

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. (Academic year 2024 – 2025)

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Glynne Primary school
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024– 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	T Powell
Pupil premium lead	L Timmins
Governor / Trustee lead	J Warrington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year including previously looked after children.	£62,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£62,390

## Part A: Pupil premium strategy plan

### Statement of intent

At Glynne Primary School we have high expectations for all pupils in our school, and believe that with good quality first teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. To achieve this, we engage in a range of strategies which challenge pupils at an appropriate level and provide support to overcome barriers to learning. We provide a rich, engaging, and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are excited about their learning and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the pupil premium. Some specific interventions and school initiatives have been made possible by allocating the pupil premium funding to them. Our strategies target the individualised needs of our children in receipt of pupil premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the pupil premium.

Our pupil premium strategy plan will work towards providing children with the educational support required to accelerate learning as well as support their emotional wellbeing and mental health. By looking carefully at assessment data and through discussions at pupil progress meetings, both teaching staff and senior leaders ensure that additional support is tailored to meet the individual needs of our pupils eligible for the pupil premium finding. We also aim to provide wider experiences and opportunities such as music lessons and clubs that they otherwise might not have access to.

## Challenges

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

Challenge number	Detail of challenge
1	A significant number of our disadvantaged pupils also have SEND needs, this impacts further on their overall attainment.
2	End of Key stage 2 outcomes Attainment of PP children at the end of KS2 is lower than that of the non-pupil premium children. Through conversations with staff, support staff and analysis of data it is evident that there are often gaps in learning that is having a negative impact on the attainment of our disadvantaged pupils.
3	Level of support from home /emotional impact from factors outside of school. From talking to staff and support staff when identifying the barriers to learning the level of support from home is notably poorer for our disadvantaged pupils. We have a growing number of disadvantaged pupils whose well-being and support outside of school are impacted by family and home situations. This, in turn, affects their readiness to learn.
4	From analysis of data, outcomes for maths across KS2 is lower for our disadvantaged pupils than that of our non-pupil premium children
5	Resilience in learning and positive learning Resilience in learning and learning attitudes of our PP children are often lower than the non-PP children. Building positive attitudes to learning and self-belief is key. Building stamina and good learning behaviours are key factors for us for our disadvantaged pupils.

## 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
<ul style="list-style-type: none"> <li>To maintain good <b>progress</b> and attainment for pupils in receipt of pupil premium funding for reading writing and maths throughout school.</li> </ul>	<ul style="list-style-type: none"> <li>Quality first teaching ensures that pupils in receipt of pupil premium are given high priority therefore strengthening the outcomes of at least expected <b>progress</b> for pupils is receipt of PP funding by 2025/2026</li> <li><b>Additional</b> targeted support to pupil premium children for reading, writing and maths is identified and provided by L3 and L2 teaching assistants and by wave 1 support in class strengthening progress for our PP pupils.</li> <li>The needs of pupil premium are discussed regularly with phase leaders, senior leaders and support staff at phase meetings, pupil progress meetings and planning meetings. This will also include analysis of data enabling support to be targeted exactly where individuals most need it.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils who are both PP and SEND will be identified and support plans put into place.</li> </ul> <p>This will be measured through analysis of teacher assessments, conversations with staff and end of key stage assessment data.</p>
<ul style="list-style-type: none"> <li>• The gap is narrowed in the <b>progress</b> and <b>attainment</b> of PP and non-PP children from their end of KS1 outcome to end of KS2 outcome with a focus on maths</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 reading, writing and maths outcomes show an upward trend over the next three years in the percentage of disadvantaged pupils meeting the expected standard.</li> <li>• There is an increase in the number of pupils who are disadvantaged and SEND achieving their expected <b>progress</b> throughout KS2.</li> </ul> <p>This will be measured through analysis of teacher assessments, conversations with staff and end of key stage assessment data.</p>
<ul style="list-style-type: none"> <li>• Parents of all pupils in particular our disadvantaged pupils feel able and more confident to ask for support and to promote positive attitudes to learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>• The progress and attainment gap between our disadvantaged pupils and non-disadvantaged pupils in KS1 for reading is narrowed.</li> <li>• There is an increase in parent engagement</li> </ul> <p>This will be measured across the next 3 years.</p> <ul style="list-style-type: none"> <li>- Engagement in parent workshops</li> <li>- Engagement in SEND support plans</li> <li>- Engagement with attendance targets</li> <li>- Engagement in parent's evenings</li> </ul>
<ul style="list-style-type: none"> <li>• To achieve and sustain improved well-being and learning behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• As a result of using support staff effectively to challenge and guide children without creating an over reliance on adult support, pupils will gain confidence, self-belief and become more independent learners.</li> <li>• As a result of training support staff in MITA and revisiting this training over the next 2 years we will see more resilience and independence in our pp learners therefore an increase in progress. This project will build up to see an impact over the next 3 years (From 2025)</li> <li>• Ensuring PP pupils are scaffolded with their learning in the classroom will have an impact on learning attitudes and independence.</li> </ul> <ul style="list-style-type: none"> <li>- Qualitative data from student voice, staff conversations and observations.</li> <li>- An increase in participation in enrichment activities particularly among disadvantaged pupils.</li> <li>- Analysis of performance of PP pupils over the next 3 years of internal assessment data.</li> </ul>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge addressed
<p>Quality first teaching for all pupils – this will be supported through CPD at staff meetings and additional subject leader training and new phonics scheme training.</p>	<p>Taking on tiered approach with quality first teaching as our top priority.</p> <p>Ensuring that staff receive quality CPD to offer targeted support and deliver effective teaching.</p> <p><a href="#">Impact of high quality teaching EEF</a> <a href="https://thirdspacelearning.com/blog/quality-first-teaching">thirdspacelearning.com/blog/quality-first-teaching</a>.</p>	<p>1, 2, 4</p>
<p>Engagement in CPD Updated MITA training for all support staff – to be implemented 2024 - 2026</p> <p>CPD for supporting SEND pupils through support plans.</p>	<p>There is strong evidence that suggests with the correct scaffolding pupils' independence and resilience can be developed – impacting upon them as successful learners.</p> <p><a href="#">Maximising the impact of teaching assistants</a></p> <p>In addition, evidence suggests that if pupils can be supported in the classroom instead of being taken out of the classroom to learn their attainment and engagement is higher.</p> <p>This will be a balance between class based resources to offer intervention and support within lessons and specific interventions needed outside the classroom</p> <p><a href="#">pupil-premium-with-marc-rowland</a></p>	<p>1,2, 4, 5</p>
<p>Sharing good practice (Maths)</p> <p>We will fund release time for staff.</p>	<p>There are a number of, for and against points for the impact that teacher/peer observations have on the outcomes of pupils.</p> <p>This it is about the opportunity to share experience and subject expertise within interventions and within whole class approaches to ensure that every adult is effective within their teaching. This is in the form of non-judgemental observations that can form part of high-quality professional development.</p> <p><a href="#">Approaches to peer observations EEF</a> <a href="https://cambridge-community.org.uk/professional-development">cambridge-community.org.uk/professional-development</a></p>	<p>1,2</p>
<p>Evaluating the maths curriculum throughout school. CPD for all staff to look at approaches to maths teaching.</p> <p>CPD for all staff to build confident mathematicians.</p>	<p><a href="#">the mathematics subject report</a></p> <p>Evidence shows that strong early foundations in maths leads to greater confidence and success.</p> <p>Building confidence as mathematicians is key underpinned by a well-developed progressive curriculum.</p>	<p>2,4,5</p>

