

Pupil premium strategy statement

School overview

Detail	Data
School name	Glebe
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2025
Date of last review	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ian Travis
Pupil premium lead	Ian Travis
Trustee lead	Geoff Parsons

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£152,555
Recovery premium funding allocation this academic year	£0
National Tutoring Programme allocation this academic year	£0
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 funding, state the amount available to your school this academic year	£152,555

Part A: Pupil premium strategy plan

Statement of intent

The objectives of the school's plan are to:

- Build pupil confidence, self-esteem, aspirations, and attitudes to learning by removing the barriers that inhibit their progress.
- By doing this, we continue to improve by making Glebe a school where disadvantaged pupils want to attend because they feel safe, stimulated and supported.

We intend to achieve this by:

- Putting pupils' literacy development as a priority.
- Continual drive to improve pupils' desire to learn by improving teaching.
- Ensuring that we do everything within our power to help improve the attendance of disadvantaged pupils whose attendance is of concern.
- Ensuring that the school curriculum continually meets and provides to the holistic development of the pupils.

Challenges

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

Challenge number	Detail of challenge
1	To reduce the gap of disadvantaged pupils who are persistently absent.
2	Despite relatively low behavioural incidents in the school, incidents do involve a small number of disadvantaged pupils. The challenge for us is to reduce these through calming strategies when pupils are dysregulated and providing targeted interventions that better equip pupils to self-regulate their emotions and to manage themselves with learning both in teams and independently.
3	The schools latest progress data highlights that there is a gap in GCSE English progress of pupil premium children compared to none pupil premium children. The challenge for us is to try to close this through: staff development /training, high quality teaching, interventions and software to improve reading, comprehension and vocabulary.
4	The schools latest progress data highlights that there is a gap in GCSE Maths progress of pupil premium children compared to none pupil premium children. The challenge for us is to redress this through staff development to improve high quality teaching and interventions.
5	To continue improving the reading progress for disadvantaged pupils.
6	The vast majority of disadvantaged pupils at Glebe have speech, language and communication needs. The challenge to help more our pupils achieve their targets in this area through a range of interventions.

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 see improved attendance from disadvantaged pupils who are persistently absent.	• Improved attendance from persistently absent pupils • The gap between female and male attendance is negligible • Pupil surveys demonstrate enjoyment and safety in school
To see more disadvantaged pupils making progress in their reading and narrowing the gap between their reading and chronological reading age.	• Gap between disadvantaged and non-disadvantaged pupils continues to reduce. • More disadvantaged pupils are reading for enjoyment • More disadvantaged pupils are making progress in English
Most pupils deemed as needing intervention support are able to communicate better, self-regulate their emotions and as a result are making much better progress in their learning.	• Pupils are regularly attending school • Increase in happiness at school • Improved communication from pupils as they are able to identify emotional triggers and therefore are able to remove themselves from conflict • Reduced reporting of incidences in school and improved concentration in lessons • Improved progress in subjects areas that have been flagged as a concern
To see this group of disadvantaged pupils making greater progress in GCSE English and Maths.	• Gap between disadvantaged and non-disadvantaged pupils is reduced • Greater enjoyment and attitudes to learning in English and Maths are improved • Said group are able to successfully transition into further education. • Greater attainment in English, Maths and across other subjects

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: £39,200

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actual cost
Employment of Lead Practitioners to support the development of teaching through high quality coaching and CPD for staff.	The International CPD in schools' report from the Chartered College of Education highlights the benefits of coaching in schools. High quality evidence includes a positive effect on a range of measures, including: teacher's instructional practices; the quality of teacher-child interactions and pupil behaviour and motivation. https://my.chartered.college/wp-content/uploads/2019/11/Chartered-College-International-Teacher-CPD-report.pdf	Whole School/ All pupil premium pupils Lead Practitioner role	£39,000
Implementation of phonics programme across the school.	To implement, Sounds-Write, a highly structured, systematic phonics programme. Evidence shows that the teaching of phonics in schools supports the development of pupils early reading skills and especially for lower attaining pupils as well as improving the accuracy of pupils reading. Phonics EEF	Whole School/ All pupil premium pupils Sounds-Write software	£200

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

Budgeted cost: £42,555

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actual cost
Language and communication interventions through the use of therapists and trained teaching assistants.	Evidence from the Educational Endowment Foundation shows that Oral language intervention is effective and can make up to 6 months additional progress for pupils over a year. Additionally, the evidence also shows that interventions led by teaching assistants having a broadly similar impact as those by teachers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	Teaching assistant SaLT support for 23 groups with 115 pupils	£18,455
Small group interventions that focus on developing pupils' literacy, numeracy, resilience and self-esteem with a specific focus on teamwork, problem solving and empathy.	There is good evidence from the Educational Endowment Foundation that where pupils are working in small groups and with structured tasks that work towards a joint outcome, collaborative learning approaches are successful. Furthermore, reports from external partners (Dame Kelly Holmes, on track to achieve and wellbeing report 2024) who have led previous small group work for us has demonstrated improved pupil wellbeing, aspirations and confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches FBB Impact Report - Google Drive	Dame Kelly Holmes Trust Football Beyond Borders	£23,300
Small group interventions that focus on developing pupils' creative abilities such as peripatetic musical instrument tuition	Significant research has demonstrated the positive impact of participation in the arts on wellbeing and physical and mental health and also on how participation in music, coupled with a coherent and sustained music education, can deliver positive benefits	8 pupils funded for music lessons	£800

	to wider cognitive development (e.g. improved literacy and numeracy skills). https://www.ism.org/images/images/FINAL-State-of-the-Nation-Music-Education-for-email-or-web-2.pdf		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £70,800

