

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Glebe
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2021
Date of last review	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ian Travis
Pupil premium lead	Ian Travis
Trustee lead	Geoff Parsons

## Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£133,504
Recovery premium funding allocation this academic year	£129,168
National Tutoring Programme allocation this academic year	£13,566 (25% of tutoring cost)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,850
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£303,088

# 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' experiences of school through improving teaching.
- Ensuring that we do everything within our power to help improve the attendance of disadvantaged pupils whose attendance is of concern.

## Challenges

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

Challenge number	Detail of challenge
1	Girls attendance is lower than the boys and as a result in identified cohorts we see less progress being made. The challenge is to for us to understand why a small cohort of girls have a lower attendance and to redress the balance so that there is parity in attendance with the boys.
2	Out of all pupils not making reading progress over the last academic year, 60% were disadvantaged pupils. The challenge is to close the gap between their reading and chronological age whilst considering their learning needs and barriers.
3	Despite relatively low behavioural incidents in the school, the majority of incidents involve disadvantaged pupils. The challenge for us is to reduce this through learning approaches and targeted interventions that better equip pupils to self-regulate their emotions and to manage themselves with learning both in teams and independently.
4	The schools latest progress data highlights that we have a small number of disadvantaged pupils not progressing in English. The challenge for us is to redress this through staff development to improve high quality teaching, high quality interventions and software to improve reading, comprehension and vocabulary.
5	The schools latest progress data highlights that we have a small number of disadvantaged pupils not progressing in Maths. The challenge for us is to redress this through staff development to improve high quality teaching and high quality 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
<p>To see parity (or close to) in attendance between the girls and boys by the end of the academic year.</p> <p>To see improved attendance across targeted year groups that are lower.</p>	<ul style="list-style-type: none"> <li>Improved attendance from persistently absent pupils</li> <li>The gap between female and male attendance is down to 1-2%</li> <li>All subject areas have adapted their curriculum wherever necessary to promote diversity and gender diversity</li> <li>Pupil surveys demonstrate enjoyment and safety in school</li> <li>More females opting to do what have been traditionally male subjects in the school</li> </ul>
<p>To see more disadvantaged pupils making progress in their reading and narrowing the gap between their reading and chronological reading age.</p>	<ul style="list-style-type: none"> <li>Gap between disadvantaged and non-disadvantaged pupils is reduced.</li> <li>More disadvantaged pupils are reading for enjoyment</li> <li>More disadvantaged pupils are making progress in English</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>Pupils are regularly attending school</li> <li>Increase in happiness at school</li> <li>Improved communication from pupils as they are able to identify emotional triggers and therefore are able to remove themselves from conflict</li> <li>Reduced reporting of incidences in school and improved concentration in lessons</li> <li>Improved progress in subjects areas that have been flagged as a concern</li> </ul>
<p>To see this group of disadvantaged pupils making greater progress in English and Maths.</p>	<ul style="list-style-type: none"> <li>Gap between disadvantaged and non-disadvantaged pupils is reduced</li> <li>Greater enjoyment and attitudes to learning in English and Maths are improved</li> <li>Said group are able to successfully transition into further education.</li> <li>Greater attainment in English, Maths and across other subjects</li> </ul>

## 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: £76,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Lead Practitioners to support the development of teaching through high quality coaching and CPD for staff.	<p>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.</p> <p><a href="https://my.chartered.college/wp-content/uploads/2019/11/Chartered-College-International-Teacher-CPD-report.pdf">https://my.chartered.college/wp-content/uploads/2019/11/Chartered-College-International-Teacher-CPD-report.pdf</a></p>	Whole School/ All pupil premium pupils
Reading and vocabulary building programme within tutor time.	<p>The software licence that the school has purchased demonstrates significant impact in the improvement of pupils' vocabulary, including: A statistically significant increase is observed between pre and post-test results across all categories; All categories have Effect Sizes (ES) greater than 0.8. This means the impact of Bedrock Vocabulary/Renaissance Learning is considered 'Large' across all groups; Primary school and SEN students showed the largest increases with 23.18% and 23.17% respectively, however increases of around 20% were seen across all groups.</p> <p><a href="https://bedrocklearning.org/our-impact/">https://bedrocklearning.org/our-impact/</a></p>	Whole School/ All pupil premium pupils

