

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 (year 2 of the plan)
Date this statement was published	October 2025
Date of last review	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ian Travis
Pupil premium lead	Ian Travis
Trustee lead	Geoff Parsons

Funding overview 2026-27

Detail	Amount
Pupil premium funding allocation this academic year	£160,370
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	£160,370

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 and specifically to improve the attendance of pupil premium girls.
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 challenge in 2025-26 was to close the GCSE English gap between pupil premium and none disadvantaged pupils. This was successfully achieved but the target still remains as the challenge for the school is to successfully repeat and sustain this. Therefore, part of the funding will contribute to staff development /training, high quality teaching, interventions and software to improve reading, comprehension and vocabulary.
4	The challenge in 2025-26 was to close the GCSE Maths gap between pupil premium and none disadvantaged pupils. This was successfully achieved but the target still remains as the challenge for the school is to successfully repeat and sustain this. Therefore, part of the funding will contribute to staff

	development /training, high quality teaching, interventions and software to improve reading, comprehension and vocabulary.
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 is to help more of our pupils achieve their targets in this area through a range of interventions and opportunities that encourage communication, expression and self-advocacy.

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 and particularly female pupils.	- Improved attendance from persistently absent pupils, specifically female 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
Pupils deemed as needing interventions and support are able to 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 subject 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
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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 AHT 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: £32,895

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 and SaLT support for 222 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.	Evidence from the Education Endowment Foundation indicates that collaborative learning can be highly effective when pupils work in small groups on carefully structured tasks towards a shared outcome. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches FBB Impact Report - Google Drive	Football Beyond Borders Palace for Life Foundation	£9,000 £4,640
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 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	Pupil premium funded for peripatetic music lessons	£800

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

Budgeted cost: £88,275

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actual cost
Outdoor Learning/Forest School activities	UK Forest School evaluations report improvements in confidence, independence, social interaction, communication, motivation, concentration and physical skills. Forest Schools: impact on young children in England and Wales - Forest Research	40-48 pupils	£7,975
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 six 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 vulnerable young people. Evidence to support the impact of this is highlighted in the Bikeability report that highlights that	Velobuild Skate School	£13,000

	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
In-school counselling services	Research indicates that appropriately delivered school-based counselling can reduce psychological distress and improve pupils' emotional wellbeing, self-esteem and ability to work towards personal goals.	30 pupils accessing this service	£10.000

Total budgeted cost: £ 160,370

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 2025-26

The school's Pupil Premium Strategy for 2025–26 has had a demonstrably positive impact on the attainment, wellbeing and engagement of disadvantaged pupils. Through its sustained focus on literacy, increased investment in pastoral support and provision of targeted enrichment opportunities, the school has continued to reduce differences in outcomes between disadvantaged pupils and their non-disadvantaged peers.

This is reflected in the school's progress and attainment data, with disadvantaged pupils achieving outcomes broadly in line with—and, in some areas, exceeding—those of non-disadvantaged pupils:

- 100% success rate in GCSE English for disadvantaged pupils.
- 100% success rate in GCSE Mathematics for disadvantaged pupils.
- 93% success rate across all GCSE courses taken by disadvantaged pupils.
- 98% success rate across all BTEC courses taken by disadvantaged pupils.
- 100% success rate across all Entry Level courses taken by disadvantaged pupils.
- 80% of disadvantaged pupils in Years 7–10 made progress in English and mathematics, compared with 72% of non-disadvantaged pupils.

Improving reading attainment and literacy remains a central priority within the school's Pupil Premium Strategy. Despite the range of interventions that have been embedded, progress in reading was less strong than in the previous year. Overall, 56% of disadvantaged pupils made progress in reading, compared with 68% of non-disadvantaged pupils.

This may partly reflect the increasingly complex needs of pupils joining the school, including the very low reading levels of some new pupils. Nevertheless, the difference in progress indicates that reading must remain a key area for development. Pupil Premium funding will therefore continue to support targeted reading and literacy interventions, alongside closer monitoring of their implementation and impact.

Significant investment in pastoral care and curriculum development has had a positive impact on the engagement and progress of disadvantaged pupils. The development of the Flexible Learning Hub has contributed to improved attendance and engagement among pupils accessing the provision, alongside a significant reduction in incidents of dysregulated behaviour within school.

The work of external partners, including Football Beyond Borders, has also continued to make a valuable contribution. Its mentoring and leadership programme has helped disadvantaged pupils strengthen their communication skills, develop confidence and learn more effective strategies for managing dysregulation.

As a result of this coordinated support, disadvantaged pupils are no more likely to be involved in behavioural incidents than their non-disadvantaged peers. This indicates that the school's targeted pastoral approaches are helping to prevent disadvantage from becoming a barrier to successful participation in school life.

Attendance among disadvantaged pupils remains broadly positive, although a gap persists when compared with non-disadvantaged pupils. The Family Liaison Officer continues to play a critical role in supporting pupils experiencing persistent or severe absence and in helping families overcome barriers to regular attendance.

A range of strategies has been used, including whole-school rewards for excellent attendance, home visits, regular communication with families and close partnership working with the local authority attendance team. These measures have helped ensure that the large majority of disadvantaged pupils attend school regularly.

Attendance figures for 2025–26 show:

- Overall attendance was 88% for disadvantaged pupils, compared with 91% for non-disadvantaged pupils.
- Attendance among disadvantaged boys was 90%, compared with 93% among non-disadvantaged boys.
- Attendance among disadvantaged girls was 85%, compared with 93% among non-disadvantaged girls.

Although the overall difference is relatively small, the eight-percentage-point gap between disadvantaged and non-disadvantaged girls is a concern. Improving the attendance of disadvantaged girls will therefore be a particular priority in the next strategy cycle, supported by early identification, individualised intervention and continued work with pupils, families and external agencies.

Overall evaluation

Overall, the 2025–26 Pupil Premium Strategy has been effective. Disadvantaged pupils achieved particularly strong outcomes in accredited courses, and their progress in English and Mathematics compared favourably with that of non-disadvantaged pupils. Investment in pastoral provision, the Flexible Learning Hub, family liaison and external mentoring has also supported improved engagement and ensured parity in relation to behavioural incidents.

The evaluation has identified two areas requiring continued attention: progress in reading and the attendance of disadvantaged girls. These priorities will inform the school's Pupil Premium Strategy for 2026–27 and the allocation of funding, with interventions subject to regular monitoring to ensure that they deliver measurable improvements.

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
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
Counselling	Kent Counselling Services