

The background is a solid blue color with several overlapping, curved, lens-like shapes in different shades of blue. These shapes create a sense of depth and movement, with some areas appearing lighter and others darker due to the layering.

# Pupil Premium Strategy Statement

# Pupil premium strategy statement 2024 - 2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

## Academy overview

Detail	Data
School name	Co-op Academy Glebe
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	56% (129/231)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> )	Year 1 of 3 year plan 2024/25 – 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	AGC: 10.24
Pupil premium lead	Tristan Warrilow
Governor / Trustee lead	Chris Brady

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170, 235
Recovery premium funding allocation this academic year	£16, 965
Early Years Pupil Premium	£2827.20
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£190, 027.20</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 our Academy Development Plan. 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 that are identified and thus addressed.</p> <p>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 to overcome that barrier, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. All pupils are supported to be the very best that they can be in all aspects of their education and personal development.</p> <p>School leaders, at all levels, work hard to ensure that activities focus on controllable factors – we focus on the fundamental aspects of education - teaching and learning. We make the biggest difference to the life of all our educationally disadvantaged pupils by having direct knowledge of what goes on in the classroom, and the impact of our daily interventions. A strong focus on a well balanced education allows for positive social mobility for all children.</p> <p>As a forward thinking academy, we constantly seek ways to refine and improve our current pedagogy, looking inwards, accessing our strong school leadership, and outwards for the next school improvement strategy backed by research and linked to our current priorities.</p>
<p><b>Our principles for Pupil Premium Spending:</b></p> <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. We address this at source, timely and effectively.</li><li>3. We recognise the vital importance of an open and enthusiastic culture and positive relationships (staff, pupils, parents, and the wider community)</li><li>4. Leadership at <b>all</b> 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' confidence and self-esteem is low, they benefit greatly from social, culturally-rich, wider life experiences, including outdoor learning and opportunities to experience time away from home</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 our disadvantaged pupils.</li><li>8. Fostering an open, honest and positive relationship with our families and wider community</li><li>9. We believe that many of our disadvantaged pupils who also have SEND and safeguarding needs, require a highly personalised and adaptive 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></ol>

2. Closing the attainment gap between disadvantaged pupils and their peers
3. Providing targeted academic support for pupils who are not making the expected progress
4. Addressing non-academic barriers to attainment such as attendance, behaviour, self-esteem, confidence and aspiration
5. Ensuring that the PPG reaches the pupils who need it most
6. Ensuring that language is not a barrier to educational and vocational opportunities in a child's future
7. Closing the gap between our disadvantaged pupils who have English as an additional language

#### Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

<b>Priority Area 1:</b> Teaching	<b>Priority Area 2:</b> Targeted academic support	<b>Priority Area 3:</b> Wider strategies
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## 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. This is still one barrier that our pupils are still having to overcoming. 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 a lower starting point in Speech and Language on entry to school when compared with other regions of the city. 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 outside of the academy setting 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 have someone who is willing to read with them at home. This results in children not reading at home at all.
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 children and national expectations. This is particularly the case in Communication and Language and Physical Development
5	<b>Pupil Premium pupils are more likely to have multiple levels of vulnerabilities</b> e.g. social and emotional needs, early intervention and social care involvement, SEND, attendance issues than their non-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 such as Autism, dyslexia and moderate learning difficulties. These are children who are assessed by external 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 on their 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 eligible for pupil premium is lower than their non-PP peers. There is a need for them to believe that they can achieve academically and have high expectations for themselves. 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 their out of academy lives.
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. Through pupil voice meetings, there is a need to provide the offer to some of our most vulnerable families an option to attend breakfast provision
10	<b>English as an additional language:</b> A growing number of our families have English as a second, or even third language. This is again a factor that can limit their social mobility. We aim to facilitate their race to become fluent in the English language. Children who are PP and have English as an additional language require extensive support to ensure that they are high school ready.

