

Pupil premium strategy statement - The Glebe Primary School



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

Vision and Values

At The Glebe Primary School, we are proud of the sense of belonging and security that children feel when they are part of our school family. The children are at the heart of everything we do. We aim to develop them as confident, independent, resilient individuals. We have high aspirations for our children academically, socially and emotionally. Our curriculum is rich in creative opportunities and inspires children to achieve their potential, in all areas of their life, preparing them for the future.

Our staff promote positive relationships within a safe, happy and caring environment. Mutual respect forms the foundation of our school community as a Rights Respecting Schools Gold Award school. We consider our rights and responsibilities in order to fully understand how to become responsible citizens of the future in a culturally diverse world. We value our partnerships with families and our community, working together to provide enriched learning opportunities and experiences which develop the children's talents.

School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	37.5%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Justine Moralee, Headteacher
Pupil premium lead	Emily Sawdon, Assistant Headteacher
Governor / Trustee lead	Cheryl Todd, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,965
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£211,965

Part A: Pupil premium strategy plan

Statement of intent

The Glebe Primary School has high aspirations for all the children in our school community and is committed to ensure that all children make rapid progress in all areas from their starting points, preparing them for their future as citizens and learners. The focus of our pupil premium strategy is to support disadvantaged and vulnerable learners to achieve that goal, including progress for those who are already high attainers. Our catchment area is very mixed, with our Pupil Premium eligibility increasing rapidly over the past few years. The school location deprivation indicator is close to average, however our school pupil base deprivation is below average. The cost of living crisis, aftermath of the pandemic and families mental health needs are impacting on our community.

Quality first teaching is at the heart of all that we do, along with our curriculum, which is broad and balanced, whilst ambitious for all pupils. By carefully identifying the individual and group needs of all our children, we target support where it is needed and monitor to ensure that progress is sustained. This support and provision is to meet the academic, social, emotional and mental health needs of our children. We want all of our children to have the best possible start to education, regardless of their starting points in life.

Our strategy is integral to wider school plans for education, with children whose education has been negatively impacted, being identified and supported through targeted intervention.

Our approach will be responsive to the challenges of our community and individual needs, using robust assessment and knowledge of our children and families, as well as using educational research to inform our practice. The approaches we have adopted complement each other to help our children excel.

The Glebe Primary will:

- Use assessment and teacher observations to identify need quickly and ensure appropriate support is provided quickly;
- Ensure that all children are challenged in the work they are set;
- Ensure that all staff know the needs of the children in their class, monitor outcomes, plan appropriate intervention and have high expectations of what they can achieve.
- Ensure Senior Leaders have a clear overview of how the funding is being allocated and the difference it is making to the children.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Increased social emotional mental health needs of children and families. Continued high levels in Child Protection, Child In Need and Help & Support for children receiving pupil premium funding in school.
2	Upon entry, baseline assessments for disadvantaged pupils show low starting points in many areas of the Early Years Foundation Stage Framework, with lower communication and language skills.
3	Language skills are lower for disadvantaged children compared to non-disadvantaged children, hindering literacy progress and social communication.
4	Fluctuating levels of parental support and engagement with the school and their child's home learning can lead to disadvantaged children making less progress academically and socially.
5	Our attendance data over time indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils.
6	Increasing numbers of families experiencing hardship, resulting in limited experiences and hunger becoming an issue for some pupils.

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
Disadvantaged children make accelerated progress in phonics, reading, writing and maths towards end of year expectations.	Reduced attainment gap. Disadvantaged children to have attainment at least in-line with 'others' nationally. Increased parental engagement and confidence.
Disadvantaged children will have improved oracy skills with opportunities to become confident and effective communicators by the end of primary school.	Children speak with confidence, clarity and eloquence in all areas of the curriculum, during lessons, assemblies and pupil voice interviews. Disadvantaged children will be confident in the value of their own opinions and have the ability to express them, whilst recognising the importance of listening and being an active listener. Be open-minded, to respect the contribution of others and to take account of their views.

