

Pupil premium strategy statement 2022 – 2025

Glebe Junior School 830/2228

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	(163) 42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Steve Watson (Head) Walt Greensmith (CoG)
Pupil premium lead	Vicky Spender
Governor lead	Walt Greensmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238150 approx
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£
Total budget for this academic year	£238150 approx

Part A: Pupil premium strategy plan

Statement of intent

Glebe is a lively and happy school with a hardworking, enthusiastic and dedicated staff team. We have an established and experienced senior leadership team and a school ethos of achievement for all with the highest expectations. We place the children and staff at the heart of all we do. We are a large, four form entry junior school in South Normanton, Derbyshire, in an area of significant deprivation (In the latest Index of Multiple Deprivation (IMD) this area was ranked **6,988 out of 32,844 in England**, where 1 was the most deprived and 32,844 the least.) For us, early intervention is key, and we are focusing on the functional skills in maths and language in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners.

Our community also has a growing need to safeguard our children and families around the misuse of drugs and alcohol. We strongly believe our curriculum is our children's opportunity to learn how to keep themselves safe, whilst improving academic outcomes, and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally/socio-economic disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils; they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to the staff of their particular year group for collaborative team planning, teaching, and modelling by spending time teaching in all of their year group's classes. A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, and executive leaders. This interacts positively with partnership/school-improvement work with agencies such as SSEN, Life Skills Programme and the Virtual Schools. It means quality assurance and evaluations are purposeful, transparent, and focussed on the main thing - improving teaching and learning for all children with a focus on disadvantaged. Mental health and well-being for all our stakeholders is at the foundation of all we do.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data (November 2023) indicates that, in some year groups, attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. This was most significant in Year 4 with a differential of 6.19%. Our ongoing assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.
2	Fundamental Literacy Skills/Language Development. Non-disadvantaged children significantly outperforming disadvantaged children in attaining the expected year outcomes for reading. Further analysis through our VIPERS work (in particular reading comprehension analysis/oracy studies), observations and data analysis showed that reading skills across the spectrum needed to be developed: decoding, fluency, inference etc. We also phonic screened Y3 compared to their Y1 results and identified the need for intense decoding work. We also needed to cultivate a language rich curriculum and classroom.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations in reading, writing and maths - in all years non-disadvantaged pupils outperform disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for pastoral support have markedly increased especially following the pandemic and the current cost of living crisis. 54 children currently partake in Forest School, 30 children currently partake in Lego Therapy and 30 children currently partake in Positive Play sessions - in excess of 65% of these children are disadvantaged.
5	The correlation between the identified disadvantaged children and children identified as having a SEN and recorded on our school SEN register. 36% of our disadvantaged pupils are also on our SEND register.

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
Improved oral and language skills and vocabulary among disadvantaged pupils. This is in the area of expressive and receptive language.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments/observations, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with national standards. Current Y5 Disadvantaged Attainment 55% (Y4 data Summer 2023)
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with national standards. Current Y5 Disadvantaged Attainment 43% (Y4 data Summer 2023)
Improved mathematics attainment for disadvantaged pupils at the end of KS2.	KS2 mathematics outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with national standards. Current Y5 Disadvantaged Attainment 49% (Y4 data Summer 2023)
Improved attendance in all year groups with no differential between disadvantaged cohort and non-disadvantaged.	Attendance will be above 97% for all children - regardless of PP status.

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)

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Embedding high quality adult/child interactions across the school.</p> <p>Developing language rich learning environments.</p> <p>Embedding activities across the school curriculum and making the best use of paired/group talk within the classroom.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training in this area - Kagan Structures.</p> <p>We will provide daily opportunities for internal skills sharing and modelling/ coaching/ collaborative planning with Year leads, experienced</p>	<p>IMPROVING LITERACY. Supporting oral language development. EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The above website shows that there is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <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: (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Collaborative learning Approaches (+5 months)</p>	<p>2</p>