## 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 and pupil interviews/conversations</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. Children who fail to meet standard by this milestone will receive focused support to develop their phonics skills and abilities</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. Subject leaders are responsible for addressing language use within their curriculum area</li> <li>Access to high quality texts is consistent across the school and in all subjects taught</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 Read Write 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 (unless with specific cognition and learning diagnosed need) will attain GLD at the end of EYFS and EXS at KS1; with an increased % of pupils making accelerated progress.</li> <li>Accelerated progress for pupils in receipt of interventions and other targeted support.</li> <li>Narrowing of gaps between PP and non-PP children sitting Y1 phonics screening</li> <li>Y2 phonics screening retakes evidence no gap between PP &amp; non-PP children (where there are no multi-vulnerables or SEND impact)</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, subject deep dives and book looks</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 for a range of specific SEND needs</li> <li>Quality feedback is live and further improves pupil learning and continues to address misconceptions swiftly.</li> <li>Use of research to support the teaching of disadvantaged pupils with SEND in mainstream education ensures disadvantaged pupils with SEND achieve the best possible outcomes in identified year groups.</li> </ul>
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	<ul style="list-style-type: none"> <li>85%+ reach age-related expectations for Reading, Writing and Maths and RWM combined at the end of Key Stage 2, with minimal difference between disadvantaged and non disadvantaged cohorts.</li> <li>PP pupils' attainment for RWM combined is in line or better when compared with national all.</li> <li>Rigorous assessment of pupils' individual needs are continuously carried out across the school in all curriculum areas.</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 immediately and effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of key 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 a range of resources to support adaptive teaching strategies.</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>
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>Overall attendance for PP pupils, including FS2, is at/greater than 96% Sustaining high attendance is demonstrated by the following outcomes:</p> <ul style="list-style-type: none"> <li>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>percentage of all pupils who are persistently absent is reduced.</li> <li>Family Support Coordinator provides additional support to PP families</li> <li>Breakfast provision provided to families/children who are persistently late</li> <li>Reduction in the number of persistent absentees among pupils eligible for PP through Early Help and personalised Improving Attendance Action Plans</li> </ul>



	<ul style="list-style-type: none"> <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.</p> <p>Social support for PPG pupils and family to enable families</p>	<p>Sustained high levels of wellbeing for each of our pupils, 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 PP pupils identified as having SEMH</li> <li>a significant increase in participation in out of school learning and enrichment activities, particularly among disadvantaged pupils</li> <li>Positive relationships maintained with parents; all families are held in high regard by the school and feel a sense of their belonging to our school community.</li> <li>Targeted use of Forest Schools to develop challenge, character and resilience for our disadvantaged children</li> <li>Family Support Coordinator supports targeted families with clear objectives to minimise barriers to their child's attainment and progress</li> <li>Pupil leadership roles boost self-esteem and confidence for all disadvantaged children.</li> <li>Integrated behavioural strategies and reward systems to support wellbeing and nurture a positive ethos to their school life.</li> <li>External social and emotional support for targeted groups of pupils.</li> </ul>
Pupils are exposed to a wide range of social/cultural and outdoor experiences to develop their aspirations	<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 whole curriculum.</li> <li>Maintain and increase access and participation in wider curriculum opportunities- financial support and payment plans provided</li> <li>Monitoring, and book looks, evidences pupils are using new language and vocabulary across the wider curriculum.</li> <li>Pupil articulation is improved through a wider and more robust level of vocabulary</li> <li>Increased attendance of PP pupils at before/after school clubs and holiday periods; barriers to attendance for these opportunities are regularly reviewed and the offer amended to support vulnerable families</li> </ul>
Pupils entering KS1 are ready to access the National Curriculum	<ul style="list-style-type: none"> <li>GLD outcomes at the end of EYFS evidence that disadvantaged pupils meet the expected standard in line with their peers (except where significant SEN is present).</li> <li>Pupils entering KS1 have a solid foundation to reading, writing and maths</li> <li>Pupils are on track to achieve the required outcomes in Y1 phonics screening</li> </ul>
Children who are classed as EAL attain inline with their peers	<ul style="list-style-type: none"> <li>Use of supportive materials to engage and challenge children with English as an additional language, allowing attainment in Reading, writing and maths to be in line with peers</li> <li>Teachers have a robust toolkit of strategies and resources to support sustained progress of children who are categorised as EAL</li> <li>English as an additional language is not a barrier to academic success</li> <li>Children with English as an additional language are confident in using a range of more complex vocabulary</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

£95, 013.60

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></p> <p>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 x1 in place to provide additional intervention and targeted support to close the gap.</p> <p>Teaching support workers support and deliver effective interventions</p> <p>High Level Teaching Support Worker to provide additional subject time for subject leaders to ensure that teaching strategies/sessions allow for attainment in the wider curriculum of PP children</p> <p>Additional targeted reading and phonics in KS2 (tracking of pupils who did not meet phonics threshold by end of Year 2)</p> <p>Additional Y4 multiplication tables club for disadvantaged pupils</p> <p>Y6 after school booster sessions to target specific pupils who are needing catch up, acceleration</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>Non-class based SENCO – time with SLT and class teachers with</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 10</p>



