

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the 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	397
Proportion (%) of pupil premium eligible pupils	33.5%
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 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Susannah Connell CEO
Pupil premium lead	Lisa Sharratt
Governor / Trustee lead	Godfrey Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143915
Recovery premium funding allocation this academic year	£ 12555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£156470

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of background and the life challenges they face, make good progress from their starting points, where possible accelerating that progress so that they attain at the highest possible level. The focus of our strategy is therefore to support disadvantaged pupils in order for them to achieve what we intend for them.

At Glebelands we have to consider the deprivation information that we hold in respect of our children and families. The difference between those on pupil premium and those financially just above that indicator is not great. We also therefore have to consider the needs of other vulnerable pupils within our approach, such as young carers, those who have a social worker and those within the phases of early help. Our strategy therefore needs to complement the school improvement plan and be flexible enough to meet need beyond the 33.5% of children entitled to pupil premium.

High quality teaching of all children is central to our approach. The data that we collect informs the areas in which disadvantaged pupils require most support. This has proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefits non-disadvantaged pupils. Our greatest challenge remains the children who have additional needs, where these children also fall into the disadvantaged category; it proves extremely difficult to narrow the attainment gap in spite of the fact that progress is often good.

For a number of years our assertive mentoring strategies have been part funded through pupil premium. This has ensured that attainment is at least sustained between key markers and for many children, progress is accelerated through use of target setting and getting.

More recently, our pupil premium strategies have been broadened to incorporate education recovery. Following the first lockdown, we realised that unless we took action, something to facilitate effective home learning our children would suffer educationally and the damage would take years to repair. We afforded all children, who needed support, access to hardware and where necessary, data to give a 'no excuse' approach to remote learning. As a result, we have 'Learning by Questions' as a lasting positive legacy to further improve outcomes. The end of year data also suggested that we were successful in minimising the impact of a second lockdown.

In the last year, teachers were a little reluctant to consider external tutors, as they always want to support the children for whom they are responsible themselves, a view reinforced during lockdown when teachers were able to make time to intervene effectively in learning. We did nevertheless trial the approach, targeting children

operating just a little below the expected standard. It did not feel seamless and we didn't feel that the impact on outcomes was great enough at that juncture in spite of trying to ensure that the nature of the support was targeted at an area of need. We will therefore look again to see if we can target that support better to give greater impact.

Our approach will respond to common challenges and individual needs. As ever these will be rooted in diagnostic assessment. The interventions need to complement quality first teaching and ensure that more children excel.

We will:

- Ensure that disadvantaged children are fully supported to excel
- Intervene early where need is identified
- Ensure that all staff take responsibility for those who are disadvantaged
- Ensure that the expectations remain high for all pupils irrespective of their background.

Challenges

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

Challenge number	Detail of challenge
1	Up to 40% of children in each cohort enter school with a language deficit and have a standardised score of below 80 on language link assessments. This creates subsequent difficulties with writing and comprehension and contributes to the attainment gap.
2	Poor home learning culture – limited engagement with reading / number practice. Many adults in the area have limited educational experience themselves. Many adults have no post 16 qualifications according to the latest census (now within IDACI data).
3	Ability to 'think outside the box' to show depth of learning is lacking as a result of limited life experience. This has been exacerbated further by COVID. Children find it hard to make links in learning – this impacts on ability to reason and gain independence in learning. It can create a closed mindset in some who are 'put off' where accuracy becomes a necessity. These low levels of resilience and poor application of learning along with inconsistent practising of skills impacts on outcomes in maths in particular but can also be seen in comprehension and in written work.
4	Social / family problems impact on the social, emotional and mental health of pupils. There is evidence of disguised compliance with early help services and this can impact on 'readiness to learn'. Some children find it hard to find the capacity to accept challenge and cope with potential 'failure'. Emotional regulation has to be a part of the learning / support experience.
5	Education does not always have high family value therefore persistent absenteeism needs to be addressed in a small number of families.

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
Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils, particularly in EYFS.	Language link assessments in Y1 will indicate that issues have been resolved.
Improved oral and language skills translate into improved outcomes in writing and grammar punctuation and spelling as indicated by assessment data as the children move through the school. This is also evident when other sources of information are triangulated including: observation, work scrutiny and formative assessment.	Writing and grammar results will continue to improve and the results will grow closer in alignment as the children progress through the school.
Homework is used to best effect where children are supported to work independently on systems in place and the skills of parents are used to best effect to support wider learning.	Children engage in home learning and as a result of advice received in AM meetings, parents will feel able to support them.
Improve outcomes in reading, writing, grammar punctuation and spelling among disadvantaged pupils to ensure that there is no progress / attainment gap.	The progress and attainment gaps will disappear.
Improve the educational experience of disadvantaged children by providing a common experience on which they can base wider learning.	All children will benefit from entry and exit points. Following a good quality cohesive curriculum will enable children to make links in their learning, grow increasingly inquisitive and resilient in learning.
Improve social, emotional mental health of any disadvantaged children in need of support through sand / clay therapy.	Children will feel supported and will have a readiness to learn founded on positive mental health and mindset.
The number of disadvantaged children who are also persistent absentees is reduced.	Individual cases will be addressed and appropriate action plans put in place to secure rapid improvement.
Ensure that those children with SEN who are also disadvantaged have their individual needs met in order to narrow the attainment gap.	Extra mile and APDR plans support the children and ensure that individual needs are met.

