



## Pupil premium strategy statement 24-27

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 effect that last year’s spending of pupil premium had within our school.

### School overview 24/25

Detail	Data
School name:	Glenmere Primary school
Number of pupils in school:	211
Proportion (%) of pupil premium eligible pupils:	11%
Academic year/years that our current pupil premium strategy plan covers:	2024-2027
Date this statement was published:	Dec 24
Date on which it will be reviewed:	Oct 24
Statement authorised by:	Sam Conlon
Pupil premium lead:	Sam Conlon
Governor / Trustee lead:	Michelle Plumtree

### Funding overview 24/25

Detail	Amount
Pupil premium funding allocation this academic year	£44,141
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£44,141</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*At Glenmere Primary school, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your commitment to learning that make the difference between success and failure, and we are determined to ensure that all our children are given every chance to realise their full potential. We believe that one of the biggest barriers for children can be poverty of expectations and so we are determined to create a climate that does not limit a child's potential in any way.*

*High quality teaching is pivotal in improving children's outcomes.*

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Raise attendance to national levels.
- Provide the necessary support and assessments for pupils that are PP and SEND.
- Ensure all pupils receive good quality first teaching and high-quality support.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Train staff in a variety of SEND areas to ensure all needs are met.
- Provide training to ensure support staff can help meet needs and raise standards.
- Organise the appropriate SEND assessments to support their needs.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.

- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, by training two new ELSA's.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Social, emotional and mental health</b></p> <p>We have found we have more requests from disadvantaged families for emotional support and we have found this support gives them time to talk in a safe environment.</p> <p>Low attainment can also lead to low self esteem and anxiety about lessons.</p>
2	<p><b>Gaps in reading, writing, maths and phonics</b></p> <p>In some year groups our disadvantaged pupils perform at a level below non-disadvantaged pupil.</p>
3	<p><b>Attendance and punctuality</b></p> <p>We have some children that have had low attendance last year and some that are late, this affects their attainment and their emotional well-being.</p> <p>Sometimes children are late as they are nervous about lessons that they may find challenging.</p>
4	<p><b>Access to wider opportunities</b></p> <p>We like to ensure all of our children leave having had a variety of experiences as many of our disadvantaged children have limited life experiences.</p>
5	<p><b>SEND</b></p> <p>We are finding many PP also have a variety of SEND needs, these needs assessing to help provide the right curriculum adjustments.</p> <p>Some PP and SEND pupils, lack life skills, so these will be planned for and developed.</p>

## 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>Children to be given the emotional support they need in school or given the advice they need to support them at home.</p>	<p>ELSA 10-week course given            Daily feelings charts help identify need.            Art therapy and work with emotional support worker given.            Termly personal development letter to offer support.            Two more members of staff to complete ELSA training.            Termly SEND letter to address issues like anxiety.</p>
<p>The percentage of disadvantaged pupils getting a combined RWM at expected levels increases over time.</p>	<p>Percentages of pupils getting a combined RWB attainment increases each year</p>
<p>FSM group attendance rises to achieve the national 96 % target.</p>	<p>PP attendance is tracked alongside other groups.</p> <ul style="list-style-type: none"> <li>• Children with specific attendance issues are supported with attendance strategies / family support / ELSA</li> <li>• Headteacher involved with &lt; 90 % attendance</li> <li>• Lateness is identified early, meeting with headteacher, support from ELSA and family support worker.</li> <li>• The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and non-disadvantaged peers to be no more than 2% by 2026</li> </ul>
<p>Pupils to have a variety of life experiences to enable them to have a rounded education on leaving Glenmere.</p>	<ul style="list-style-type: none"> <li>• For all children that wish to have attended clubs and had a variety of experiences.</li> <li>• Children by the time they leave Glenmere will have experienced a variety of authors planned across the school.</li> <li>• Children will visit set religious places of worship: EYFS: Christian church, KS1 - Hindu temple, lower KS2 – Mosque, Upper KS2 - Sikh Gudwara</li> </ul>

