# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Glazebury CE Primary School |
| Number of pupils in school | **96**        **(117 inc Nur)** |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-25<br>2025-26<br><mark>2026-27</mark> |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Karen Mowbray<br>Head Teacher |
| Pupil premium lead | Karen Mowbray<br>Head Teacher |
| Governor / Trustee lead | Mrs Amanda Wilcox |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £45,100 |
| Recovery premium funding 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** | **£45,100** |

# Part A: Pupil premium strategy plan

## Statement of intent

All children regardless of their background or the challenges they may face are expected to make good progress and achieve a high standard of attainment across all subject areas. The focus of the pupil premium strategy at Glazebury CE Primary school will be to support disadvantaged children including SEND children to achieve that ambition, this includes progress for those that already have been identified as high attainers in school.

We will also reflect on the challenges faced by vulnerable children, those that may have a social worker or be identified as a young carer.

**Quality first teaching** is at the heart of our whole school approach, with a focus on areas we consider that disadvantaged children require most support. This is proven to have the greatest impact closing the disadvantaged attainment gap, whilst benefitting the non -disadvantaged children in our school. Fundamental to the intended outcomes below, it is the intention that disadvantaged children progress will be improved and sustained alongside those of non-disadvantaged children in our school.

Our strategy is an important part of our wider school plans for education and progression of learning, especially for all children whose education has been worst affected this will be through targeted support through teacher led tuition, identified, and delivered by the experienced staff at Glazebury CE Primary.

Our methodology will be responsive to common challenges and individual needs identified through robust diagnostic assessment, not assumptions about the impact of disadvantaged. The approaches allow children to excel as the approaches we have adopted complement each other.

To ensure effectiveness we will:

- **Act early to intervene at the point of need identified through developing knowledge, developing skills aided by monitoring and Pupil Progress analysis of groups and individuals with resultant support given.**
- **Undertake a whole school approach that ensures staff take responsibility for disadvantaged children's outcomes in line with the high expectations for every child.**
- **Ensure disadvantaged children are challenged and supported in the work they are set**
- **Ensure that disadvantaged child that are also SEND and/or vulnerable are identified, challenged and supported in any support that they need to make progress and achieve. A-Achievement for all**

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Our assessments, observations and discussions with children, including well-being surveys have identified **social and emotional issues** for many children including a lack of enrichment and socialisation opportunities through cost, availability and parental engagement. These challenges particularly affect disadvantaged and vulnerable children. <br> **H**- Helping children prepare for life, growing with God. |
| 2 | Assessments and observations indicate that the education and **well-being** of our many disadvantaged children including those with SEND requirements have been impacted by partial closure than their peers. These findings are supported by national studies. <br> This has resulted in knowledge gaps leading to children falling further behind particularly **math and writing**. **A**-Achievement for all |
| 3 | Assessments, observations and discussion with children suggest that some disadvantaged children especially a small cohort of those that are considered pupil premium children and have SEND needs are doubly disadvantaged and have greater difficulties. This negatively impacts on their development in **reading combined** <br> **R**eading at the **heart** of our school |
| 4 | **Attendance** data shows that there is a slight difference (2023/24-92.9%) in PP non attendance compared with non PP attendance resulting in PA category further indicating lost learning opportunities– there is a difference between PP attendance and non-PP attendance which reflects a contributing factor to poor academic achievement. <br> **A**-Achievement for all |

## 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 |
|---|---|
| 1.To achieve and sustain improved well being for all children in our school, particularly the disadvantaged | Sustained high levels of wellbeing from 2024/25 demonstrated by <br> • qualitative data from student voice, student and parent surveys and teacher observations <br> • a significant increase in participation in enrichment activities, particularly among disadvantaged children |

| | H- Helping children prepare for life, growing with God. |
|---|---|
| 2.Improved math attainment for disadvantaged children at the end of KS2 | KS2 math outcomes in 2024/5 will indicate that more than 80% of disadvantaged children met the expected standard.<br>**A-Achievement for all** |
| 2a:Improved writing attainment for disadvantaged children at the end of KS2 | KS2 writing outcomes in 2024/25 will indicate that more than 80% of disadvantaged children met the expected standard. **A-Achievement for all** |
| 3. improved reading attainment among disadvantaged children including SEND children | KS2 reading combined outcomes in 2024/25 will show that more than 80% of disadvantaged children met the expected standard in line with.<br>**Reading at the heart of our school.** |
| 4. Improved attendance for disadvantaged children | PP attendance will improve, ensuring there is less difference between PP and non-PP attendance<br>Attendance lead will work closely with families of PA children to remove barriers and support families in improving attendance.<br>Attendance of PP children will be monitored continuously through weekly attendance meetings.<br>Improved and good attendance of PP children and all children will be celebrated and rewarded.<br>Attendance will have a high profile involving all members of staff.<br>Identified children will be rigorously monitored and supported by Attendance team and Head Teacher<br>**H- Helping children prepare for life, growing with God.** |