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

Budgeted cost: £52890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a blend of 1:1 support, intervention groups and in class support for those pupils who are below expected attainment. These pupils will include our disadvantaged pupils including those who are high attainers.</p> <p><i>We will fund additional hours for support staff (this may be to release teaching staff to provide interventions) and for external consultants to support reading, maths and speech and language.</i></p>	<p>Intervention targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils and those who have fallen behind. This is effective both 1:1 and as small group interventions.</p> <p>This needs to be reviewed and adapted regularly to measure impact.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4
<p>L3 TAs work within each phase to offer additional academic and pastoral support to all PP pupils.</p>		1,2,3,4,5
<p>Ipads purchased to support SEND and lower attainers in maths</p> <p>Focus on using maths apps and web-based programmes to raise attainment.</p>	<p>Supports pupil engagement to have an app-based programme.</p> <p>Research indicates that the use of iPads helps to improve student motivation and determination. Therefore, raising standards.</p> <p><a href="https://files.eric.ed.gov/fulltext/EJ1126733.pdf">https://files.eric.ed.gov/fulltext/EJ1126733.pdf</a></p> <p><a href="https://www.ncfe.org.uk/all-articles/confidence-benefits-learners/">https://www.ncfe.org.uk/all-articles/confidence-benefits-learners/</a></p> <p>Research shows that building strong foundations in maths and increasing pupil confidence has a direct impact on outcomes.</p>	1,2,4

Maths club for our disadvantaged pupils to raise the profile of maths.	<a href="https://www.ncfe.org.uk/all-articles/confidence-benefits-learners/">https://www.ncfe.org.uk/all-articles/confidence-benefits-learners/</a> Research shows that building strong foundations in maths and increasing pupil confidence has a direct impact on outcomes.	4,5
High focus on reading across school with increased reading intervention sessions delivered as part of our school impact of interventions cycle and reading CPD. Focus on our lowest 20% of readers who are also often our PP children. Support provided by paying into the Reading Doctor	Building reading skills and understanding comprehension are fundamental to developing successful readers. As a school reading is high priority on our sip  <a href="#">Effectiveness of building reading skills</a>	1,2,3
Provide support plans for pupils who are both disadvantaged and SEND. Support staff to have allocated time and CPD to implement these support plans.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  Evidence suggests that timely targeted support can improve outcomes for our send pupils. As can developing resilience and a positive mindset.	1,2,3,4,5