	<ul style="list-style-type: none"> <li>• Children will experience, art, dance and music from different cultures.</li> <li>• Children will experience yearly a multi faith day, with a focus on different faiths in Leicester.</li> <li>• Children will experience different and new sports in addition to those offered in PE.</li> <li>• Children will have two consecutive years of swimming in upper KS2, so they are safe and competent in the water.</li> <li>• Children in year 5 and 6 will have first aid training.</li> <li>• Children in year 5 will complete their cycling proficiency</li> <li>• Children will have experiences and spoken to different authors by the time they leave Glenmere.</li> </ul>
<p>Children that are PP and SEND will have all the necessary assessments to meet their needs and a curriculum tailored to meet all their needs.</p>	<ul style="list-style-type: none"> <li>• Any pupil premium child that needs an educational psychologists assessment will have this so the correct support can be given.</li> <li>• Any further assessments linked to SEND will be booked.</li> <li>• A curriculum will be planned to meet there needs.</li> <li>• Life skills and cooking will be given to support these children.</li> </ul>

## Activity in this academic year 24/25

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 £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff to have training to ensure all children are receiving good quality first teaching. Monitoring and review will feed into this training cycle.</i></p>	<p>High standard of teaching benefits all student including Pupil Premium. EEF highlight the most value tool resource is that of the teacher, teaching high quality lessons.</p>	<p>2,6</p>
<p><i>Support staff have professional development so that they are able to support good quality first teaching.</i></p>	<p>The EEF: making effective use of teaching assistant guidance report, found Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>To ensure TA's are prepared then regular subject knowledge training will be done.</p> <p><a href="https://www.eef.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,6</p>

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

Budgeted cost: £25,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Extra tuition support for group reading and individual reading.</i></p> <p><i>Extra teacher led tuition and specialist teaching support.</i></p>	<p>EEF toolkit, found +4 months if children receive small focused teacher led or Support assistant support alongside normal classroom lessons.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p><i>Teaching assistant deployment to support small group SEND and life skills work.</i></p>	<p>EEF 2022 evidence brief for supporting pupil premium, identifies the importance of strategic deployment of TA's to ensure priority pupils are supported. TA's to be used to supplement high quality teaching by the class teacher.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,6
<p><i>SEND PP children to have the necessary assessments to ensure the correct support is being given.</i></p>	<p>'Get the best start in life' focuses on the importance of targeting the most vulnerable children and families with intensive support, and prioritises early identification of SEND. It recognises the critical role of high-quality early years provision for these pupils.</p> <p><a href="https://democratic.bracknell-for-est.gov.uk/documents/s133585/Improving%20the%20Experience%20of%20Pupil%20Premium%20Children%20-%20The%20Report.pdf">https://democratic.bracknell-for-est.gov.uk/documents/s133585/Improving%20the%20Experience%20of%20Pupil%20Premium%20Children%20-%20The%20Report.pdf</a></p>	1,2,5
<p><i>Extra staff to support children with behavioural issues linked to</i></p>	<p>EEF Behaviour interventions + 3 months</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,6

<i>emotional experiences.</i>		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,891

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>ELSA, Art Therapy and Emotional Support Worker.</i>	<p>Evidence suggests that children from disadvantaged backgrounds on average have weaker social and emotional skills (EEF)</p> <p>Developing social and emotional skills is likely to support pupils to engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (+ 4 months)</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,6
<i>Enrichment activities And payment support</i>	<p>Limited life experiences of pupils from poor socio-economic backgrounds has a direct link with lower attainment. Research offers up the idea that when a young person is exposed to a new experience a cognitive connection is exercised in the brain thus making it more receptive and versatile to learning. If a young person is exposed to lots of experiences then their brains can adapt more. If a pupil receives limited experiences from a young age, then their brain is less likely to adapt to new learning as it has not got the so called 'versatility'.</p> <p>Previous payments for residential trips and other school trips has been hard to acquire from families meaning some children may miss out. Providing 50 % discount has raised the number of disadvantaged pupils accessing residential and clubs.</p>	4,6



