



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the years up to 2023-24) 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 impact that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Glebelands Primary Academy
Number of pupils in school 22/23	395
Number of pupils in school 23/24	406
Number of pupils in school 24/25	408
Number of pupils in school 25/26	403
Proportion (%) of pupil premium eligible pupils 22/23	32%
Proportion (%) of pupil premium eligible pupils 23/24	28%
Proportion (%) of pupil premium eligible pupils 24/25	27%
Proportion (%) of pupil premium eligible pupils 25/26	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2023 to July 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024 December 2025 December 2026 December 2027
Statement authorised by	Jonathan Lewis CEO
Pupil premium lead	Angela Wood
Governor / Trustee lead	Godfrey Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 22/23	£175,895
Pupil premium funding allocation this academic year 23/24	£171,690
Pupil premium funding allocation this academic year 24/25	£161,320
Pupil premium funding allocation this academic year 25/26	£165,835
Recovery premium funding allocation academic year 21/22 Recovery premium funding allocation academic year 22/23 Recovery premium funding allocation academic year 23/24	£12, 555 £19,140 £17,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 25/26</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,835

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimate Objective:

All pupils eligible for pupil premium funding will achieve in line with their peers. This includes academic achievement and progress across all areas of the primary curriculum, as well as personal development for them as individuals. At Glebelands Primary Academy, we provide pupils with an engaging curriculum that encourages and enables pupils to achieve their full potential through positive learning behaviours. Non-academic challenges affecting the education of our disadvantaged pupils have also been considered with pastoral support being a key element to our pupil premium strategy plan.

How will this be achieved?

- Quality First Teaching for all children
- Barriers to learning are swiftly and effectively identified
- Targeted support for improving academic progress is provided to pupils to ensure all pupils can achieve regardless of their background
- Targeted support and responses to improve emotional wellbeing, behaviour and attendance to remove barriers to learning for disadvantaged pupils
- Family engagement and support is prioritised
- Barriers to limiting life experiences or reduced engagement in extra-curricular aspects of school are removed

We have adopted a 3-tiered whole school planning model to pupil premium spending.

**Teaching:** Spending on improving teaching and ensuring every child has an effective teacher is a key priority. This may include ongoing professional development, training and support for ECTs.

**Targeted Academic Support:** Evidence consistently demonstrates the positive impact that targeted intervention can have.

**Wider strategies:** Wider strategies to reduce the most significant non-academic barriers to success in school, such as attendance, behaviour, social and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	Language skills.
2	Limited life experiences
3	Parental support and aspiration
4	Passive learning behaviours
5	General emotional wellbeing which affects readiness to learn
6	Consistent attainment in reading, writing and maths across the school

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To provide all children, including those in receipt of pupil premium funding with quality first teaching, including specific interventions in both Key Stage 1 and Key Stage 2 to ensure good progress is made in all years.	<p>Teaching and learning observed in school to be consistently good or better.</p> <p>Interventions are tailored to the needs of pupils in receipt of Pupil Premium and are responsive to the progress being made.</p> <p>Interventions are monitored by subject leads and reviewed regularly through pupil progress meetings.</p> <p>Pupil premium pupils make accelerated progress in core subjects.</p> <p>Targeted teaching for PP pupils who are working within the expected standard to enable progress to be working at greater depth.</p> <p>The attainment gap between pupils in receipt of PP and non-PP pupils is significantly reduced.</p>