	Share their learning in an engaging, informative way through presentations, showcases, drama, poetry and debate.
Improved cultural capital for our disadvantaged children.	Pupils aspirations are raised. Our disadvantaged children have access to a range of trips to develop resilience and allow for experiences that they would not otherwise encounter.
Improved attendance and punctuality for children receiving pupil premium funding.	To close the gap between disadvantaged and non-disadvantaged children's attendance. Identified children and families given support with attendance. Identification of barriers to attendance and signposting of services to identified groups.
To ensure children receiving pupil premium funding have access to extra-curricular activities, visits and enrichment opportunities.	All disadvantaged children offered extra-curricular activities. All disadvantaged children offered free breakfast club. All disadvantaged children have access to enrichment opportunities and attend residential trips. Identified families benefit from early help support.
Children's social, emotional and mental health needs are met.	Children access support as appropriate and there is an impact of this. Identified children and parents/carers access support from school counsellor and Alliance. Children able to use the zones of regulation.
Support for children and families experiencing financial difficulties.	All children provided with a bagel each morning. Pre-loved uniform accessible free to all families. Additional support for identified families. Parents signposted to services, such as Family Hubs and School's Advice Project through Citizen's Advice.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £121,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted children reading individually to take place at least weekly with adult.</i>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>High quality adult-child interactions are important....use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p>	2, 3, 4
<i>Guided reading is carefully planned through access to schemes.</i>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Fluent readers can read quickly, accurately and with intonation. Fluent reading supports comprehension</p>	3, 4
<i>Fluency interventions are used for target children.</i>	<p>because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text.</p>	
<i>Additional TA support across the school to deliver interventions, including same day, supporting learning and groups.</i>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Small group support is more likely to be effective when children with the greatest needs are supported by the most experienced staff, sessions are brief and regular and explicit connections are made between targeted support and everyday activities or teaching.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the</p>	1, 2, 3

<p><i>A focus on oracy throughout our school curriculum offer.</i></p>	<p>approach supports children struggling with aspects of literacy.</p> <p><u>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</u></p> <p>Interventions should start early, be evidenced based and carefully planned. Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of focus of targeted support.</p> <p><u>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</u></p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p>	
<p><i>Continued use of Little Wandles programme to secure stronger phonics teaching for all pupils.</i></p>	<p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></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>	2, 3
<p><i>Little Wandles Phonics resources and training used across school, including Keep-up (KS1) and Catch-up (KS2) resources.</i></p>		
<p><i>Continue to build upon libraries' reading books across school and purchase of books to ensure all children access high quality texts at the appropriate level to accelerate progress in reading and ensure a love of reading, including a balance of genres.</i></p>	<p><u>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</u></p> <p>It is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms.</p>	2, 3, 4

	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.</p>	
<p><i>Additional non-contact time for SENCo.</i></p>	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p>	1, 3, 4
<p><i>CPD for all staff to become highly skilled to support with low-level behaviour and behaviour that challenges.</i></p>	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p>	1, 2, 3, 4
<p><i>Adaptive teaching is used to ensure disadvantaged children have access to the full curriculum.</i></p>	<p>Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk)</p> <p>Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</p>	
<p><i>Ensuring the Maths curriculum is continually meeting the needs of our children, of all attainment levels.</i></p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>High quality, targeted support can provide effective extra support for children.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Use structured interventions to provide additional support</p>	4

	Selection should be guided by pupil assessment.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS staff carrying out EEF Emotional Coaching training</i>	Early Years Emotion Coaching Project Emotion Coaching is for all children - it has been used successfully with children from many different cultures and with additional needs, including ASC, speech, language & communication difficulties, ADHD and English as an additional language.	1, 2, 3
<i>Educational Psychologist employed. Individual case work and support as and when appropriate for staff.</i>	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Build an ongoing, holistic understanding of your pupils and their needs. Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach	1
<i>Enhancement of IT in the classroom to support quality teaching and learning, and assessment for learning.</i>	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside the classroom. Technology can be engaging and motivating for pupils. Some forms of technology can also enable teachers to adapt practice effectively. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, what time and resources are required, and what ongoing support should be available.	1, 2, 4
<i>Pupils have opportunity to complete homework at</i>	Homework EEF (educationendowmentfoundation.org.uk) Some pupils may not have a quiet space for home learning – it is important for schools to consider how	4

