues.</b>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £171,269**

# 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 2021 to 2022 academic year.

Over a period of many years since 2012, the outcomes at the end of KS2 almost always show that our disadvantaged students perform as well as and, in many cases, better than their non-disadvantaged peers. In 2019, 72.7% of our disadvantaged pupils achieved age related expectations in reading, writing and maths. This is in line with the national average of 71% for non-disadvantaged pupils and above the National Average for ALL pupils which was 65%. The aim at Glebe is for all pupils, whatever their needs and starting points, to attain well and we know many of our non-pupil premium pupils still need extra support.

### 2022 Outcomes:

<b>Disadvantaged context:</b>					
Across the school the % of pupils identified as Disadvantaged has increased from 36.8% (Jan 2020 census) to <b>52.6%</b> (Jan 2022 census) – <b>an increase of 15.8%</b> and is now sitting <b>30.1% above the National Average</b> and 17.8% above the Local Authority Average. The National % in this same timeframe has increased by 5.1% compared to the Academy's 15.8% - 3 times more.					
17 pupils/30 were identified as Disadvantaged in the 2022 Year 6 cohort.					
<b>2022 Key Stage 2 Outcomes</b>					
EXS	National ALL	Glebe ALL (30)	Glebe % Disadvantaged (17)	Glebe % Non Disadvantaged (13)	National Disadvantaged
RWM	59%	73.3%	81%	62%	42.8%
Reading EXS	74%	90%	94%	85%	62.3
Writing EXS	71%	83%	88%	77%	55.7
Maths EXS	69%	83%	88%	77%	56.4
GPS EXS	72%	90%	94%	85%	58.7%
<p><b>RWM:</b> % of pupils at EXS above DIS National and ALL National; GDS in line with DIS National and ALL National</p> <p><b>Reading:</b> EXS above DIS National and above ALL National; GDS in line with DIS National.</p> <p><b>Writing:</b> EXS above DIS National and above ALL National</p> <p><b>Maths:</b> EXS above DIS National and above ALL National</p>					
<b>2022 Phonics outcomes</b>					
In line with ALL National and above Disadvantaged National					
EXS	National ALL	Glebe ALL (30)	Glebe % Disadvantaged (15)	Glebe % Non Disadvantaged (15)	National Disadvantaged
Phonics	75.5%	76.7%	80%	73.3%	62.4%
<b>2022 Key Stage 1 outcomes</b>					
<p><b>Reading:</b> EXS above DIS National and in line with ALL National; GDS in line with DIS National and ALL National</p> <p><b>Writing:</b> EXS well above DIS National and in line with ALL National; GDS well above DIS National and well above ALL National</p>					

**Maths:** EXS well above DIS National and above ALL National; GDS well above DIS National and above ALL National

**Attendance:**

Our priority regarding attendance and persistent absence has had some success on an individual pupil level and this is documented in our case study-level data. However, this remains a clear and important priority for 2022-23 with the implementation of the DfE's 10 new 'Working together to improve school attendance', which will be in place from September 2022. The guidance features new statutory responsibilities for schools, MATs and local authorities which must be in place by September 2023. We will review our attendance and punctuality strategy half termly to ensure that it continues to meet the needs of our children and community.

Non disadvantaged pupil attendance was higher than disadvantaged pupil attendance by 2.65% - ADP for 22/23 to support disadvantaged pupils.

FS2-Y6

Cohort	Attendance 2021-2022:
All	93.21%
Pupil Premium (Disadvantaged)	92.14%
Non Pupil Premium (Non Disadvantaged)	94.79%

FS1-Y6

Cohort	Attendance 2021-2022:
All	92.96%
Pupil Premium (Disadvantaged)	91.81%
Non Pupil Premium (Non Disadvantaged)	94.68%

## 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
X Tables Rockstars	TT Rockstars
Behaviour and Nurture Support	Port Vale Foundation Trust
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub

## Further information

### Summary of the Success of PP Strategy

Our attainment and progress figures over several years demonstrate the excellent outcomes that have historically been achieved at Glebe.

Over half of our pupils are officially identified as Disadvantaged, and since nearly all of our pupils live in very deprived areas, these whole-school figures demonstrate how we have made exceptionally effective use of our PP funding to deliver transformative outcomes for all of our children. The 2021-22 figures, whilst providing potential evidence for the greater challenge of securing Greater Depth for a group of pupils due of the impact of the pandemic, still demonstrate that our Disadvantaged children achieve outcomes that consistently exceed national performance.