<p>To increase academic attainment in Key Stage 1 with a specific focus on raising phonic attainment.</p>	<p>Implementation with fidelity of the FFT Success for All Phonics scheme for all children – new to school in January 2024 Phonic intervention planned with rigour for PP pupils tailored from FFT Success for All scheme.</p> <p>Increase in number of PP children passing the PSC in Year 1 and 2.</p> <p>Reduction in the attainment gap in phonics between PP and non PP pupils is significantly reduced.</p>
<p>To raise attainment in maths in both Key Stage 1 and Key stage 2, though QFT and specific interventions.</p>	<p>Raise standards in maths across all year groups through QFT.</p> <p>Maths lead to oversee bespoke interventions provided within each year group with a clear focus on impact for PP pupils.</p> <p>Maths tutoring to be provided in KS2.</p> <p>Mastering Number used in EYFS, Year 1 and Year 2, Year 4 and 5.</p>
<p>To raise attainment in reading across all year groups by developing a culture of reading for pleasure.</p>	<p>To promote the love of reading through providing high quality books for all pupils in the school.</p> <p>Reduce the gap in reading attainment between PP and non-PP pupils.</p>
<p>To improve language and communication skills in order to raise attainment across all areas of the curriculum for children in receipt of pupil premium.</p>	<p>Provide a language rich curriculum with a focus on broadening children’s vocabulary. Assessment of language through the year demonstrate a widening use of vocabulary and a deepening comprehension of spoken language.</p> <p>Elklan communication strategies used in EYFS for all pupils, with planned communication interventions targeted at PP pupils.</p> <p>Talk Boost intervention targeted at PP pupils to develop language and communication skills.</p> <p>Improved attainment in reading and writing will support the application of improved language skills.</p> <p>To develop and embed a whole school approach to developing and practising Oracy across all year groups.</p>

To enable parents to support children with their learning.	Provide workshops and in school events to promote strategies to learning for parents. Improved attendance at school-based workshops for parents of children in receipt of PP. Improved resources to support home learning.
To support pupil premium pupils in accessing resources, enrichment and extra-curricular activities.	PP pupils to attend school trips and residential. PP pupils given priority for after school club places. Gardening club targeted at PP children in need of nurture/emotional development. Subsidised spaces at Glebelands Xtra available to PP pupils to support part payment of provision if needed.
To raise attendance and reduce persistent absenteeism for all pupils	Attendance is at 96% or above for all pupils. Persistent absence is reduced. Lateness is reduced.

## 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: £ 125,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regular assessment and release of teachers for pupil progress meetings to ensure that appropriate provision is in place to accelerate progress / fill gaps as appropriate</i>	EEF (2017) Improving Literacy in Key Stage 1, Recommendation 7 use high quality information about pupils' current capabilities to select the best next steps in teaching. Recommendation 8 – use high quality structured interventions to help pupils who are struggling with their literacy. EEF (2021) Teacher feedback to improve pupils' learning.	1,4,6

<p><i>Ensure all staff have undertaken phonics training/CPD to support teaching of synthetic phonic programme FFT Success for ALL Phonics.</i></p>	<p>Use FFT Success for All Phonics as a DfE approved systematic synthetic phonics programme.</p> <p>EEF (2017) Improving Literacy in Key Stage 1, recommendation 3 – Effectively Implement a systematic phonics programme.</p>	<p>1, 4, 6</p>
<p><i>Ensure that all children have access to good quality phonics teaching and ensure that reading material supports both phonic development and the development of vocabulary and sentence structure</i></p>	<p>Use FFT Success for All Phonics as a DfE approved systematic synthetic phonics programme.</p> <p>EEF (2017) Improving Literacy in Key Stage 1, recommendation 3 – Effectively Implement a systematic phonics programme.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,4,6</p>
<p><i>Ensure that reading strategies are embedded throughout the school. Children are supported in their reading at home through FFT Success for All Phonics. Purchase a duplicate set of FFT books.</i></p>	<p>There is extensive evidence that indicate reading comprehension strategies have a positive impact on pupil outcomes:</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	<p>1,2,3,4,6</p>
<p><i>Ensure that mastery approach to maths is taught, including concrete, pictorial and abstract stimuli. Ensure that children also have access to appropriate home learning to consolidate basic skills – Numbots and TT Rockstars subscriptions</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><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>	<p>1, 3, 6</p>