## 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: **£ 24590**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Training for all staff to ensure assessments are interpreted and administered correctly including the new adaptations of maths curriculum in Y3/4/5/6 | insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through | 1,2,3, |

| | interventions or teacher instruction:<br><br>[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](#) | |
|---|---|---|
| We will continue to purchase resources enhancement reading/oral resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><br>[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](#) | 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance In the form of the pilot project NCTEM Mastering number @Key Stage 2 ( only 25 schools from 300 allocated space)<br><br>To access extra support sessions regarding sustaining programme and ensure attendance to promote greater understanding and subject knowledge.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br><br>[Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)](#)<br><br>The EEF guidance is based on a range of the best available evidence:<br><br>[Improving Mathematics in Key Stages 2 and 3](#) | 2 |
| To continue to promote ,monitor and evaluate the quality of social and emotional (SEL) learning.<br><br>SEL approaches will be embedded into routine educational practices and | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, | 1 |

| | | |
|---|---|---|
| supported by professional development and training for staff. | behaviour and relationships with peers): [EEF_Social_and_Emo-tional_Learning.pdf(educa-tionendowmentfounda-tion.org.uk)](EEF_Social_and_Emotional_Learning.pdf) | |
| | | |

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

Budgeted cost: £ **12,410**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional fluency and math sessions targeted at disadvantaged children who require further math support. This will be delivered in collaboration with our local Maths – TURIN hub and LDST network. | Mastery approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted math/fluency interventions ( e.g. Going for Gold) have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: [Toolkit Strand | Education Endowment Foundation | EEF](Toolkit Strand) | 2 . |
| Selecting teachers to provide a blend of tuition, mentoring and school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children's or those falling behind, both one-to-one: [One to one tuition | EEF (educationen-dowmentfoundation.org.uk)](One to one tuition) And in small groups: [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](Small group tuition) | 2 |

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

Budgeted cost: **£ 8100**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Continued whole staff training for behaviour management and dealing with challenging behaviour with SEND children and integrates approaches with the aim of continuing to developing our school ethos and further improving behaviour across school, Including those new to school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions \| EEF (educationendowmentfoundation.org.uk) | 1 . |
| Parental workshops to enhance parental engagement for a range of subjects to inform and engage parents :" How can I help my child's worries about school?" <br> "How can I help my child | EEF- The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is evidence that personalised messages linked to learning can promote positive interactions. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement | 1,4 |
| Attendance team action planning Attendance support, to embed the principles of DfE's Improving Attendance. <br><br> Ensure that Attendance Lead and attendance team are sup-ported in thier role by accessing CPD from the local authority wel-fare officer as well as the Trust | Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). | 4,1 |

| | | |
|---|---|---|
| | However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. https://committees.parliament.uk/writtenevidence/118069/pdf/ | |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £ 45100**

# Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

| Measure | Impact |
|---|---|
| 1.To achieve and sustain improved well being for all children in our school, particularly the disadvantaged | Our in house assessments during 2023/24 suggest that the performance of the disadvantaged children was broadly in line with those of non-disadvantaged children. This is similar to the previous 6 years. |

