



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 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 21/22	397
Number of pupils in school 22/23	395
Proportion (%) of pupil premium eligible pupils 21/22	27%
Proportion (%) of pupil premium eligible pupils 22/23	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 to July 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023 December 2024 December 2025
Statement authorised by	Susannah Connell CEO
Pupil premium lead	Angela Wood
Governor / Trustee lead	Godfrey Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 21/22	£143,915
	£175,895

Pupil premium funding allocation this academic year 22/23	
Recovery premium funding allocation this academic year	£12, 555 £19,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£195,035

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 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 working at greater depth.</p> <p>The attainment gap between pupils in receipt of PP and non PP pupils is significantly reduced.</p>
To increase academic attainment in Key Stage 1 with a specific focus on raising phonic attainment.	<p>Implementation with fidelity of the FFT Success for All Phonics scheme for all children – new to school in January 2024</p> <p>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. Maths lead to oversee bespoke interventions provided within each year group with a clear focus on impact for PP pupils. Maths tutoring to be provided in KS2 Mastering Number used in EYFS, Year 1 and Year 2</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. 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. Eklan communication strategies used in EYFS for all pupils, with planned communication interventions targeted at PP pupils. Talk Boost intervention targeted at PP pupils to develop language and communication skills. Improved attainment in reading and writing will support the application of improved language skills.</p>
<p>To enable parents to support children with their learning.</p>	<p>Provide workshops and in school events to enable promote learning to parents. Improved attendance at school based workshops for parents of children in receipt of PP. Improved resources to support home learning.</p>
<p>To support pupil premium pupils in accessing resources, enrichment and extra-curricular activities.</p>	<p>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. Funded spaces at Glebelands Xtra available to PP pupils.</p>
<p>To raise attendance and reduce persistent absenteeism for all pupils</p>	<p>Attendance is at 96% or above for all pupils. Persistent absence is reduced. Lateness is reduced.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 125,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS TA Eklan training</i>	Standardised scores in language link provide reliable insights into the needs of the children. A consistent approach will support the children to make rapid progress.	1
<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
<i>Ensure all staff have undertaken phonics training/CPD to support teaching of synthetic phonic programme FFT Success for ALL Phonics.</i>	Use FFT Success for All Phonics as a DfE approved systematic synthetic phonics programme. EEF (2017) Improving Literacy in Key Stage 1, recommendation 3 – Effectively Implement a systematic phonics programme.	1, 4, 6
<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>	Use FFT Success for All Phonics as a DfE approved systematic synthetic phonics programme. EEF (2017) Improving Literacy in Key Stage 1, recommendation 3 – Effectively Implement a systematic phonics programme. Phonics Toolkit Strand Education Endowment Foundation EEF	1,4,6

<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 online resources and where appropriate Oxford Reading Buddy.</i></p>	<p>There is extensive evidence that indicate reading comprehension strategies have a positive impact on pupil outcomes: Reading comprehension strategies EEF</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</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"> • targeted reading aloud; of key texts like curriculum visions explicitly extending pupils’ spoken vocabulary through Mrs wordsmith; • the use of structured questioning to develop reading comprehension; • the use of purposeful, curriculum-focused, dialogue and interaction. • Dual coded knowledge sheets and notes (through access to-CUSP curriculum) <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: Oral language interventions Toolkit</p>	<p>1,4, 6</p>

	Strand Education Endowment Foundation EEF	
<p>All teachers have access to on-line CPD as well as high quality CPD shared across the Trust and / or sourced independently.</p> <p>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.</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>Effective Professional Development EEF</p> <p>Links specifically with the school development plan.</p>	1,2,3,4,5,6
<p>Learning By Questions (LBQ) provides children and teachers with immediate feedback and enables teachers to regroup flexibly to meet need. Also provides children with hardware for learning at home if needed.</p>	<p>Focus of professional development is on key areas of the Teaching and Learning toolkit. In Autumn 2021, CPD has focused on developing classroom practice through the use of feedback.</p> <p>Feedback EEF</p>	1, 4, 6