<p>appropriate intervention for pupils at risk of under attainment.</p> <p>Internal appointment of SENCO Assistant (0.1 non contact)</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 tasks</p> <p>Additional group targeting for children who are not on track to achieve required standard in Y4 MTC</p>		
<p><b>Purchase of standardised diagnostic assessments</b></p> <p>NTS Assessments purchased for all cohorts Y1 - Y6</p> <p>On going training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Renewal of SNAP Assessments for strategy period</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 activities</b> across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Subject specific vocabulary planned by subject leaders and delivered in all topic areas to increase vocabulary use of pupils.</p> <p>Pre-read vocabulary for PP children with barriers to accessing curriculum (EAL/SEND)</p> <p>Vocabulary activities provided in all sessions- retrieval, defined, investigated</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. This also supports children with English as an additional language to strengthen their use of familiar language in context:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 2 4 10
<p><b>Additional resources to support RWI phonics teaching scheme - DfE validated Systematic Synthetic Phonics programme</b> to secure stronger phonics teaching for all pupils.</p> <p>EY / KS1 Reading Books to ensure the books link to RWI Phonics and accelerate reading. Purchase of additional books to engage all</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>	3

learners, regardless of gender or level of economic background		
<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>Subscription to White ROse Maths scheme to develop CPA approaches to maths</p> <p>Subscription to Testbase website, allowing challenge to be provided to all children</p> <p>Subject lead delivers regular PDM/CPD of teaching and learning related to use of WRM as vehicle for maths</p> <p>Use of maths specialist tutor to support and stretch children in Year 6</p> <p>Trust level maths CPD developing and analysing latest subject knowledge and teaching</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: <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/622216/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>The EEF guidance is based on a range of the best available evidence: <a href="https://www.eef.co.uk/publications/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="https://www.eef.co.uk/publications/eef-impact-of-mastery-learning">EEF Impact of Mastery Learning</a></p>	1 4 5 10
<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>Trust level CPD in all areas of the curriculum to develop monitoring and implementation of curriculum areas</p> <p>Subject Leadership non-contact time provided through use of Higher Level Teaching Support- x2 sessions per half term.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p> <p>Quality teaching helps every child High quality curriculums inspire learners 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, 5, 6, 7, 8, 10
<p><b>CPD Training for identified support staff to deliver specific intervention programmes.</b></p> <p>-All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching &amp; Learning team.</p> <p>-Pedagogical teaching strategies based on Rosenshines Principles</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: <a href="https://www.edf.org/teaching-assistant-interventions">Teaching Assistant Interventions   EEF</a> (<a href="https://www.edf.org">educationendowmentfoundation.org.uk</a>)</p>	1 2 3 4 5

<ul style="list-style-type: none"> <li>- Weekly PDMs (support staff hours include attendance to all staff PDM sessions) dedicated to Teaching and Learning</li> <li>-Subject monitoring for all subject leaders and non-contact time</li> <li>- Lesson Study Model – non contact time for leaders/staff</li> <li>- Teaching and Learning support sessions as drop ins.</li> </ul> <p>Trust level support for high quality teaching and learning, QFT</p>		
<p><b>CPD Improve the quality of social and emotional (SEL) learning – ELSA</b></p> <p>High quality training to develop staff expertise in order to support social and emotional development of pupils.</p> <p>Staff CPD (Support staff x 2 attend training)</p> <p>CPD sessions for support staff led by outside agencies/organisations</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://educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Social &amp; Emotional Learning within education supports children's wellbeing and resilience skills, preparing them for future outcomes</p> <p><a href="https://drive.google.com/drive/folders/1C0hC5dOrFgGtfX5UHkl2y8iP30LH8uuy">https://drive.google.com/drive/folders/1C0hC5dOrFgGtfX5UHkl2y8iP30LH8uuy</a></p>	5 7 8 10

