

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Glade Primary school
Number of pupils in school	458
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 – 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Farzana Hussain (Headteacher)
Pupil premium lead	Philip Merchant (Deputy Headteacher)
Governor / Trustee lead	Nosheila Ahmed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,025
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this	£98.435

funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Glade Primary school, we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs which may well vary throughout their time in school. We have planned to spend our Pupil Premium funding to try to give them all the support they need to reach for the stars!

Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. At Glade we believe in a holistic approach. We intend for all of our pupils, including those from a disadvantaged background, to leave our school as confident global citizens who are the best person that they can be. They will have aspirations similar to or above their peers and have experienced the opportunity to be a leader and feel successful. Their 'pupil premium passport' will be their passport to their success and to opening doors in the next stage of their education.

High-quality, first class teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We also believe in the strategic use of short, medium and long-term interventions and align pupil premium use with wider school improvements and improving readiness to learn. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils. Our approach will be responsive to common challenges and individual needs rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure that our approaches are effective, we will:

- act early to intervene at the point need is identified
- ensure disadvantaged pupils are sufficiently challenged in the work that they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This includes enrichment and broader activities outside of the school environment.
2	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in writing outcomes.
3	Through observations and conversations with pupils and their families, we find disadvantaged pupils emotional, well-being, social and behavioural needs affecting them being in a position to be able to make progress and their readiness to learn. 48% of the children on the disadvantaged pupil register are our vulnerable pupils.
4	20% of children on the disadvantaged pupil register have SEN needs. 4 of these have ECHP plans.
5	Through conversations with families, approximately 33% of the pupils on our disadvantaged pupil register are living in poverty. Some of these families are living in HMO accommodation. Poverty-related factors that intervene in students' ability to learn include health and well-being, limited literacy and language development.
6	Currently 21% of the pupils on our Persistent Absence list are disadvantaged 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
To improve writing attainment for disadvantaged pupils at the end of Key Stage 2.	100% of Disadvantaged pupils make at least good progress from their starting points across the curriculum. At least 75% of Disadvantaged pupils will meet expected standard or above.
To continue to provide enrichment opportunities for disadvantaged pupils to develop their cultural capital. To reduce the effect of the local socio-economic gaps	Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to develop confidence and leadership skills through enrichment opportunities.

(currently 33%)	<ul style="list-style-type: none"> <li>- Disadvantaged pupils will have an opportunity to attend enrichment clubs for their areas of interest.</li> <li>- Disadvantaged pupils will have increased leadership opportunities.</li> <li>- Disadvantaged pupils will have opportunities to visit places of interest.</li> <li>- Disadvantaged pupils will have raised aspirations through our annual aspiration week and visit to local universities.</li> </ul>
To sustain high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>- reduction in the number of reported wellbeing concerns on CPOMS</li> </ul>
To ensure disadvantaged pupils with additional barriers to learning have their individual needs addressed so that they are able to make at least expected progress from their starting points in Reading, Writing and Mathematics.	Disadvantaged pupils with additional barriers to learning make at least expected progress from their starting points in Reading, Writing and Mathematics.
To maximise the percentage of disadvantaged pupils achieving the expected standard in Reading.	100% of Disadvantaged pupils make at least good progress from their starting points across the curriculum. At least 75% of Disadvantaged pupils will meet expected standard or above.
To maximise the percentage of disadvantaged pupils achieving the expected standard in Mathematics.	100% of Disadvantaged pupils make at least good progress from their starting points across the curriculum. At least 75% of Disadvantaged pupils will meet expected standard or above.
To improve the attendance of our disadvantaged pupils.	Reduction in percentage of disadvantaged pupils on the persistent absence list.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop teacher and support staff pedagogy in the teaching of writing, including writing across the curriculum. Focus: raising attainment in writing.	<ul style="list-style-type: none"> <li>• EEF T&amp;L toolkit, teacher subject knowledge</li> <li>• Closing the writing gap, Alex Quigley</li> </ul>	2
Staff CPD in Poetry, Creative Writing and Outdoor Learning led by Jonny Walker, Literacy consultant.	<ul style="list-style-type: none"> <li>• EEF T&amp;L toolkit, teacher subject knowledge</li> <li>• Closing the writing gap, Alex Quigley</li> <li>• LOTC (Learning outside the Classroom – commissioned projects)</li> </ul>	1, 2
Training in how to use our extensive outdoor areas to develop mental resilience in young people.	<ul style="list-style-type: none"> <li>• Flourishing through resilience: the impact of a college outdoor education program A Shellman, E Hill - Journal of park and recreation administration, 2017</li> <li>• Outdoor Learning and psychological resilience: Making today's students better prepared for tomorrow's world T Gray - Curriculum Perspectives, 2019 – Springer.</li> <li>• Gender matters: Exploring the process of developing resilience through outdoor adventure JR Overholt, A Ewert - Journal of Experiential Education, 2015 - journals.sagepub.com</li> </ul>	1,3
Phonics: Little Wandle training for those staff new to school/new to phase. Phonics leader to evaluate	<ul style="list-style-type: none"> <li>• The Rose Report</li> <li>• DFE Reading framework</li> <li>• Reading from key topical professionals – Charlotte Raby</li> </ul>	2