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actual cost
Ethical behaviour support training for staff.	Evidence suggests that consistent and universal approaches to managing behaviour are effective as long as training is provided for staff.	Whole School	£500
Employment of family Liaison Officer	The core function of this post is to improve communication and support with families, addressing barriers to learning. Research suggests parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Whole school	£18,000
New post to support disadvantaged pupils in the newly formed flexible learning hub	The hub was launched in the spring of 2025 as a bespoke learning area for disengaged pupils at risk of exclusion and becoming NEET. The impact was immediate with reduced exclusions as well as pupils achieving grades in English, Maths and successfully moving further education.	Support for 4 pupils in the hub	£38,000
Provision of extra curricular activities that better equip pupils to self-regulate their emotions and to manage themselves with learning both in teams and independently.	These activities are based on pupil interest and also support many of our pupils in overcoming everyday barriers and challenges imposed on them. These occupations include improving balance, coordination and developing skills and knowledge in areas such as bike maintenance. The Velobuild course is also aimed specifically at supporting pupils to be independent travellers through cycling proficiency training which is critical for our	Velobuild Skate School	£13,000

	vulnerable young people. Evidence to support the impact of this is highlighted in the Bikeability report that highlights that pupils have a much higher perception of hazards of such training. https://www.bikeability.org.uk/wp-content/uploads/2022/03/NFER.pdf		
Educational Welfare Officer to work with families of persistently absent pupils to improve school attendance.	School evidence is showing us that the work of the EWO is helping to improve attendance.	Up to 10	£1,300

Total budgeted cost: £ 152,555

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 2024 to 2025 academic year.

Impact Report: Pupil Premium Strategy 2024–25

The school's 2024–25 Pupil Premium strategy has had a demonstrably positive impact on the outcomes, wellbeing, and engagement of disadvantaged pupils. Through a continued focus on literacy, increased investment in pastoral care, and targeted enrichment initiatives, the school is successfully narrowing the gap between disadvantaged and non-disadvantaged learners.

A core focus of the school's strategy has been to raise reading attainment and literacy levels among disadvantaged pupils. This ongoing drive is yielding strong results:

- 81% of disadvantaged pupils made progress in reading during the last academic year, closely matching the 84% of non-disadvantaged pupils.
- This represents a substantial improvement compared to a few years ago, when only 60% of disadvantaged pupils were making progress in reading.

These figures reflect the sustained and effective emphasis placed on reading across the curriculum and targeted interventions.

Significant investment into pastoral care, particularly through the expansion of the Family Liaison role, the introduction of more after-school enrichment activities, and partnerships with mentoring organisations such as *Football Beyond Borders*, has had a marked impact on pupil wellbeing and engagement:

- Attendance rates for disadvantaged pupils have improved significantly, now at 93%, almost on par with non-disadvantaged pupils at 94%.
- Behavioural data from the summer term indicates that behaviour incidents were lower overall for disadvantaged pupils compared to their peers.
- Staff perceptions of behaviour are positive, with 89% stating in the annual school survey that behaviour in the school is "good" or "very good".

These outcomes point to a more inclusive and supportive school environment for all pupils.

Academic progress data further reflects the success of the strategy:

- According to teacher assessments in summer 2025, 96% of disadvantaged pupils demonstrated good to exceptional progress, slightly outperforming non-disadvantaged pupils at 95%.
- In core subjects, 97% of disadvantaged pupils made progress in English and Maths, compared to 95% of non-disadvantaged pupils.

GCSE performance also shows encouraging signs, particularly in English and Science:

- 42% of disadvantaged pupils achieved a pass in GCSE English (compared to 58% of non-disadvantaged).
- In Maths, 39% achieved a GCSE pass, while 56% achieved a pass in Science.

While there is still a gap in attainment, the progress data suggests that disadvantaged pupils are closing this gap year on year, and in some areas exceeding the progress made by their peers.

The 2024–25 Pupil Premium strategy is having a significant and positive impact on the educational experience and outcomes of disadvantaged pupils. The improvements in reading progress, attendance, behaviour, and core subject attainment reflect a comprehensive and effective approach to equity and inclusion. Continued focus on targeted support, enrichment, and academic interventions will be key to sustaining and building on this progress in the coming year.

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
On Track to Achieve	Dame Kelly Holmes Trust
Skateboarding	School of Skate
Cycling Velobuild	All Things Active Ltd
Music Therapy	Claire Tillotson
Music Tuition	Bromley Youth Music Trust
Football Beyond Borders	Football Beyond Borders