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

Budgeted cost	£47,506.80
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupil progress review and monitoring ensures well targeted intervention groups</b> for reading, writing and maths.</p> <p>Interventions for disadvantaged pupils falling behind age related expectations in phonics, Reading, Writing and Maths</p> <p>Teaching support staff across all cohorts deliver high quality interventions to vulnerable groups/pupils</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.</p> <p>For tuition led by Teaching support assistants, interventions are likely to be particularly beneficial when support staff are experienced, well-trained and supported – for example, delivering a structured intervention:  <a href="#">Small group tuition   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a set period of time: <a href="#">Phonics   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p>	1 2 3 5 10
<p><b>1:1 conferencing</b> between targeted pupils: pupil and teacher identify misconceptions/gaps in learning and to plan next steps.</p> <p>Each class based member of staff is a PP child mentor- x3 mentoring sessions per academic year (KS2- Y4 - Y6)</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.  <a href="#">Feedback   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>Staff question/converse with children regarding specific aspects of school life- home learning, access to resources and support within school; staying safe at school</p>	1 2 3 5 8 10
<p><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.</p> <p>Funding for tutor to support specifically targeted pupils in core aspects of Y6</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</p>	1
<p><b>Purchase of WELLCOMM for use whole school.</b></p> <p>Priority for support in Nursery/Reception for children assessed as having the lowest language starting points.</p>	<p>Evaluations support the impact of WELLCOMM for pupils with speech and language.</p>	1 2 3 4
<p><b>Additional phonics sessions targeted</b> at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when</p>	3

<p>Whole school staff training to update existing staff and train new staff on Read, Write Inc.</p> <p>New to school staff attend RWI training</p> <p>Phonics sessions for all children who didn't attain Y1 phonics screening</p> <p>'Catch up' phonic resources/sessions in Y4/5</p>	<p>delivered as regular sessions over a period up to 12 weeks (EEF Toolkit)</p> <p>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</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><b>Additional interventions to support EAL pupils</b></p> <p>Teaching support staff to work alongside EAL children to push their pace to English</p> <p>EAL Profiles completed by class staff and SENCO- time covered through High Level TEaching Support Worker</p> <p>Non-teaching SENCO to support CPD of staff; time funded</p>	<p>There are approximately 1 million children in UK primary schools who have English as an additional language. A significant number of these children will have multiple factors to contend with: EAL, financial deprivation, SEND and so schools need to develop strategies to support them, allowing them to become fluent in English</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/eal-in-the-mainstream-classroom">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/eal-in-the-mainstream-classroom</a></p> <p><a href="https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/what-is-eal-in-education/">https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/what-is-eal-in-education/</a></p>	1 2 4 5 8 10

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

Budgeted cost

£47, 506.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embedding principles of <a href="#">Improving School Attendance</a></b></p> <p>Leadership time to track and analysis data for attendance</p> <p>Case studies and progress summaries updated termly including attendance provision map.</p> <p>Purchase of LA EWO traded package</p> <p>Monthly EWO sessions with HofS</p> <p>Weekly/half termly/yearly rewards for promoting good attendance</p> <p>Funded breakfast club places for vulnerable PP children</p>	<p>Embedding principles of good practice set out in the DfE's advice <a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance for whole school to be greater than 96%</p> <p>Attendance of PP children to be inline with school target- 96%+</p>	6

<p>Funded after school provision for PP children</p> <p>Family Support Worker to work with pupils/families on Improving</p> <p>Attendance Plans – 3 hrs per week</p> <p>Policy embedded to tackle persistent absence and lateness with families.</p>		
<p><b>Pupil wellbeing:</b> Improved well-being, confidence and self-esteem of pupils</p> <p>High quality intervention programme for targeted pupils - Social/Emotional interventions -1:1 sessions</p> <p>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, SNAP</p> <p>Funding for an Educational Psychologist to carry out work with specific pupils who have multiple vulnerabilities</p> <p>Vulnerable PP pupils are supported by Family Support Worker: attendance, financial and emotional well-being</p> <p>Fruit offered for break time each day to ensure pupils are nourished and 'ready to learn'.</p> <p>Continued links with Secondary Schools for PP pupils to prepare them for transition. Extra transition sessions planned for PP children to facilitate comfortable transition</p> <p>Additional Senior Leadership release time per week to evaluate and develop practice (non teaching SENCO - additional 0.6 non contact)</p> <p>Termly safeguarding reports to be produced by the DSL.</p> <p>Weekly safeguarding meeting with DSI/DDSLs</p> <p>Specific support staff trained in wellbeing for children</p>	<p>Pupils are ready to learn and able to manage their emotions; self-regulation improves</p> <p>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</p> <p>Staff aware of and supporting identified pupils</p> <p>Pupils' basic and self-esteem needs are met.</p> <p>Through personalised strategies pupils can explore, be aware and share their feelings with others.</p> <p>Reduction in number of off task or behaviour incidents</p> <p>Exclusions are incredibly rare and as a last resort</p> <p>Effective use of CPOMS to ensure pupils are safe and that social needs and concerns are addressed quickly.</p> <p>Pupils able to articulate what their aspirations are in life- setting goals high</p>	5 6 7 10
<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>Pupils have the opportunity to take part in regular activity which will enhance their understanding of the world, vocabulary and social and emotional wellbeing. Research links many benefits of working outdoors on a child's</p>	7 8 9