	<p>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3–13 44(1):8–18. (Effectiveness of 'enrichment' activities offering 'middle class' experiences to children who can't access them through home)</p>	
<p>Improve attendance and lateness of PP children through work with headteacher, ELSA and family support worker.</p>	<p>Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes.</p> <p>When children are absent from school, they miss out on consistent instruction that is needed to develop basic skills. Children in early years are particularly susceptible to falling behind in fundamental reading skills, which can have a snowball effect that impacts future learning.</p> <p><a href="#">[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	3
<p><i>Provide school and sports uniform.</i></p>	<p>If children don't have the correct equipment and uniform, they are not school ready and then this singles them out from their peers and can affect their willingness to come to school and can also affect their mental wellbeing.</p> <p><a href="#">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,5

**Total budgeted cost: £44,141**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes 23/24

Teaching (for example, CPD, recruitment and retention) 23/24	
Activity	Progress towards Activity
<p><i>External reviews in broader curriculum subjects to ensure children are receiving high quality learning in all subjects.</i></p> <p><i>This will ensure staff understand how the curriculum progresses, it will help them know how to monitor their subjects, support staff in high quality teaching.</i></p>	<p>Reviews and OFSTED showed that pupils are receiving a highly ambitious curriculum. Observations show staff have strong subject knowledge and interviews with pupils show children are retaining their knowledge.</p>
<p><i>Support staff have professional development so that they are able to support good quality first teaching.</i></p>	<p>A wide variety of training has been given to support staff, this year we will continue this training with a SEND focus.</p>
<p><i>Extra staff to support children with behavioural issues linked to adverse childhood experiences.</i></p>	<p>We employed staff to support the emotional issues that children were facing. Trained staff in sensory assessments and we will continue to develop brain breaks.</p>
<p><i>Staff to have training linked to adverse childhood experiences and self-regulation.</i></p>	<p>All staff had trauma informed practice training from an educational psychologist and further training provided by virtual schools.</p>
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	
<p><i>Extra tuition support for group reading and individual reading.</i></p> <p><i>Extra teacher led tuition</i></p>	<p>Extra tuition in year 6 ensured reading results were above national average. We still need to keep working on disadvantaged readers and our bottom 20% readers.</p>

<p><i>Teaching assistant deployment in classes and used for interventions.</i></p> <p>Provide 1:1 and small group tutoring through the National Tutoring Programme.</p>	<p>This target wasn't very successful as support staff were mainly used to support children with additional hours.</p> <p>We did provide tuition to year 6, which our results especially in maths in year 6 (90% EXP) showed really helped.</p>
<p><b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b></p>	
<p><i>ELSA, Art Therapy and Emotional Support Worker.</i></p>	<p>This is an ongoing area. We found ELS support really beneficial and this year we are having two more staff trained as ELSA's.</p>
<p><i>Enrichment activities And payment support</i></p>	<p>We paid for any families from PP that could not afford trips to go on trips or gave 50% to those that needed less financial support.</p> <p>A wide variety of well-planned activities across the school were completed.</p>
<p><i>Develop parental engagement</i></p>	<p>This year we felt parental engagement at events was pleasing, we still need to keep working on ensuring children are being heard read at home.</p> <p>We sent out termly letters in other areas like SEND, wellbeing and personal development to support families.</p>
<p>Improve attendance and lateness of PP children through work with headteacher, ELSA and family support worker.</p>	<p>Attendance of PP was still challenging an improvement was seen in parental engagement at meetings. This is an area we will continue working on.</p>
<p><i>Provide school and sports uniform.</i></p>	<p>All children received sports uniforms.</p>

## 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
Rocket Phonics	Rising stars
Boom Reader	Go-read.co.uk
Doodle learning	Doodle learning

## Service pupil premium funding

*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