**Glazebury CE Primary Summary Performance Report**

| | | | 2019 | National | 2022 | National | 2023 | National |
|---|---|---|---|---|---|---|---|---|
| EYFS | Baseline | | 44% | | 44% | | 41% | |
| | EYFSP | | 88.8% 9pupils | 72 | 80% 15pupils | 65 | 65% 17pupils | |
| Phonics | Year 1 | | 87% 15pupils | 82% | 70% 10pupils | 75 | 75% 12pupils | 79% |
| | Year 2 | | 50% 2pupils | | 75% 4 pupils | | 33% 3pupils | |
| KS1 | Reading | EXP+ | 85.7% 14pupils | 75 | 62.5% 16pupils | 68 | 70% 10pupils | 68% |
| | | GDS | 35.7% 5pupils | 26 | 25% 4pupils | 18 | 30% 3pupils | 19% |
| | | Scale score | 103.9 | | | | | |
| | | Progress | | | | | | |
| | Writing | EXP+ | 78.6% 11pupils | 70 | 50% 16pupils | 59 | 60% 10pupils | 60% |
| | | GDS | 21.4% | 16 | 19% 3pupils | 8 | 0 | |
| | | Scale score | - | - | - | - | | |
| | | Progress | | | | | | |
| | Mathematics | EXP+ | 85.7% | 76 | 75% 16pupils | 70 | 60% 10pupils | 70% |
| | | GDS | 14pupils | 22 | 25% 4pupils | 15 | 30% 3 pupils | 16% |
| | | Scale score | 103.5 | | | | | |
| | | Progress | | | | | | |
| KS2 | | | 2019 | | 2022 14pupils | | 2023 16pupils | |
| | Reading | EXP+ | 85.7% | 73% | 93% | 71% | 75% 16pupils | 73% |
| | | GDS | 42.8% | 27 | 25.6% 4pupiils | 28 | 43.8% 7pupils | 8% |
| | | Scale score | 107.1 | 104.4 | 105 | | | 107.5 |
| | | Progress | | 0.03 | | | | 2.53 |
| | Writing | EXP+ | 95 | 78% | 93% | 69% | 81.25% | 71% |
| | | GDS | 24 | 20 | 25.6% 4pupils | 13 | 19% 3pupils | |
| | | Scale score | | | 104 | | | |
| | | Progress | | 0.03 | | | | 1.84 |
| | Mathematics | EXP+ | 86 | 79% | 79% | 71% | 75% | 73% |
| | | GDS | 33 | 27 | 21.4% 3pupils | 22 | 12.5% 2pupils | |
| | | Scale score | | 105 | | | | 104 |
| | | Progress | | 0.03 | | | | -2.19 |
| | Multiplication Check | | | | | | 15% 13pupils AV-20.8 | AV -19.8 |
| | RWM | EXP+ | 81 | 65% | 79% | 59% | 69% | 59% |
| | | GDS | 14 | 11 | 7.14% | 7 | 13% | 8% |
| | GPS | EXP+ | 86 | 78 | 85.71% | 72% | 81.3% 16pupils | 72% |
| | | GDS | 33 | 36 | 25.6% 4pupils | 28 | 6.25% 1pupil | |
| | | Scale score | | 106 | 105 | | | |

| | In year 6 23 24 – pupil premium children achieved -60% in reading, writing and 40% in maths giving RWM 40% subjects<br><br>Our assessments and observations indicated that children's behaviour, wellbeing and mental health were continuing to impact, last year, primarily due to COVID-19-related issues and greater reporting and staff awareness. The impact was particularly acute for disadvantaged children, this continues to present itself in more than expected volumes of children that are experiencing some form of mental health condition including anxiety., Currently 11% (10 children) We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We continuing to build on that approach with this plan. |
|---|---|
| 2a:Improved EGP attainment for disadvantaged children at the end of KS2 | Achieved in 2023/24<br><br>Send: 1/1=100%<br><br>PP:3/5= 60% (1 GD) |
| 3.Improved oral, language skills, and vocabulary | Evidenced by key stage 1 phonic screening 23/34<br><br>75% achieved (4 children – 1 SEND communication and language) |
| 3a. improved reading attainment among disadvantaged children | Supported by Key stage 2 reading SATs and TA – 50% achieved ( 2 children 1SEND pupil)<br><br>Key stage 2 Sats 23 24<br><br>Reading **PP:3/5=60% ( 1GD)** |

# Externally provided programmes

| Programme | Provider |
|---|---|
| | |

# Further information (optional)

**Additional activity**

Our pupil premium strategy was supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- monitoring and evaluating more effective practice around feedback, and the use of assessment for learning . The use of talk partner strategies in all curriculum areas to enhance speaking and listening, confidence of articulation, avoidance of dominant personalities and ensuring respectful and meaningful communications between children. (*EEF evidence demonstrates this has significant benefits for children, particularly disadvantaged children.*)

- Purchasing a new safeguarding programme ( CPOMs) to develop monitoring regarding behaviour and emotional well being

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities have focused on building life skills such as confidence, resilience, and socialising. Clubs have included cooking, a wide range of sports clubs, science, ukuleles and sign language Disadvantaged children were encouraged and in many cases being funded through pupil premium this included wrap around care. We are also evaluating disadvantaged uptake of this and other wider extra curricular opportunities.

**Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged children. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools within the LDST which have high-performing disadvantaged pupils to learn from their approach .

We looked at a number of reports, studies and research papers particularly EEF about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged children.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific children needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.