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

Budgeted cost: £109,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 additionally 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	108 pupils
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 2023) who have led previous small group work for us has demonstrated improved pupil wellbeing, aspirations and confidence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	16 pupils
Targeted school led tutoring contribution to support the Government's national initiative	Funding is allocated for around 60% of pupils, in Year 1 to 11, eligible for pupil premium, per school. 60% of the cost is subsidised in academic year 2022/23. Schools will need to fund the remaining 40% through other budgets, for example recovery premium or pupil premium. The subsidy rate for 2023/24 will be 25%. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</a>	Up to 50 pupils
Small group interventions that focus on developing pupils'	Significant research has demonstrated the positive impact of participation in the arts on wellbeing and physical and mental health and also on how	8 pupils funded for

creative abilities such as peripatetic musical instrument tuition	<p>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).  <a href="https://www.ism.org/images/images/FINAL-State-of-the-Nation-Music-Education-for-email-or-web-2.pdf">https://www.ism.org/images/images/FINAL-State-of-the-Nation-Music-Education-for-email-or-web-2.pdf</a></p> <p>Similarly, there is ample evidence that shows the impact of forest schools/outdoor learning on children's wellbeing, motivation and collaborative learning.</p> <p><a href="https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/#:~:text=Research%20in%20the%20UK%20into,skills%20and%20knowledge%20and%20understanding.">https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/#:~:text=Research%20in%20the%20UK%20into,skills%20and%20knowledge%20and%20understanding.</a></p>	<p>music lessons</p> <p>Forest school reaching all pupils</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £117,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of TLR post holders with a responsibility for leading the wider curriculum offering and personal development.	<p>The purpose behind this approach is to improve overall engagement and enjoyment of school through a variety of activities with a specific remit of developing the peer mentoring programme. As stated by the Education Endowment Foundation, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	30 pupils
Employment of family Liaison Officer	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	Whole school

Employment of additional staff member into the Pastoral Team	With increased numbers of pupils on-roll the additional member is critical to support pupils with complex needs through 1-2-1 support and interventions.	
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.	<p>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.</p> <p>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 pupils have a much higher perception of hazards of such training.</p> <p><a href="https://www.bikeability.org.uk/wp-content/uploads/2022/03/NFER.pdf">https://www.bikeability.org.uk/wp-content/uploads/2022/03/NFER.pdf</a></p>	
Specialist merit award software	Purchase of Classcharts Reward software to monitor and track patterns of good behaviour across the school.	All pupils
Provision of termly cross curricular days for the participation of all pupils	Stakeholder feedback demonstrates that these are important events that support our pupils with their EHCP targets and outcomes. Days planned for this academic year include a whole school focus on careers and healthy living.	All pupils
Two week summer school to support year 6-7 transition.	<p>There is good evidence that summer schools that are well structured and staffed support pupils in making additional progress in Literacy and Numeracy. There are also other important benefits that we have noted from this such as pupils feeling less anxious on transition into year 7 and as a result being much more settled, focused and happier in school.</p> <p><a href="https://www.glebe.bromley.sch.uk/about-glebe/summer-school/">https://www.glebe.bromley.sch.uk/about-glebe/summer-school/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	Up to 30 pupils
Educational Welfare Officer to work with families of persistently	School evidence is showing us that the work of the EWO is helping to improve attendance.	Up to 10

absent pupils to improve school attendance.		
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**Total budgeted cost: £ 303,088**



## 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.

The impact of the school pupil premium strategy for 2022-23 has been evident through the levelling up in attendance between males and female pupils. At the end of the academic year, girls' attendance was equal to that of boys at 92% and the overall attendance for pupil premium children was also at 92%. These figures compare favourably against the national average attendance figures of 86% for special schools and 90% for mainstream schools.

School results also continue to be very good for our pupil premium. 100% of pupils are obtaining their functional skills English and there was a 100% pass rate in GCSE Maths for pupil premium compared to 83% of our non-disadvantaged pupils. The gap is also minimal in BTECs subjects. 85% of our male pupil premium entries achieved successful pass rates compared to 84% of non-disadvantaged boys. Of the female entries, 88% of our pupil premium successfully passed BTECs courses compared to 92% of our non-disadvantaged pupils. However, the gap with GCSE English was wider with a 50% pass rate for pupil premium compared to 100% of non-disadvantaged pupils. This will continue to be a focus area for us over the next year with the aim of having more pupil premium entries for GCSE English Language.

We are seeing positive results from the school's targeted interventions, clubs and extracurricular activities as set out in the strategy. Examples to support this include, pupil premium have had less behaviour incidents than non-pupil premium over the course of the last academic year and there is only a small gap of 4% in our reading progress data between the two groups. It is also worth mentioning that all of last year's school leavers are in further education.

The creation of a family liaison officer as well as teaching posts with the responsibility to improve teaching and pupils' personal development has also been effective in improving the attendance and attainment for disadvantaged pupils. Leadership data from learning walks and lesson observations shows that pupils are engaged, challenged and happy in lessons. This correlates with pupil survey results that tells us that 91% of our pupils enjoy school and 93% feel safe here. Engagement is also high with new literacy and reading initiatives such as Bedrock learning and there is a greater focus around diversity and inclusion in subject areas including a lunch-time LGBTQ+ club. The impact of this has been seen through increases in girls opting for what have traditionally been, male base subjects in the school, with a large increase in girls now studying Geography, History and Design Technology.

## 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