<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 on regular basis</p> <p>Organised trips that are linked to curriculum &amp; support is provided financially if necessary</p> <p>Curriculum led trips that are well planned for and 3x EVC leads to support this.</p> <p>Subject guides support trips and visits written by all teachers</p> <p>Residentials are organised and financial support is offered for key families; payment plans are provided</p> <p><b>Holiday provision:</b> At least 20 days of additional holiday clubs for targeted families</p> <p>School to provide 2 x member of staff and costs for building use; resources; safeguarding lead</p>	<p>development, especially children who live in inner-city areas. Many children in these geographical locations are disadvantaged, and so outdoor can be a vehicle for greater attainment and wellbeing. <a href="https://www.field-studies-council.org/2023/06/12/why-outdoor-education-is-an-essential-part-of-every-childhood/">https://www.field-studies-council.org/2023/06/12/why-outdoor-education-is-an-essential-part-of-every-childhood/</a></p> <p>PP Pupils will widen their range of transferable skills across all subjects.</p> <p>Pupils achieve beyond what it expected nationally to ensure they have a sense of direction which stretches beyond academic</p> <p>Quality experiences are a core part of the curriculum</p> <p>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.</p> <p>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.</p> <p>Pupils in every year group have access to an exciting, 'cultural capital building' opportunities <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></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 school support in order to best support their pupils to support catch up support (Cook and Eat, Family Crafts, maths workshops)</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="https://educationendowmentfoundation.org.uk/parental-engagement-EEF/">Parental engagement   EEF</a> <a href="https://educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p>	5 7 8

<p><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/resources to provide a balanced breakfast  -TA hours to support provision (5 hours)  Staffing, external of school staff, to support ratios within breakfast club provision</p>	<p>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: <i>"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."</i>  Providing children with breakfasts can help to boost their attention span, concentration, and memory.</p> <p><a href="https://www.lifespan.org/lifespan-living/why-breakfast-so-important-kids">https://www.lifespan.org/lifespan-living/why-breakfast-so-important-kids</a></p>	<p>5 6 7 8 10</p>
<p><b>Improving the physical environment for the Early Years</b></p> <p>Development of outdoor provision to further develop provision for Reception pupils</p> <p>Enhancement of Early Years play area, engaging equipment installed, daily opportunities for outdoor learning and free time.</p> <p>New PE scheme purchased, allowing for all pupils to be engaged and active in a fun and challenging curriculum</p> <p>Sporting opportunities provided for PP children to compete against individual outcomes and against other children</p> <p>Purchase of Port Vale coaching staff to engage and challenge all children in fun sporting activities</p> <p>Use of Port Vale coaches to enhance expertise within the PE curriculum</p>	<p>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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Physical-development-approaches-EEF">Physical development approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.nhs.uk/live-well/exercise/exercise-health-benefits/">https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</a></p>	<p>1 4 6 8 9 10</p>
<p><b>Contingency fund for acute issues.</b></p>	<p>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.</p>	<p>All</p>

## Total budgeted cost

Budgeted cost	<b>£190,027.20</b>
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# 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.

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 2022, 81% of our disadvantaged pupils achieved age related expectations in reading, writing and maths. This was above the national average of 59% for ALL pupils and above the national average for disadvantaged pupils which was 42.8%. 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.

### 2024 Outcomes:

#### Disadvantaged context:

Across the school the % of pupils identified as Disadvantaged/FSM has increased from 52.6% (Jan 2022 census) to a current level of 56% (EYFS2 - Y6) – **an increase of 3.4%** within this timeframe.

20/30 (67%) pupils were identified as Disadvantaged in the 2024 Year 6 cohort. One disadvantaged pupil had an EHCP in place; others had multiple vulnerabilities.

129 our school's 231 pupils, who are considered for Pupil Premium (referred as disadvantaged) which accounts for 56% of our school cohort. This is **25.0% higher than the national average of 31%**.