<i>school with support when required</i>	home learning can be supported (e.g. through providing homework clubs for pupils).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular trips and visitors to enhance the curriculum and wider cultural opportunities.</i></p> <p><i>Introduce planned, progressive trips that are closely linked to the curriculum and build up experiences and cultural capital.</i></p>	<p>New partnership to test the impact of different cultural... EEF (educationendowmentfoundation.org.uk)</p> <p>Cultural learning can cover a wide range of different activities and includes opportunities to visit venues, see performances and exhibitions as well as learn through practical activity.</p>	1, 4, 6
<p><i>Breakfast to be freely available to all pupils. National Breakfast Programme used to support with costs.</i></p>	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Use simple approaches as part of your regular routine. Breakfast clubs, greeting children at the door and working with parents can all support good behaviour.</p>	1, 4, 5, 6
<p><i>Breakfast Club free for PP children to increase attendance and punctuality, and ensure a healthy start to the day.</i></p>		1, 4, 5, 6
<p><i>Fruit provided for all children daily to contribute towards their daily diet.</i></p>		1, 5, 6
<p><i>Social, emotional and health approaches to be embedded into the school day and supported by the CPD of staff.</i></p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p>	1

	<p>Self-awareness: expand children’s emotional vocabulary and support them to express emotions.</p> <p>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p> <p>Social awareness: use stories to discuss others’ emotions and perspectives.</p> <p>Relationship skills: role play good communication and listening skills.</p> <p>Responsible decision-making: teach and practise problem solving strategies</p>	
<p><i>School Counsellor and Alliance to support the emotional needs of children, families and staff.</i></p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Know and understand your pupils and their influences Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil’s context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.</p>	1, 6
<p><i>Access to musical activities, including singing and instruments (see Music Development Plan).</i></p>	<p>The Arts Council found that the challenges facing families of low socio-economic status in supporting their children’s musical activities are considerable. The cost of tuition and participation in extracurricular ensembles are too expensive.</p> <p>Music projects have shown that music can provide opportunities for children to acquire transferable skills and enhance their confidence and aspirations.</p>	1, 4
<p><i>STEAM Education – careers focus and links with local organisations and businesses to raise children’s aspirations and cultural capital.</i></p>	<p>STEAM Education: Everything You Need to Know EducatingEngineers.com</p> <p>One of the hallmarks of STEAM education is integrating multiple standards or concepts together to help students learn how to make connections.</p>	1, 4, 6
<p><i>Transition to support children entering school and moving to Year 7.</i></p>	<p>EEF Blog: Getting transition right (part 1 of 2) – four... EEF (educationendowmentfoundation.org.uk)</p> <p>Transition is especially important for pupils with SEND and those from</p>	1

	disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.	
<i>PSA monitors attendance and supports when necessary.</i>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Build relationships with families of persistently absent pupils, and provide practical support to unblock barriers to attendance.</p> <p>Coordinate strategies and services to ensure that messages on attendance are consistent and that information is shared appropriately.</p>	1, 4
<p><i>School uniform and PE Kits provided for parents in financial hardship.</i></p> <p><i>In addition pre-loved uniform is freely accessible for all families from the reception area.</i></p>	<p>School uniform EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p>	1, 4, 6
<i>Contingency fund for acute issues.</i>	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.	1, 2, 3, 4, 5, 6

Total budgeted cost: £211,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025

Attendance:

	Overall Attendance
Whole school	94.9%
Disadvantaged	92.9%

Although the attendance of our disadvantaged pupils is lower than our non-disadvantaged pupils, there has been an increase from the last academic year of 1%. Our disadvantaged pupils' attendance is above national.

EYFS:

	School (2024-2025)	School (2023-2024)	National: 67%*
Disadvantaged	53%	44.4%	2024-2025 Glebe (all pupils): 67%
Non-disadvantaged	72%	75.6%	
Gap	19%	-31.2%	

The number of disadvantaged children achieving GLD has greatly improved since in the last academic year and the gap is beginning to close. The strategies that helped achieved this will be further carried forward into next year's strategy.