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

Budgeted cost: £25,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted analysis and monitoring of children's specific gaps and subsequent provision of planned intervention/teaching of specific needs.</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>	1,4,6

<p><i>Small group phonics teaching in EYFS and KS1</i></p>	<p>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.</p> <p>EEF states that extending time in school through the use of clubs (booster, small group tuition etc) may impact over 3 months.</p>	<p>1, 5, 6</p>
<p><i>One to one tuition through Third Space Learning.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 6</p>
<p><i>Interventions specifically identified following diagnosis within APDRs</i></p>	<p>Teaching assistants can provide a large positive impact on learner outcomes when they are trained to deliver an intervention to small groups or individuals</p> <p>Teaching Assistant Interventions EEF</p>	<p>1,3,6</p>
<p><i>1:1 reading support</i></p>	<p>EEF states ‘evidence indicates that one to one tuition can be effective</p>	
<p><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></p> <p><i>One to one tuition for identified pupils in maths to secure the basic skills.</i></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:</p> <p>One to one tuition EEF And</p> <p>in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,6</p>
<p><i>Provision of revision materials to support attainment in end of Key Stage assessments.</i></p>	<p>Supporting revision and the 7 step model states that homework/revision guides provide opportunities for children to work with increasing independence.</p>	<p>3,6</p>
<p><i>Assistive Learning Project</i></p>	<p>Ensure that children with SEN who are also disadvantaged have access to assistive learning provision to</p>	<p>1,2,3</p>

	<p>afford access to the wider curriculum and to support communication of learning. Leader to be trained and information cascaded as relevant.</p> <p>Effective Professional Development EEF</p>	
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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
To provide clay / sand therapy for children in receipt of PP where needed to ensure	Research indicates that social and emotional learning can have a positive impact on academic outcomes but it is important to	1,2,5

readiness for learning.	consider the other benefits of SEL interventions. Social and emotional learning EEF	
To provide nurture and pastoral support to vulnerable children and families, supporting within school and where necessary liaising with other professionals.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for in school family worker to support families in order to improve attendance.	2,3,5
To provide subsidised residential visits to ensure all children are provided with the opportunity regardless of background.	The EEF states 'Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving,	2,3,5

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 2022 to 2023 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. 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 21/22 were – Reading – 87%, Maths – 76%, GPAS – 84%, Writing – 84%, Combined – 76% based on the cohort as a whole. 77% of children in receipt of pupil premium achieved the expected standard or higher in Reading, 73% in Writing, 62% in Maths and 62% at combined. Progress scores across the cohort for reading attainment was 1.73, Writing 2.76, Maths 2.14.

The IDSR states the following:

Key stage 2

- For low prior attainers, progress in reading (4.2) was significantly **above** national and in the **highest** 20% in 2022.
- For middle prior attainers, progress in writing (2.2) was significantly **above** national and in the **highest** 20% in 2022. Attainment of the expected standard (100+) in reading (97%) was significantly **above** national in 2022. Attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (94%) was significantly **above** national in 2022.

Attendance across the school for 2021/22 was 93.4%. The attendance for children in receipt of pupil premium 21/22 was 92.5%. 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 lowered. COVID and illness continued to effect the school attendance figures, the PP attendance figure remained within 1% of the overall figure as a result of the measures taken. 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.

Speech and language needs have been identified over previous years as a barrier to learning in EYFS and KS1. Elklan trained staff in EYFS last year targeted children with poor speech development and modelled effective communication to all children. This enabled children to engage with learning more readily and communicate more effectively with their peers. Talk Boost intervention was also delivered to small groups of children in KS1 and KS2 by a trained HLTA and provided further support for developing communication.

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 Royal Opera House or Young Voices provided opportunities for children to experience the arts, broadening their horizons and raising aspirations.

The school based Pastoral Support Champion and independent clay therapist 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 as a result of need was lessened. In addition to this clay therapy was provided for targeted children as a means of therapeutic counselling. These weekly sessions were reviewed termly in order to ensure needs were met and responded to.

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 first 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 have to 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.