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: £ 95470

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. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	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>	Regular use of Standardised NFER and other 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3
<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>	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3
<i>Ensure that reading strategies are embedded throughout the school. Children are supported in their reading at home through 'Reading buddy'</i>	There is extensive evidence that indicates reading comprehension strategies have a positive impact on pupil outcomes: Reading comprehension strategies EEF	1,2,3

<p><i>Ensure that mastery techniques are developed throughout the school, releasing teachers to observe others as appropriate. 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>2,3</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 Strand Education Endowment Foundation EEF</p>	<p>1,2,3</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>Research tells us that high quality teaching can narrow the disadvantaged gap and therefore, supporting high quality teaching is pivotal in improving children’s outcomes. Effective Professional Development EEF</p>	<p>1,2,3,4</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>	Links specifically with the school development plan.	
<i>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.</i>	Focus of professional development is one of the key areas of the Teaching and Learning toolkit. In Autumn 2021, CPD has focused on developing classroom practice through the use of feedback. Feedback EEF	1,2,3

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

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tuition through Third Space Learning for individuals who have fallen behind in maths.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
<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. Teaching Assistant Interventions EEF	1,2,3
<i>Access to LBQ enables teachers to focus teaching for particular</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	1,2,3

<p><i>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>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><i>Assistive Learning Project</i></p>	<p>Ensure that children with SEN who are also disadvantaged have access to assistive learning provision to 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>	1,2,3

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

Budgeted cost: £ 34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Clay / sand therapy</i>	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. Social and emotional learning EEF	4,5
<i>In school family work</i>	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.	4,5
<i>Subsidised residential visits</i>	The EEF states 'Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving,	3,4,5
<i>Regular Assertive mentoring meetings</i>	Explicit reflection and discussion of thinking and emotion (see also	1,2,3,5

<p><i>and Extra Mile meetings with TAs.</i></p>	<p>Metacognition and self-regulation) may also be involved.' Outdoor adventure learning EEF</p> <p>There is strong evidence that metacognition and self-regulation approaches have positive outcomes. Metacognition and selfregulation EEF</p>	
<p><i>Music tuition</i></p>	<p>Arts participation has consistently been reported to have wider benefits such as more positive attitudes to learning and increased wellbeing. Arts participation EEF</p>	<p>3,4</p>

Total budgeted cost: £ 156 470

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

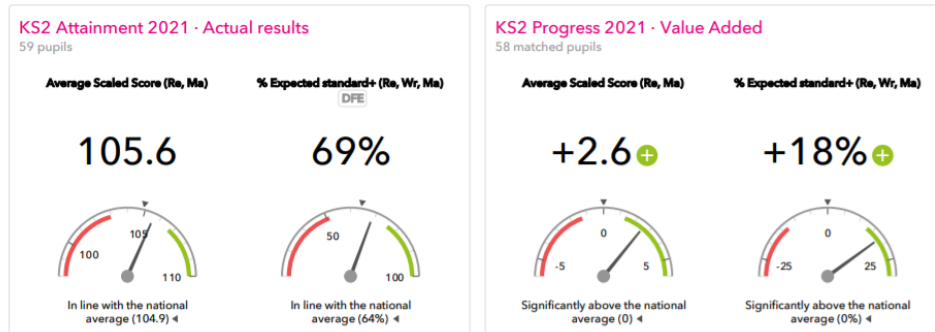
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests alongside teacher assessment.

Last year marked the end of a previous pupil premium strategy plan, the intended outcomes were broadly met as is evidenced within the data. Children with SEN who are also entitled to pupil premium found it more difficult to meet the expected standards but progressed as far as they were able.

According to FFT the difference in APS and Progress can be seen below for the 2021 cohort. This cohort had an unusually low number of children entitled to free school meals.

Overview



KS2 higher and lower performing pupil groups 2021
Minimum group size: 5

	Higher performing	Lower performing
Overall achievement pupil progress	Autumn Term (17) 🟢 No SEN (46) 🟢 Joined before Y5 (50) 🟢	SEN Support (12)
KS2 reading achievement pupil progress	No SEN (46) 🟢 Autumn Term (17) 🟢 Joined before Y5 (50) 🟢	SEN Support (12) Joined in Y5 or Y6 (8)
KS2 writing achievement pupil progress	FSM (in last 6 years) (7) Autumn Term (17) 🟢 FSM (6)	SEN Support (12)
KS2 mathematics achievement pupil progress	Autumn Term (17) 🟢 Male (36) 🟢 No SEN (46) 🟢	Joined in Y5 or Y6 (8)

Pupil Premium	FSM (in last 6 years) ›	7	103.1	+1.5
	Not FSM (in last 6 years) ›	52	105.9	+2.8 
FSM	FSM ›	6	102.8	+1.2
	Not FSM ›	53	105.9	+2.8 

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)	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 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.