<u>EYFS</u> <u>The Glebe</u>	All Pupils	Disadvantaged	Non-disadvantaged	Gap
Communication and Language	88%	80%	90%	- 10%
Literacy	74%	60%	79%	- 19%
Mathematics	74%	66%	76%	- 10%
Personal, Social and Emotional Development	91%	93%	90%	- 3%

As a result of our EYFS 2024-2025 outcomes, we have worked carefully to review and refine our phonics programme to ensure it meets the needs of all of our learners. Staff have completed phonics training, and coaching and monitoring work has been ongoing to ensure all children access quality first phonics teaching, promoting the very best outcomes in all areas of Literacy. More vulnerable learners have accessed additional support and communication with home to ensure their transition into the classroom is always smooth and we work as one community to promote consistent professional dialogue between home and school occurs. We have continued to engage in emotion coaching to support PSED need and children that may have trauma. Finally, we are accessing ongoing training around Language Development, led by Westgarth English Hub, to ensure communication and language is at the heart of our EYFS setting. We have also begun 30 hour placements for our Nursery children, helping their transition into school and promoting school readiness within EYFS.

Phonics:

	Year 1 Phonics Check			Year 2 Phonics Resit		
	School	LA	National:	School	LA	National:
Disadvantaged	50%		80%			
Non-disadvantaged	93 %		Glebe (all pupils):			
Gap	-28.6%	-16.4 %	81%			

KS2:

All Pupils	School	LA	National
Reading	73%	75%	75%
Writing	77%	72%	72%
Mathematics	82%	74%	74%
CRWM	67%	62%	61%

<u>The Glebe</u>	All Pupils	Disadvantaged	Non-disadvantaged
Reading	73%	63%	78%
Writing	77%	63%	84%
Mathematics	82%	69%	90%
CRWM	67%	50%	75%

As children come through The Glebe Primary School, we strive to close the gap between our disadvantaged and non-disadvantaged children. During the academic year 2025-26, there was a gap in attainment with non-disadvantaged children outperforming disadvantaged children. Although our levels of disadvantaged children achieving EXS+ were higher than national levels for disadvantaged students. This has further informed our practice within school.

This year, 12 children accessed Cognitive Behavioural Play Therapy (CBPT) with our in-school counsellor, who is on site two days a week. In addition, the counsellor continues to offer informal drop-in sessions for children and parents requiring ongoing support.

We have also maintained a strong partnership with the Alliance Mental Health Support Team (MHST), who have provided extensive support to many of our parents. Parents have been referred to Alliance-run courses, including the 'Incredible Years' programme and parent-led CBT sessions for anxiety and behavioural support.

Alliance has worked directly with children on a one-to-one basis, facilitated a series of mental health and wellbeing workshops for groups of Year 6 students, delivered whole-school assemblies, and conducted group sessions focused on friendship across various year groups. They also provide termly mental health and wellbeing newsletters for distribution to families.

Next year, Alliance will continue to collaborate closely with our school's Mental Health and Wellbeing Champion to support both our curriculum and our whole-school mental health and wellbeing strategy.

We provide all children with a bagel for breakfast, we continue to offer free places at breakfast club for all disadvantaged children. We have clean, pre-loved uniform readily available in our main reception area.

Our Parent Support Officer continues to maintain and develop positive relationships with all parents, and is a great to support our more disadvantaged families.

We continue to run regular parental workshops which have had a strong uptake from many parents - Christmas crafts, curriculum workshops, parent information sessions on reading, phonics and maths from EYFS to KS2. All workshops were greatly received by parents and this is something we will continue to do every year.

Pupils continue to benefit from trips and in school visits to boost their resilience and enhance their cultural capital. We also had a 'Raising Aspirations Week' where we worked with Sparks Tees Valley to look at careers of local people and then we carried out workshops with people from a range of career paths. Pupil voice shows that children at The Glebe enjoy our school trips and that the visitors in school are always exciting, inspiring and help them to understand their learning in the classroom more.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Literacy Tree	Literacy Tree
Little Wandle	Little Wandle Letters and Sounds
Times Table Rockstars / Numbots	Maths Circle
Number Stacks	Number Stacks
CGP Online	CGP
Spark – Developing Cultural Capital	Spark Tees Valley
Mozaik	Mozaik Education
Picture News	Picture News Ltd
Kapow Primary	Kapow Primary
Helicopter Stories	Poetry Basket