

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	433
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£88,755
Recovery premium funding allocation this academic year	£4,568
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	£93, 323

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. 24% of the children on the disadvantaged pupil register are our vulnerable pupils.
4	10% of children on the disadvantaged pupil register have SEN needs and all of these have an EHCP plan.
5	Through conversations with families, approximately 14% 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 6 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 (currently 33%)	Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to develop confidence and leadership skills through enrichment opportunities.

	<ul style="list-style-type: none"> - Disadvantaged pupils will have an opportunity to attend enrichment clubs for their areas of interest. - Disadvantaged pupils will have increased leadership opportunities. - Disadvantaged pupils will have opportunities to visit places of interest. - Disadvantaged pupils will have raised aspirations through our annual aspiration week and visit to local universities.
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"> - qualitative data from pupil voice, pupil and parent surveys and teacher observations. - reduction in the number of reported wellbeing concerns on CPOMS
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: **£26.323**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop teacher and support staff pedagogy in the teaching of writing, including writing across the curriculum. Focus: raising attainment in writing. Focus on ECTs and new staff joining us in September 2023.	<ul style="list-style-type: none"> • EEF T&L toolkit, teacher subject knowledge • Closing the writing gap, Alex Quigley 	2
Staff CPD in Poetry, Creative Writing and Outdoor Learning led by Jonny Walker, Literacy consultant and Gerard Durcan, education consultant. Focus on ECTs and new staff joining us in September 2023.	<ul style="list-style-type: none"> • EEF T&L toolkit, teacher subject knowledge • Closing the writing gap, Alex Quigley • LOTC (Learning outside the Classroom – commissioned projects) 	1, 2
Continued training in use of our extensive outdoor areas to develop mental resilience in young people. Focus on ECTs and new staff joining us in September 2023.	<ul style="list-style-type: none"> • Flourishing through resilience: the impact of a college outdoor education program A Shellman, E Hill - Journal of park and recreation administration, 2017 • Outdoor Learning and psychological resilience: Making today's students better prepared for tomorrow's world T Gray - Curriculum Perspectives, 2019 – Springer. • Gender matters: Exploring the process of developing resilience through outdoor adventure JR Overholt, A Ewert - Journal of Experiential Education, 2015 - 	1,3

	journals.sagepub.com	
Phonics: On- going Little Wandle training for all staff. Induction training for new staff starting in September 2023. Time for Phonics lead to monitor and support.	<ul style="list-style-type: none"> • The Rose Report • DFE Reading framework • Reading from key topical professionals – Charlotte Raby • Phonics toolkit EEF + 5 months DFE accredited Phonics programmes • Phonics strategies, EEF T&L toolkit 	2
Further staff training in the Mastery approach of the teaching of Maths.Refresher for current staff and introduction to the Mastery approach for new staff.	<ul style="list-style-type: none"> • EEF Mathematics Mastery research • NCETM Teaching for Mastery • The Mathematics Teacher Exchange and ‘Mastery’ in England: The Evidence for the Efficacy of Component Practices, 2018. • Mastering Mathematics and Problem Solving NRICH 	6
Continued training and supervision for our ELSA.	<ul style="list-style-type: none"> • 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) • https://www.elsanetwork.org/elsa-network/other-research/ 	3
Continued approach to the whole school behaviour system through CPD for protected characteristics through the Picture News resources.	<ul style="list-style-type: none"> • DFE The use and effectiveness of anti-bullying strategies in schools. Thompson and Peter K. Smith Goldsmiths, University of London. April 2011 • An evaluation of Bristol RAiS Layla Skinns, Natasha Du Rose and Mike Hough ICPR, King’s College London 26 February 2009 	3

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

Budgeted cost: **£32,000**

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 Guidance April 2022	2,4
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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	2,4
Continue with the Year 5 Able Writers' project to challenge our more able PP writers. Sessions led by Literacy consultant, Jonny Walker.	<ul style="list-style-type: none"> • Changing How Writing Is Taught Steve Graham, 2019 • Gifted Children's Relationships With Writing Jill M. 2014 • Writing because I want to, not because I have to: Young gifted writers' perspectives on the factors that "matter" in developing expertise. 	1,2

	Lynda Garrett, Roger Moltzen 2011	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£35.000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (Emotional Literacy Support programme) to support the wellbeing of our disadvantaged pupils. Development of lunchtime wellbeing provision – Colour and chill club.	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) https://www.elsanetwork.org/elsa-network/other-research/	3
Funding for extra- curricular clubs	Supporting children in accessing extra curricular clubs increases inclusion, cultural capital and raises self-esteem. This is supported by evidence from The Social Mobility Commission; “An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility.	1,5
Residential visits/workshops/school visits	Support with funding for residential visits/workshops and school visits https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework	1,5

