PUPIL PREMIUM

2025-26 ACADEMIC YEAR

FOR:

Glebe Primary School

PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of Reception to Y6 pupils in school	527
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sash Hamidi, Headteacher
Pupil premium lead	Sharlene Ozdemir, Assistant Headteacher
Governor lead	Seema Varsani, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,750
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£75,750

Part A: Pupil Premium strategy plan

Statement of intent

- We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this, our Pupil premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.
- Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment get. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, our non-disadvantaged pupils will also benefit.
- The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

- Ensuring and supporting great teaching
- Providing targeted academic interventions
- Using a wider range of strategies to overcome barriers to learning

We prioritise the use of the Pupil Premium as follows:

Pupil Premium pupils who are underachieving. Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions are enhancement activities that are being delivered for Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1 **Reading**	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties within reading, than their non-disadvantaged peers.
2 **Writing**	Internal and external assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap narrows in upper KS2.
3 **Language Skills (links to reading and writing)**	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
4 **Personal Development**	Lack of financial resources to provide children with broad opportunities and life experiences

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 achieve and sustain improved phonics outcomes for all pupils, particularly our disadvantaged pupils.	Year 1 Phonics Screening outcomes in 2025/26 show that more than 90% of disadvantaged pupils met the expected standard.
Improved English attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.	• Children will take part in enrichment experiences • Children will have music lessons • Children will experience school trips/residential experiences • Children will have accessed extracurricular activities (drop in/after school clubs)

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by: -Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching. -Staff development and quality CPD	DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice Nov 2015 identifies QFT as the key to ensuring PP pupils make progress. Sutton Trust found that 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.' Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives and teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High-quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning Teacher Feedback	**1, 2, 3, Improved oral language skills and vocabulary among disadvantaged pupils.**
Continue to further invest in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. CPD for key staff in teaching systematic synthetic phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	**1, 2, 3**
Embed the use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Subscription to PIXL Primary to improve our ability to track the progress and attainment of pupil premium pupils, provide diagnostic assessment tools and specific strategies and resources to address their individual needs.	These links will direct you to the EEF findings about the impact of small focus group tuition and reading comprehension strategies, both of which are supported via subscription to PIXL Primary: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	**1, 2**

This package also provides high quality CPD and resources for teachers and leaders which will support our main aim of delivering quality first teaching.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	

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

Budgeted cost: £33,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3
Phonics • Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Additional phonics intervention with staff across EYFS and KS1 in addition to QFT class). • Ensure all relevant staff (including new staff) have received training to deliver Early Reading and the phonics scheme effectively. • To ensure that delivery of the validated Litte Wandle scheme is monitored closely across EYFS and KS1 and pupils making below-expected progress are identified in Pupil Progress Meetings. • Purchase LW materials, LW training/supply time and LW consultant support.	EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1, 2, 3
To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, continuation and enhancement early intervention including: 1. Welcomm in EY, extending to Nursery 2. AET Bucket Time. 3. Pre-teaching vocabulary	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	3

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance pupils' cultural capital by providing a breadth of experiences and ensuring that there are no financial barriers to taking part. Enrichment/Extracurricular provision -After school clubs -Sports events Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils. Financial support with school trips and clubs	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time) The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015) Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning	**4**
Identify Pupil Premium Children as part of admissions process, and ensure that families know what they can access and the support we give as a school. • Admission staff alert the relevant teaching staff to the PP status of new children joining the school. • Formal and/or informal assessments are carried out on the new PP children to identify the relevant level of support required • Parents are offered free school meals for their children. • Details of all up-coming trips are shared with parents and the subsidisation explained to parents.	Higher level of PP children are identified directly from the admissions process and are targeted with the relevant level of support as detailed above.	**4**
To work reactively with vulnerable families and provide bespoke support for any SEMH issues • To allocate a contingency fund to support current pupils and those who are new to GPS. This may be on additional interventions or additional adult support. • Free Breakfast/After-School club for targeted pupils.		**1, 2, 3, 4**

• Commission the services of professionals so that all PP children with complex learning and emotional, social or behavioural difficulties are supported towards successful outcomes and full inclusion (EP; SALT; assigned TA/LSA Intervention time; Mindfulness sessions; ELSA sessions; support from the school's Pastoral & Wellbeing Team). • To enable children to engage fully in school life and feel healthy and well during the school day (buy uniform and/or sports kit; purchase milk for pupils @ break-time; subsidise breakfast and after-school club; • Pastoral Team support identified parents to engage in their children's learning and support effectively at home. E.g. Ensure that pupils have regular routines including home reading, homework, spellings and have the correct equipment in school.		
Counselling Program The Space – School Counselling Programme	All Children, including Pupil Premium children, are tracked and offered support when needed. This will be evident in qualitative emotional wellbeing of PP children Pupil Voice Survey will show increased emotional wellbeing across the school Qualitative improvement in resilience, social skills, managing transition amongst PP learners Raising attainment in PP learners Raising child self-esteem and confidence Support for vulnerable children during crucial times in their lives. Data produced for children involved in counselling sessions will reveal improved RWM attainment and emotional engagement .	4

Total budgeted cost: £ 75,750

Part B: Review of the previous academic year

2024-25 Outcomes for disadvantaged pupils

55 of our school's 580 pupils, considered for Pupil Premium, are classified as disadvantaged, this was 9.58% of our cohort.

This was 19.7% lower than the national average of 29.2% and 6.62% lower than the local area.

9.3% (26) of our female pupils were disadvantaged, 19.9% lower than the national of 29.2%. 9.7% (29) of our male pupils are disadvantaged, 19.5% lower than the national of 29.2%.

Disadvantaged pupils contributed £78,440 to the budget of our school in disadvantaged funding.

Data below updated from Inspection Data Summary Report (IDSR) published 12th December 2025

Attendance:

Year	Cohort	School	National
2024/25 (2 term)	55	93.8%	92.4%

Persistent Absence:

Year	Cohort	School	National
2024/25 (2 term)	55	18.2%	24.5%

Severe PA:

None

No disadvantaged children were suspended or permanently excluded in 2024-25

EYFS OUTCOMES (From Arbor as this data is not available on IDSR):

	No of ch	GLD	L, A, U	Speak	Self Reg	Mana Self	Build Rel	Gross	Fine	Comp	Read	Write	Number	Num Patt
School (All)	72	69.4%	84.7%	90.3%	91.7%	94.4%	97.2%	97.2%	93.1%	81.9%	83.3%	69.4%	77.8%	79.2%
School (PP)	3	33.3%	66.7%	66.7%	100%	100%	100%	100%	100%	33.3%	33.3%	33.3%	33.3%	33.3%
National	n/a	69.1%												

Y1 PHONICS OUTCOMES (From Arbor as this data is not available on IDSR):

	No of ch	Met Expected
School (All)	87	75.9%
School (PP)	9	66.7%

Y6 OUTCOMES:

Reading, Writing, Maths Combined (EXP):

Year	Cohort	School	National
3-year	33	30%	46%
2025	14	14%	47%

GPS (EXP):

Year	Cohort	School	National
3-year	33	64%	59%
2025	14	71%	60%

Reading (EXP):

Year	Cohort	School	National
3-year	33	61%	62%
2025	14	50%	63%

Writing (EXP):

Year	Cohort	School	National
3-year	33	45%	59%
2025	14	43%	59%

Maths (EXP):

Year	Cohort	School	National
3-year	33	55%	60%
2025	14	64%	61%

Externally provided programmes

Programme	Provider
Mental Health	School Counselling Partnership (Harrow) 1 day a week Therapy Lead 1 day a week of therapists