effectiveness of Phonics teaching and plan appropriate follow up actions and monitor impact. See Phonics plan for more details.	<ul style="list-style-type: none"> <li>• Phonics toolkit EEF + 5 months DFE accredited Phonics programmes</li> <li>• Phonics strategies, EEF T&amp;L toolkit</li> </ul>	
Restorative justice training for all staff.	<ul style="list-style-type: none"> <li>• DFE The use and effectiveness of anti-bullying strategies in schools. Thompson and Peter K. Smith Goldsmiths, University of London. April 2011</li> <li>• An evaluation of Bristol RAiS Layla Skinns, Natasha Du Rose and Mike Hough ICPR, King's College London 26 February 2009</li> <li>• Restorative Approaches in Primary Schools An Evaluation of the Project Co-ordinated by The Barnet Youth Offending Service 2004</li> <li>• Hopkins, B. (2011) The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning. Speechmark.</li> <li>• Mahaffey, H. &amp; Newton, C. (2008) Restorative Solutions: Making it work. Inclusive Solutions UKLtd</li> </ul>	3
Training for an additional ELSA.	<ul style="list-style-type: none"> <li>• Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools (May 2015) Lead Authors: Jessica Dodds and Rachel Blake (Research Assistants) Lead Facilitators: Debbie Shotter (Senior Educational Psychologist) and Val Garland (Primary Mental Health Worker)</li> <li>• <a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></li> </ul>	3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading and Phonics sessions targeted at disadvantaged pupils who require further support.	EEF Small group tuition DFE School-Led Tutoring	2,4

	Guidance April 2022	
Additional Maths sessions targeted at disadvantaged pupils who require further support.	EEF Small group tuition DFE School-Led Tutoring Guidance April 2022	2,4
Additional writing and Grammar sessions targeted at disadvantaged pupils who require further support.	EEF Small group tuition DFE School-Led Tutoring Guidance April 2022	2,4
Lexia Core 5. Lexia is a computer-based approach to improving reading. Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension. Lexia begins with an assessment to place students at the appropriate starting point on the programme and the software then tracks pupils' progress as they work independently, automatically providing extra practice on areas of difficulty where needed. Pupils are expected to use the system at least four times each week for around 30 minutes.	EEF report on impact of Lexia. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	2,4
Year 5 Able Writers' project to challenge our more able PP writers. Sessions led by professional authors including journalist, poet, fiction and non-fiction author and illustrator.	<ul style="list-style-type: none"> <li>• Changing How Writing Is Taught Steve Graham, 2019</li> <li>• Gifted Children's Relationships With Writing Jill M. 2014</li> <li>• Writing because I want to, not because I have to: Young gifted writers' perspectives on the factors that "matter" in developing expertise. Lynda Garrett, Roger Moltzen 2011</li> </ul>	1,2
Additional instructor in Year 5 for daily small group support with PP focus.	<ul style="list-style-type: none"> <li>• EEF Small group tuition</li> <li>• DFE School-Led Tutoring Guidance April 2022</li> </ul>	2,4



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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA (Emotional Literacy Support programme) to support the wellbeing of our disadvantaged pupils.</p>	<p>Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools (May 2015) Lead Authors: Jessica Dodds and Rachel Blake (Research Assistants) Lead Facilitators: Debbie Shotter (Senior Educational Psychologist) and Val Garland (Primary Mental Health Worker)</p> <p><a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></p>	3
<p>Funding for extra- curricular clubs</p>	<p>Supporting children in accessing extra curricular clubs increases inclusion, cultural capital and raises self-esteem.</p> <p>This is supported by evidence from The Social Mobility Commission; “An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility.</p>	1,5
<p>Residential visits/workshops/school visits</p>	<p>Support with funding for residential visits/workshops and school visits</p> <p><a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</a></p>	1,5
<p>Teachers to work alongside Phase Leaders to review attendance/punctuality weekly of vulnerable pupils – standing item on Phase meeting agenda.</p> <p>Attendance Lead/Phase Leaders/Class teachers to proactively engage with parents/carers regarding attendance and punctuality both formally and informally.</p>	<p>Improving attendance, the key for school leadership summary of research and case studies.</p> <p>DFE Case studies</p> <p>EEF T&amp;L toolkit, parent engagement</p>	6