<p>Development of a PP Steel pan group</p>	<p>Supporting children’s wellbeing through music participation during the COVID-19 pandemic: evidence from Scotland 2023</p> <p>Exploring Children’s Wellbeing through Music and Singing – Birmingham City School of Education and Social work 2023</p> <p>The impact of group singing on children's subjective well-being: Mixed methods research April 2023</p>	<p>1.5</p>
<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>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 enrichment Steel pan club for PP pupils.</p>	<p>Improving attendance, the key for school leadership summary of research and case studies.</p> <p>DFE Case studies</p> <p>EEF T&L toolkit, parent engagement</p>	<p>6</p> <p>1,5</p>
<p>Funding for wellbeing PP Art club led by specialist consultant.</p>	<p>Qualitative and Arts-Based Evidence from Children Participating in a Pilot Randomised Controlled Study of School-Based Arts Therapies. Edge Hill university, 2018.</p> <p>Supporting Children’s Well-being with Art in Nature: Artist Pedagogue Perceptions - Journal of Education for Sustainable Development, 2020.</p> <p>Primary-school-based art therapy: exploratory study of changes in children’s social, emotional and</p>	<p>1,5</p>

	mental health	
Further development of an Outdoor learning hub.	<p>LOTIC (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 Conductive 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>	1.3

Total budgeted cost: £93,323

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.

<p>Develop teacher and support staff pedagogy in the teaching of writing, including writing across the curriculum. Focus: raising attainment in writing.</p> <p>Staff CPD in Poetry, Creative Writing and Outdoor Learning led by Jonny Walker, Literacy consultant.</p> <p>Training in how to use our extensive outdoor areas to develop mental resilience in young people.</p> <p>Phonics: Little Wandle training for those staff new to school/new to phase. Phonics leader to evaluate effectiveness of Phonics teaching and plan appropriate follow up actions and monitor impact. See Phonics plan for more details.</p> <p>Restorative justice training for all staff.</p> <p>Training for an additional ELSA.</p>	<p>Through learning observations and work monitoring, it is evident that teaching and support staff pedagogy of writing has developed. KS1 writing 63.8% (+1.1% from 2022) and above national. Writing at HS for KS1 was 10.3% which was above national. KS2 writing 93.3% (+3.3% from 2022) and significantly above Redbridge and National data.</p> <p>Through learning observations and work monitoring, it is evident that staff confidence in the teaching of poetry, creative writing and outdoor learning has developed.</p> <p>There is greater use of the outdoor areas for learning. This has led to the achievement of the LOTC (Learning outside the classroom) mark and increased Forest school opportunities as our accredited Forest school leader completes her training. This is evidenced through weekly Forest school learning slot in the newsletter to highlight all the work being done in this area.</p> <p>Through learning observations and external reviews, staff show increased confidence in the teaching of Phonics. Year 1 Phonics scores rose from 67.8% to 79.7%.</p> <p>Restorative justice training for all staff led to increased consistency in approach to behaviour management across the school leading to a reduction in the amount of</p>
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	<p>behaviour incidents.</p> <p>Training for an additional ELSA led to greater support for children with emotional needs.</p>
<p>Additional reading and Phonics sessions targeted at disadvantaged pupils who require further support.</p> <p>Additional Maths sessions targeted at disadvantaged pupils who require further support.</p> <p>Additional writing and Grammar sessions targeted at disadvantaged pupils who require further support.</p> <p>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.</p> <p>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.</p> <p>Additional instructor in Year 5 for daily small group support with PP focus.</p>	<p>Year 1 Phonics scores rose from 67.8% to 79.7%.</p> <p>EYFS - Inequality gap – Gap between all pupils and the lowest attaining 20%. This was narrowed (-16.8)</p> <p>Year 1 Phonics – Gap narrowed (-4.1) KS1 EXS Reading – Gap narrowed (-10.4) KS1 EXS Maths – Gap narrowed (-15.1) KS1 EXS Science – Gap narrowed (-10.6)</p> <p>KS2 EXS RWM – Gap narrowed (-2.7) KS2 EXS Writing – Gap narrowed (-5.6) KS2 EXS Maths – Gap narrowed (-1.5)</p> <p>Year 5 able writers group developed confidence of the writers in the group</p> <p>Year 5 small group support showed good impact with children reporting an increase in confidence, progress and attainment:</p> <p>Reading:</p> <p>PP secure: 50%</p> <p>PP just at :80%</p> <p>Writing:</p> <p>PP secure:30%</p> <p>PP just at :60%</p> <p>Maths:</p> <p>PP secure:50%</p> <p>PP just at :80%</p>

<p>ELSA (Emotional Literacy Support programme) to support the wellbeing of our disadvantaged pupils.</p> <p>Funding for extra- curricular clubs</p> <p>Residential visits/workshops/school visits</p> <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>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>Training for an additional ELSA led to greater support for children with emotional needs.</p> <p>This has led to greater uptake for the clubs leading to increased social skills and fitness to those involved.</p> <p>Funding for those to attend residential visits/ workshops/day visits has led to increased opportunities for pupils and increased confidence.</p> <p>Attendance action plan has been formulated and procedures tightened. Greater communication with parents and regular EWO visits and reviews has led to an increase in attendance for PP pupils.</p> <p>PP attendance raised to 94.1%</p> <p>There is greater use of the outdoor areas for learning. This has led to the achievement of the LOTC (Learning outside the classroom) mark and increased Forest school opportunities as our accredited Forest school leader completes her training. This is evidenced through weekly Forest school learning slot in the newsletter to highlight all the work being done in this area.</p>

Development of an Outdoor learning hub.	
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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
Not applicable	Not applicable

Service pupil premium funding (optional)

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

Measure	Details
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.