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge addressed
Music lessons in school We will fund or part fund school music lessons	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science.  <a href="#">The positive impact of enrichment activities</a> <a href="#">EEF toolkit arts participation</a>	5
Trips and visits We will part fund school visits, trips, residential trips.		3,5
Engagement with parents to offer additional support on how they can help their child at home.	Engaging with parents and giving parents the tools and confidence to support their pupils is a high priority. Engaging with parents is an effective way to ensure additional support for our pupils.	1,2,3,5

<p>Engaging with parents about the importance of attendance and the effects that not being in school can have on progress.</p> <p>Early help packages</p> <p>Attendance focus is on the SDP</p>	<p>SDP priority - Ensuring parents understand the importance of attendance and the negative effect days from school can have on learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Support resources for schools and parents   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Wider strategies - involving parents</a></p>	
<p>Outside agencies and specialists to be involved with individual pupils who require a targeted individual approach to tackle behaviour, social and emotional issues.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions EEF</a></p>	<p>1,2,5</p>

**Total budgeted cost:** £62,390



## 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 20234 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results, times tables check and our own internal summative and formative assessments.

**Our KS1 data** demonstrated that the focus on quality first teaching has had a positive impact on progress and attainment of all of our disadvantaged pupils.

### **Internal progress data**

- Across KS1, 100% of our disadvantaged pupils made **expected progress** in reading, writing and maths.
- 17% of our disadvantaged pupils made accelerated progress in reading, writing and maths
- 33% made accelerated progress in reading.

### **Attainment data shows that at the end of KS1**

- 100% of our disadvantaged pupils achieved age expected for reading (50% was a result of accelerated progress)
- 50% of our disadvantaged children achieved greater depth in reading
- 50% of our disadvantaged pupils achieved age expected for writing and maths

Year 1 phonics check **100%** of our disadvantaged pupils passed the year 1 phonics compared to 50% the previous year.

### **KS2 Progress data**

At the end of KS2,

- 100% of our disadvantaged pupils made expected progress in reading
- 30% of our disadvantaged pupils made accelerated progress in reading
- 80% of our disadvantaged pupils made expected progress in writing
- 20% of our disadvantaged pupils made accelerated progress in writing
- 60% of our disadvantaged pupils made expected progress in maths
- 10% of our disadvantaged pupils made accelerated progress in maths

This shows that the additional support and focus interventions groups has had a positive impact on our reading and writing – maths will be a greater focus for our strategy as we move forward.

### **End of key stage 2 statutory data**

- 70% of our disadvantaged pupils achieved the expected standard for reading compared to 80% of our non-disadvantaged pupils – this outcome is above national figures for disadvantaged pupils which is at 60%
- 50% of our disadvantaged pupils achieved the expected standard for GPS compared to 72% of our non-disadvantaged pupils – this outcome is just below national figures for disadvantaged pupils.
- 40% of our disadvantaged pupils achieved the expected standard for writing compared to 74% of our non-disadvantaged pupils – this outcome is below national figures for disadvantaged pupils.
- 50% of our disadvantaged pupils achieved the expected standard for maths compared to 76% of our non-disadvantaged pupils – this outcome is below national figures for disadvantaged pupils.
- 30% of our disadvantaged pupils achieved the expected standard for reading, writing and maths combined - this outcome is below national figures for disadvantaged pupils.

*(note 1 child is 10%)*

Year 4 times tables checker 100% of our disadvantaged pupils achieved over 20/25 compared to 90% of our non-disadvantaged pupils.

The investment in TT Rockstars and additional ipads has had a significant impact on our disadvantaged pupils with 100% of them gaining a score above 20/25 and 63% gaining a score of 25/25. This programme will continue into 2024 – 2025.

Attendance amongst pupil premium children for the academic year 2023-2024 was 93.4% compared to their non-pupil premium peers which was 96.2%

Attendance amongst pupil premium children for the previous academic years (2021 -2022 was 89%) and (2022 - 2023 was 91%) so we are seeing an increase in attendance.

We recognise that the above percentage for absence is still relatively high which is why raising attendance and increased engagement with parents continues to be a focus on this plan.

The analysis of this data shows that we are having a positive impact on maintaining expected progress for most of our disadvantaged pupils however we need to assess how the activity and success criteria is impacting upon the desired outcomes to close the gap, to ensure more disadvantaged pupils achieve in line with their non-disadvantaged pupils, particularly in maths at the end of KS2. We need to look at SEND needs of our disadvantaged pupils and how tailored intervention and additional resources can be offered to develop independence in learning and better outcomes.

Our approach to providing additional support within the classroom needs to be balanced more as we go into the next academic year with specific interventions with measurable outcomes supported by clear support plans for our SEND pupils.

In light of this review we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

Programme	Provider
Maths support	TT Rockstars
Reading	Reading Doctor
Phonics and reading	Super Sonic Phonic Friends

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