<p>Attendance Lead tightened tracking and following up of non-attendance. Development of spreadsheet highlighting different groups. Weekly tracking of all PP pupils.</p> <p>Continued support from the EWO including joint analysis and meetings with parents.</p> <p>Raise the profile of this group through communication with teachers, leaders and governors. INSET session for staff.</p>		
<p>Development of a Sensory garden to support wellbeing.</p>	<p>LOTC (Learning outside the Classroom – commissioned projects)</p> <p>Getting Out of the Classroom and Into Nature: A Systematic Review of Nature-Specific Outdoor Learning on School Children's Learning and Development May 2022</p> <p>Developing Conducive Sustainable Outdoor Learning: The Impact of Natural environment on Learning, Social and Emotional Intelligence Seyedehzahra Mirrahimi N.M.Tawil N.A.G.Abdullah M.Suratl. M.S.Usman 2011</p>	<p>1,3</p>
<p>Development of an Outdoor learning hub.</p>	<p>LOTC (Learning outside the Classroom – commissioned projects.</p> <p>Getting Out of the Classroom and Into Nature: A Systematic Review of Nature-Specific Outdoor Learning on School Children's Learning and Development May 2022</p> <p>Developing Conducive Sustainable Outdoor Learning: The Impact of Natural environment on Learning, Social and Emotional Intelligence Seyedehzahra Mirrahimi N.M.Tawil N.A.G.Abdullah M.Suratl. M.S.Usman 2011</p>	<p>1.3</p>

**Total budgeted cost: £97,000**

## 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 2021 to 2022 academic year.

<p>To develop wellbeing strategies to support PP pupils to fully reach their potential and develop their learning behaviours.</p>	<p>We have seen a development in the emotional needs of targeted PP pupils through the following interventions:</p> <p>Play therapy and pupil counsellor.</p> <p>Art and Lego therapy</p> <p>Mentoring programme</p> <p>Development of outdoor area to create Nurture space</p> <p>Through pupil conferencing, pupils report that they are now more able to self-regulate and manage their own emotions. They enjoy the special time with someone to be able to connect and express themselves. This has led to a decrease in behavioural issues for these identified pupils. Teachers report a gain in confidence in class and an increase in social skills.</p> <p>Achievement of the Wellbeing award for schools.</p> <p>Improved access for all children, including PP.</p> <p>Additional ELSA trained staff to support PP pupils.</p> <p>Additional Mental Health First Aiders to support PP pupils.</p>
<p>For all pupils to make good progress by the end of KS1 and close the attainment gap of</p>	<p>There has been an increase in the percentage of pupil premium pupils achieving the expected standard in RWM</p>

<p>PP and non-PP pupils.</p>	<p>from 2018.</p> <p>RWM: 2018 – 44.4 2022 – 50</p> <p>This is also mirrored in writing:</p> <p>2018 – 44.4 2022 – 50</p> <p>The percentages of PP pupils working at GD for reading has risen since 2018. 2018 – 11.1 / 2022 – 16.7</p> <p>The attainment gap has narrowed in writing from 28.5 in 2018 to 16 in 2022 and Science from 25.7 in 2018 to 28.7 in 2022.</p> <p>Pupil conferences have shown that children felt more confident with the small group support that they have received. The greater use of manipulatives supported with understanding of key mathematical concepts.</p>
<p>For all pupils to make good progress by the end of KS2 and close the attainment gap of PP and non PP pupils.</p>	<p>There has been a steady increase in the percentage of pupil premium pupils achieving the expected standard in RWM. 2018 – 46.2 / 2019 – 90.9 / 2022 – 91.7</p> <p>This has also been mirrored in Reading, Writing, Maths and Science.</p> <p>Reading: 2018 – 61.5 / 2019 – 90.9 / 2022 – 91.7</p> <p>Writing: 2018 – 61.5 / 2019 – 95.5 / 2022 – 100</p> <p>Maths: 2018 – 61.5 / 2019 – 95.5 / 2022 – 100</p> <p>Science – 2018 – 69.2 / 2019 – 95.5 / 2022 – 100</p> <p>There has also been an increase in the percentage of pupil premium pupils achieving the higher standard in Reading</p>

	<p>and Maths.</p> <p>Reading: 2018 – 15.4 / 2022 – 33.3</p> <p>Maths: 2018 – 15.4 / 2022 – 25</p> <p>The attainment gap has continued to narrow. Reading, Writing, Maths combined : 2018 – 19.7 / 2022 – 12.5</p> <p>Reading: 2018 – 9 / 2022 – 4.2</p> <p>Writing: 2018 – 20.3 / 2022 – 12.5</p> <p>Through pupil questionnaires, PP pupils report feeling more confident with their learning especially through the small group sessions.</p>
<p>To develop curriculum enrichment activities to develop cultural capital in PP pupils.</p>	<p>Music tuition for identified pupils – identified pupils performed in our end of year recital. Teachers noted a gain in confidence. Children enjoyed developing skills.</p> <p>Support with funding for school workshops and excursions. Identified pupils had a chance to take part in our overnight camp. Support with funding allowed all PP pupils to take part, increasing their skills and enjoyment of the topic.</p> <p>Cambridge University Aspirational visit- Year 5</p> <p>Year 4- Iliad project.</p> <p>Both developed cultural capital of PP pupils and widened their experiences and learning.</p>

## 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*

<b>Programme</b>	<b>Provider</b>
Not applicable	Not applicable

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Not Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*