

Pupil premium strategy statement

School overview

Detail	Data
School name	Glebe
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2021
Date of last review	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ian Travis
Pupil premium lead	Ian Travis
Trustee lead	Geoff Parsons

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation for pupils who are eligible for free school meals, or have been eligible in the past 6 years	£135,449
Pupil premium for pupils who are looked after by a local authority of other state care	£2,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28,277
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	£166,376

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	The challenge is to for is to close the attendance gap between pupil premium boys compared to none-disadvantaged pupils.
2	Out of all pupils not making reading progress in 2022-23, 60% were disadvantaged pupils. Although this has now closed, it important to keep the focus on reading as there is still a small achievement gap. The challenge is to continue to improve the reading and chronological age whilst considering the pupils' learning needs and barriers.
3	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 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 there is a gap in 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.
5	The schools latest progress data highlights that there is a gap in 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.

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"> • Improved attendance from persistently absent pupils • The gap between female and male attendance is negligible • All subject areas have adapted their curriculum wherever necessary to promote diversity and gender diversity • Pupil surveys demonstrate enjoyment and safety in school • More females opting to do what have been traditionally male subjects in the school
<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"> • Gap between disadvantaged and non-disadvantaged pupils is reduced. • More disadvantaged pupils are reading for enjoyment • More disadvantaged pupils are making progress in English
<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"> • 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
<p>To see this group of disadvantaged pupils making greater progress in English and Maths.</p>	<ul style="list-style-type: none"> • 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: £41,030.40

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.	<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>https://my.chartered.college/wp-content/uploads/2019/11/Chartered-College-International-Teacher-CPD-report.pdf</p>	<p>Whole School/ All pupil premium pupils</p> <p>Lead Practitioner role</p>	£38,173
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>https://bedrocklearning.org/our-impact/</p>	<p>Whole School/ All pupil premium pupils</p> <p>Bedrock Learning</p>	£2857.40

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

Budgeted cost: £44,550

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.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>108 pupils</p> <p>Teaching assistant support</p>	£29,800
Small group interventions that focus on developing pupils' literacy, numeracy, resilience and self-esteem with a specific focus on teamwork, problem solving and empathy.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>FBB Impact Report - Google Drive</p>	<p>16 pupils</p> <p>Dames Kelly Holmes Trust Football Beyond Borders</p>	£14,000
Small group interventions that focus on developing pupils' creative abilities such as peripatetic musical instrument tuition	<p>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).</p> <p>https://www.ism.org/images/images/FINAL-State-of-the-Nation-Music-Education-for-email-or-web-2.pdf</p>	<p>8 pupils funded for music lessons</p>	£750

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

Budgeted cost: £80,795.60

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actual cost
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	30 pupils	£4,223
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	Whole school	£17,289
Employment of additional staff member into the Pastoral Team, safeguarding team and additional therapy support.	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.		£28,798.60
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</p>	<p>Velobuild</p> <p>Skate School</p>	£12,915

	<p>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>https://www.bikeability.org.uk/wp-content/uploads/2022/03/NFER.pdf</p>		
Specialist merit award software	Purchase of Classcharts Reward software to monitor and track patterns of good behaviour across the school.	All pupils	£1,870
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>https://www.glebe.bromley.sch.uk/about-glebe/summer-school/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	<p>Up to 30 pupils</p> <p>Staffing £19,170</p> <p>Resources and activities £2,500</p>	<p>£14,000</p> <p>£500</p>
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 £1,200	£1,200

Total budgeted cost: £ 166,376

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 2023 to 2024 academic year.

The impact of the school pupil premium strategy for 2023-24 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 at 91.7%. These figures compare favourably against the national average attendance figures of 87% for special schools and 91% for mainstream schools (July 2024, pupil attendance in schools, GOV.UK).

School results continue to be very good for our pupil premium as a result of our strategy and school interventions. Overall, 75% of PP pupils in the school made progress in English compared to 81% of none PP pupils. In Maths 77% of PP pupils made progress compared to 83% of none PP. When focusing on GCSE results this gap improves further with a 92% achievement rate for PP pupils compared to 91% for none PP pupils. In GCSE English there was a 100% achievement rate and in Maths GCSE there was a 62.5% achievement rate. Additionally, there almost parity in the amount of PP entries in GCSE English. Overall, 38% of all PP pupils achieved an English GCSE compared to 26% of all none PP pupils. In Maths, 38% of all PP pupils achieved a GCSE compared to 43% of none PP pupils.

The narrowing of the attainment gap is also seen in our reading test data as the school's push on daily reading, words of the week and reading interventions has really paid off for the pupils. Overall reading test data for the last academic year shows us that 75% of pp pupils made an average of 8 months progress in their reading compared to 76% of NPP pupils.

We are also seeing positive results from the school's targeted interventions, clubs and extracurricular activities as set out in the strategy. Examples to support this include pp pupils having had less behaviour incidents than non- pupil premium over the course of the last academic year. This is supported through teacher progress reports which are informing us that 95% of pp pupils are demonstrating good or exceptional behaviour in lessons compared to 94% of none pp pupils.

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 wellbeing for our PP pupils. 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 89% of our pupils enjoy school and 94% feel safe here. Over the last year other work in this area has included:

- Cross curricular days – Numeracy fete and careers days
- Attendance incentives and improving engagement of pupils with the school counselling service
- Focused work with families helping them engage with the local offer
- Attendance partnership work with the local authority

- A Well attended summer school and engagement in programme such as on track to achieve.

Focus for 2024-25

- Final year of 3-year strategy. Girls' attendance target achieved.
- Keep the focus on English, Maths and Reading.
- Focus on PP boys' attendance
- Introduce new initiatives to engage a small group of disaffected pupils

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 Tuition	Bromley Youth Music Trust
Football Beyond Borders	Football Beyond Borders