<p>teachers and our literacy lead.</p> <p>Our English Lead and SENCO will also research tools for assessing oral language and train staff in the implementation and effective use of these. We will visit other excellent schools and/or MATs</p>		
<p>Lexia software and training</p>	<p>https://www.lexialearning.com/resources/white-papers/the-critical-role-of-oral-language-in-reading-instruction-and-assessment</p> <p>EEF (+2 months)</p>	<p>2,4</p>
<p>SEN TA</p>	<p>Early identification of SEN is paramount in the identification and the ability of the children's needs.</p> <p>EEF Teaching assistant interventions (+ 4 months).</p>	<p>3, 5</p>
<p>Drawing and Talking Training in association with mental health hub.</p>	<p>https://drawingandtalking.com/</p>	<p>4,5</p>
<p>WIAT assessment.</p>	<p>https://blog.insidegovernment.co.uk/schools/early-identification-of-send-nasen</p>	<p>5</p>
<p>ELSA Training</p>	<p>https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?id=203869</p>	<p>2</p>
<p>Emotion Coaching</p>	<p>"Helping children and young people to understand the different emotions they experience, why they occur and how to handle them." (Gottman 1996)</p> <p>https://www.emotioncoachinguk.com/</p>	<p>4, 5</p>

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

Activity	Evidence that supports this approach	Challenge number (s) addressed
Y6 Booster out of school interventions	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=tuition</p> <p>Small group provision</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Use high quality structured interventions to help pupils struggling to attain EXS in the academic subjects.</p>	2,3
Additional Interventions linked to academic and SEMH need	6.6hours of interventions per class per week.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed

Behaviour Support / Attendance TA Lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour EEF Behaviour Interventions (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parenta Parental engagement (+4 months)	1
Family Resource Worker	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parenta Parental engagement (+4 months)	1
Breakfast Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parenta EEF Parental Engagement (+3 months) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=break Attendance (2+ months)	1
After-School Club	EEF Parental Engagement (+4 months) Attendance	1
Lunchtime Play Leader	EEF Social & Emotional Learning (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-	4

	learning&utm_medium=search&utm_campaign=site_search&search_term=social	
Forest School	<p>EEF Outdoor Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outd</p> <p>Metacognition and Self-Regulation (7+ months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=meta</p>	1,2,4
Me Time	<p>EEF Social & Emotional Learning (+4 months)</p> <p>Metacognition and Self-Regulation (7+ months)</p>	1,4,5
Lego Therapy	<p>EEF Social & Emotional Learning (+4 months)</p> <p>Metacognition and Self-Regulation (7+ months)</p>	1,4,5
DAaRT - Y6 Life Skills Project	<p>EEF Social & Emotional Learning (+4 months)</p> <p>https://lifeskillseducation.co.uk/</p>	4
Trips & visits Residential Overnights stays - Y4 and Y6	<p>EEF Social & Emotional Learning (+4)</p> <p>Outdoor Adventure Learning (+4)</p>	1,4
ArtsMark/Arts Award/ Arts & Cultures Week	<p>EEF Arts Participation (+2)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=art</p>	2,4
RWInc Resources	<p>EEF Phonics (+5) Reading Comprehension Strategies (+6)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p>	2,3,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20comp	
Wider Opportunities in collaboration with the Music Partnership Y3 and Y4	EEF Arts Participation (+2) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=art	2,4

Cost Summary

Teaching	£44,873
Targeted Academic Support	£86,729
Wider Strategies	£100,595
Planned expenditure	£232,197 leaving £5953 contingency

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 2023 Attainment provisional:

Reading 63% - national for disadvantaged 60%

Writing 67% - national for disadvantaged 58%

Maths 60% - national for disadvantaged 59%

Combined 33% - national for disadvantaged 44%

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment> p17

End of KS2 2023 gap analysis (PP/ALL) provisional:

Reading = 16%

Writing = 8%

Maths = 13%

Combined = 24%

2023 outcomes for disadvantaged children in all subjects was in line or below that of all children in all year groups.

Gap analysis year on year:

Writing:

Y3 2022 - Y4 2023: gap reduced from 20% - 6%

Y4 2022 - Y5 2023: gap reduced from 2% - 1%

Y5 2022 - Y6 2023: gap increased from 11% - 12%

Reading:

Y3 2022 - Y4 2023: gap reduced from 13% - 10%

Y4 2022 - Y5 2023: gap reduced from 5% - 2%

Y5 2022 - Y6 2023: gap increased from 8% - 15%

Maths:

Y3 2022 - Y4 2023: gap reduced from 14% - 12%

Y4 2002 - Y5 2023: gap reduced from 16% - 13%

Y5 2022 - Y6 2023: gap increased from 12% - 13%

Pupil evaluations undertaken during the 2022 to 2023 academic year include:

- Teacher assessments
- Previous KS2 SATS assessments and 2022 External tests
- Internal moderation • Y3-5 NFER Standardised Assessments

Externally provided programmes

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

Programme	Provider
Not –Applicable	

Under Review