2024 Key Stage 2 Outcomes						
EXS	National ALL	Glebe ALL (29)	Glebe % Disadvantaged (20)	Glebe % Non Disadvantaged (10)	National Non Disadvantaged	National Disadvantaged
RWM	61%	90% (27/30)	90% (18/20)	90% (9/10)	67%	45%
Reading EXS	74%	97% (29/30)	95% (19/20)	100% (10/10)	80%	64%
Writing EXS	72%	97% (29/30)	95% (19/20)	100% (10/10)	79%	60%
Maths EXS	73%	90% (27/30)	90% (18/20)	90% (9/10)	81%	61%

- **Reading, Writing & maths combined:** Our disadvantaged pupils achieving EXS is above disadvantaged pupils nationally: above ALL nationally and above non-disadvantaged nationally
- **Reading:** Our Disadvantaged pupils achieving EXS is above Disadvantaged pupils nationally; above ALL pupils Nationally and above Non disadvantaged pupils nationally
- **Writing:** Our Disadvantaged pupils achieving EXS is above Disadvantaged pupils nationally; above ALL pupils Nationally and above Non disadvantaged pupils nationally.
- **Maths:** Our Disadvantaged pupils achieving EXS is above Disadvantaged pupils nationally; above ALL pupils Nationally and above Non disadvantaged pupils nationally.

## 2024 Phonics outcomes

EXS	National ALL	Glebe ALL (30)	Glebe % Disadvantaged (14)	Glebe % Non Disadvantaged (16)	National Disadvantaged
Phonics	80%	87% (27/31)	81% (17/21)	100% (10/10)	68%

Our Disadvantaged pupils achieving the Phonics Screening pass is above Disadvantaged pupils nationally; roughly inline with all national

## 2024 Key Stage 1 outcomes

EXS	National ALL	Glebe ALL (29-completed)	Glebe % Disadvantaged (15)	Glebe % Non Disadvantaged (14)	National Disadvantaged
RWM	5% (FFT)	72%	57% (11/17)	87% (7/11)	41% (FFT)
Reading EXS	68%	72%	57% (12/17)	87% (8/11)	54%
Writing EXS	60%	72%	57% (11/17)	87% (7/11)	44%
Maths EXS	70%	79%	74% (12/17)	93% (8/11)	56%

**Reading:** Our Disadvantaged pupils achieving EXS is above Disadvantaged pupils nationally; above ALL pupils National and in line with Non disadvantaged pupils nationally

**Writing:** Our Disadvantaged pupils achieving EXS is above Disadvantaged pupils nationally; above ALL pupils National and in line with Non disadvantaged pupils nationally

**Maths:** Our Disadvantaged pupils achieving EXS is above Disadvantaged pupils nationally; in line with ALL pupils National and broadly in line with Non disadvantaged pupils nationally

### 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 2024-25 with the implementation of the DfE's 10 new 'Working together to improve school attendance', which has been in place since September 2022.

The guidance features new statutory responsibilities for schools, MATs and local authorities which must be in place from 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 and implement interventions promptly.

Non disadvantaged pupil attendance was higher than disadvantaged pupil attendance by 1.3% - ADP for 24/25 to support disadvantaged pupils.

### FS1-Y6

Cohort	Attendance 2023-2024:
All	93.6%
Pupil Premium (Disadvantaged)	94.5%
Non Pupil Premium (Non Disadvantaged)	93.7%

### FS2-Y6

Cohort	Attendance 2023-2024:
All	94.1%
Pupil Premium (Disadvantaged)	93.3%
Non Pupil Premium (Non Disadvantaged)	94.6%

## 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
Times Tables Rockstars	Maths Circle- TT Rockstars
Behaviour and Nurture Support	Port Vale Foundation Trust
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub
ReadWrite Inc	Oxford Owl/Nelson
HUBB Foundation	HUBB Foundation
Spelling Program	Oxford Owl/Nelson
Handwriting Program	Oxford Owl/Nelson
Testbase	Doublestruck
WELCOMM	GL Assessment
SNAP Assessment	Hodder Education
Getset4PE	GetSet4PE

### 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.

56% 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.

Allied with classroom success, Co-op Academy Glebe has endeavoured to provide our Pupil Premium children with the best toolkit for their high school lives. Tutoring has enabled specific children to strengthen their attainment, further closing gaps of learning created by recent global events.

As an academy, we have provided our pupils with opportunities to enrich their vision of the world. Pupil Premium girls are presented with the chance to engage with the JCB academy. A high percentage of the Greenpower race team is made of Pupil Premium children, enabling them to thrive outside of the classroom.