<p><i>All children have access to a broad and balanced curriculum. Children have shared entry and exit points to each project to ensure that there is a shared experience to stimulate interest and a desire to learn more.</i></p>	<p>Having a strong and cohesive curriculum with a strong focus on vocabulary allows teachers to spend time considering their use of oral language approaches such as:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud; of key texts like Curriculum Visions explicitly extending pupils' spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension;</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> <li>• Dual coded knowledge sheets and notes (through access to CUSP curriculum)</li> </ul> <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</a></p>	<p>1,4, 6</p>
	<p><a href="#">Strand   Education Endowment Foundation   EEF</a></p>	
<p><i>All teachers have access to on-line CPD as well as high quality CPD shared across the Trust and / or sourced independently.</i></p> <p><i>CPD focused on bringing together grammar, punctuation and spelling teaching in a way that complements writing development thereby making learning more relevant. Purchase of consultancy, books and resources to support teachers in amending the plans.</i></p> <p><i>School focused CPD linked specifically to</i></p>	<p>Research tells us that high quality teaching can narrow the disadvantage gap and therefore, supporting high quality teaching is pivotal in improving children's outcomes.</p> <p><a href="#">Effective Professional Development   EEF</a></p> <p>Links specifically with the school development plan.</p>	<p>1,2,3,4,5,6</p>

<p><i>the school development plan with a half termly focus.</i></p>		
<p><i>Use of the Walkthrough approach to develop staff knowledge and improve the impact of QFT, therefore raising attainment.</i></p>	<p>Research tells us that high quality teaching can narrow the disadvantage gap and therefore, supporting high quality teaching is pivotal in improving children's outcomes.</p>	
	<p><a href="#">Effective Professional Development   EEF</a></p> <p>Links specifically with the school development plan.</p>	

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

Budgeted cost: £25,400

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Targeted analysis and monitoring of children's specific gaps and subsequent provision of planned intervention/teaching of specific needs.</i></p>	<p>EEF states that 'targeted academic support has a positive impact' and that 'careful diagnosis of the reasons why an individual pupil is struggling should guide the intervention strategies'.</p>	<p>1,4,6</p>

<i>Small group phonics teaching in EYFS and KS1</i>	EEF states that the teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). The average impact of the adoption of phonics approaches is about an additional 5 months progress over the course of the year.  EEF states that extending time in school through the use of clubs (booster, small group tuition etc) may impact over 3 months.	1, 5, 6
<i>Interventions specifically identified following diagnosis within APDRs</i>	Teaching assistants can provide a large positive impact on learner outcomes when they are trained to deliver an intervention to small groups or individuals  <a href="#">Teaching Assistant Interventions   EEF</a>	1,3,6
<i>1:1 reading support</i>	EEF states ‘evidence indicates that one to one tuition can be effective.	
<i>Access to LBQ enables teachers to focus teaching for particular groups and to meet identified needs / gaps. It also emphasises the need for accuracy.</i>	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...:  <a href="#">One to one tuition   EEF</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,6
<i>Provision of revision materials to support attainment in end of Key Stage assessments.</i>	Supporting revision and the 7 step model states that homework/revision guides provide opportunities for children to work with increasing independence.	3,6
<i>Assistive Learning</i>	Ensure that children with SEN who are also disadvantaged have access to assistive learning provision to	1,2,3

	afford access to the wider curriculum and to support communication of learning. Leader to be trained and information cascaded as relevant. <a href="#">Effective Professional Development   EEF</a>	
--	--	--

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

Budgeted cost: £ 43,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide parent workshops for phonics, reading, maths to support children's learning at home.	EEF (2018) Working with parents to support children's learning. Evidence from EEF shows parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3, 6
To ensure that all children access curriculum trips and experiences regardless of background.	EEF (2018) Working with parents to support children's learning. Evidence shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	2, 5
To ensure that subsidised school uniform is available to children in receipt of PP if needed.	EEF (2019) Improving behaviour in schools. EEF (2018) Working with parents to support children's learning. Building relationships with parents to support curriculum enhancement. Pupils are to feel like part of the school with the branded school uniform.	2, 3
To provide subsidised wrap around care where required.	EEF states that extending time in school through the use of clubs (booster, small group tuition etc) may impact over 3 months.	1, 2, 3

<p>To provide ELSA sessions with trained members of staff for children in receipt of PP where needed to ensure readiness for learning.</p>	<p>Research indicates that social and emotional learning can have a positive impact on academic outcomes, but it is important to consider the other benefits of SEL interventions. <a href="#">Social and emotional learning   EEF</a></p>	<p>1,2,5</p>
<p>To provide nurture and pastoral support to vulnerable children and families, supporting within school and where necessary liaising with other professionals.</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for in school family worker to support families in order to improve attendance.</p>	<p>2,3,5</p>
<p>To provide subsidised residential visits to ensure all children are provided with the opportunity regardless of background.</p>	<p>The EEF states 'Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving,</p>	<p>2,3,5</p>

**Total budgeted cost: £ 195,035**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Quality first teaching, targeted interventions and small group work were used to raise attainment in Reading, Writing, Maths and Phonics across the school. Regular teacher assessment and planned formal assessment provided an accurate picture of the needs of all children. This enabled staff to target children in receipt of pupil premium for additional or targeted support. In addition to school-based intervention, children were also provided with tutoring for maths through Third Space Learning in the Autumn Term 2023. Revision guides were provided for children in receipt of Pupil Premium in Year 2 and Year 6 to support children in revising at home.

End of Key Stage 2 outcomes for the whole cohort 24-25 were: Reading – 80%, Maths – 68%, Writing – 71%, GPS – 73%, Combined – 59%.

52% of children in receipt of pupil premium achieved the expected standard and 8% of those achieved Greater Depth in Reading, 64% of children in receipt of PP achieved EXS in Writing, 38% with 15% achieving GD in Maths and 46% at combined with 8% of them achieving combined at GD.

Multiplication Check (MTC) in Year 4 – 27% of the cohort passed the check with full marks. 25% of the pupils eligible for PP scored full marks in the test.

PSC pass rate for the Year 1 cohort in 2024/25 was 76%. 80% of the pupils eligible for PP successfully passed the PSC.

Attendance across the school for 2024-25 was 94%. The attendance for children in receipt of pupil premium 22/23 was 91%. In addition to the regular school communications regarding attendance, attendance letters and attendance meetings, parents whose children are in receipt of PP were supported with regular communication from attendance lead, funded places in wrap around care and open door policy for school Pastoral Support Champion. In addition to this, staff maintain an oversight of the attendance within their classes and support directly where necessary, ensuring children are well supported if their attendance lowers. Funded places in wrap around care has ensured children attend school more readily and start/end the day in a purposeful manner which in turn has improved their attainment.

Subsidised school trips, clubs and residential provided children in receipt of PP with the opportunity to experience life beyond the school and the town. It has provided

children with opportunities to develop resilience, raise self-esteem and confidence. In addition to this, children have been provided with opportunities to broaden their knowledge and make links to prior learning across the curriculum. Entry and exit points are planned for and provided for all children across the year, throughout the school to ensure all children have equitable experiences when accessing the curriculum. Visits to the English National Ballet, VIAM or the West End provided opportunities for children to experience the arts, broadening their horizons and raising aspirations.

Pupil Premium funding has been used to subsidise the cost of residential trips for families where appropriate. This has ensured that all children have had the opportunity to engage with the many benefits of a residential including the social aspect and the curriculum links provided.

The school based Pastoral Support Champion provided vulnerable children with additional emotional support throughout the year. School based Pastoral Support Champion provided families with support for a range of needs such as attendance issues, behaviour challenges, anxiety, complex mental health issues, readiness to learn and financial needs. The support ensured that impact of any potential disadvantage because of need was lessened.

Two members of the teaching support team underwent ELSA training in the Summer Term 2025 in order to provide ELSA sessions in school for vulnerable children. This will begin in the 2025/26 academic year.

## 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
Learning By Questions (LBQ) (20/21)	Edtech for impact statement

## Further information (optional)

Because of the nature of our cohorts as evidenced in the IDACI data we are always focused on raising standards to overcome deprivation. It is vital that our pupil premium strategy runs hand in hand with our school development plan. This ensures that whole school issues are addressed through quality first teaching as the priority as this impacts on the greatest number of children. Specific intervention is then be implemented as

needed where individual or small group issues arise. Interventions are based on diagnostic assessment.

As we are also a part of the Opportunity Area - East Cambs and Fenland, we benefit from the aims of that project. Again, we must ensure that any funding that we can bid for complements what we are trying to achieve in all other plans. This has generally proven to be the case.