

Pupil Premium Strategy Statement – Glebeland Primary School

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 pupils in school	18 (Yr R-6) 7 (Nursery)
Proportion (%) of pupil premium eligible pupils	38% (Yr R-6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 to 2028-29
Date this statement was published	Oct 2026
Date on which it will be reviewed	Oct 2027
Statement authorised by	Emma Davies Academy Head
Pupil premium lead	Emma Davies Academy Head
Governor / Trustee lead	Steven Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11755

Part A: Pupil premium strategy plan

Statement of intent

At Glebeland Primary School and nursery, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. This is alongside our commitment to developing the 'whole' pupil, including their learning characteristics, within the areas of personal development, creative development and community engagement. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are in care or have been adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

A well-planned, ambitious and carefully sequenced curriculum and high-quality, inclusive teaching is at the heart of our approach. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our pupil premium strategy is informed by high quality research, including by the EEF, to ensure we provide the best possible route to improve the educational outcomes of children. This is done through a tried approach which focuses on

- High quality teaching
- Targeted academic support
- Wider strategies

When making decisions about using the pupil premium funding, it is important to consider the context of our school, and the subsequent challenges faced. Common barriers to learning for disadvantaged children can include: less support at home, language and communication skills, attendance and punctuality issues, and parental support.

We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of the context of the school and the current cohort.

We believe that good teaching is the most important lever schools have, to improve outcomes for disadvantaged pupils. Our pupil premium strategy will be underpinned by continuous professional development (CPD) for all our staff. Targeted support is used to narrow gaps and enable children to reach their full potential; this covers both academic and social and emotional support. These strategies are supported by the

wider approaches and whole-school ethos to improve children's wellbeing and build strong cultural capital.

We are mindful that not all pupils who are socially disadvantaged are registered for, or qualify for, free school meals

Objectives:

- To reduce the gap between disadvantaged and advantaged pupils
- For disadvantaged pupils to at least achieve national standards at the end of KS2 and go on to achieve GCSEs in English and maths
- Strive to remove or reduce barriers to learning created by poverty, family circumstances and background
- Develop pupils' confidence to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Offer pupils a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning
- Target funding to ensure that pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to take part in curriculum enrichment activities
- Work closely in partnerships with families to address any barriers to school attendance

Challenges

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

Challenge number	Detail of challenge
1	Analysis of attendance shows that some pupils' attendance is below that of the current national average.

2	Assessments, discussion and observations show a gap in some disadvantaged children's progress and attainment in reading.
3	Assessments, discussion and observations show a gap in some disadvantaged children's progress and attainment in writing.
4	Assessments, discussion and observations show a gap in some disadvantaged children's progress and attainment in maths.
5	Analysis shows some disadvantaged pupils require additional support so that they develop communication skills which will support their learning.
6	Observations and discussions have identified a shortage of cultural capital/shared enrichment experiences for 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
1	Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils is equal to or above the national average.
2	Improved reading attainment among disadvantaged pupils.	Internal tracking and monitoring show disadvantaged pupils progress equal to or greater than their non-disadvantaged peers.
3	Improved writing attainment among disadvantaged pupils.	Internal tracking and monitoring show disadvantaged pupils progress equal to or greater than their non-disadvantaged peers.
4	Improved maths attainment among disadvantaged pupils.	Internal tracking and monitoring show disadvantaged pupils progress equal to or greater than their non-disadvantaged peers.
5	Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
6	Improved access to cultural capital & curriculum enrichment for all pupils, particularly our disadvantaged pupils.	All pupils, particularly our disadvantaged pupils, will attend a variety of different educational visits and enrichment experiences, increasing engagement in cultural capital opportunities.

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: £11080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme of CPD for staff	High quality staff CPD is essential. INSET, staff meetings and Trust level CPD is accessed. We are also part of Maths Hub. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	2, 3, 4, 5, 6
Skilled EYFS staffing	There is strong evidence that high-quality interactions with children are a guiding principle for all effective professional development in the early years. Such as back-and-forth conversation with children to promote their communication and extend their thinking and learning. Using scaffolding so that children can succeed in a task which is currently too difficult for them to do on their own. Preparing for Literacy EEF Improving early education through high-quality interactions EEF	1, 2, 3, 4, 5, 6
Pupil Progress Meetings	Pupil Progress Meetings are used to support future teaching and interventions. Teachers supporting TAs effectively can enhance their positive impact on learning. Deployment of Teaching Assistants EEF	2, 3, 4, 5
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. EEF Communication and Language EEF blog: Shining a spotlight on reading fluency EEF	2, 3, 5, 6

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

Budgeted cost: included within staffing above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily readers	There is a wealth of evidence which highlights the important role fluency plays in pupils' reading development. EEF blog: Shining a spotlight on reading fluency EEF Why focus on reading fluency? EEF	2, 3, 5
Staff delivering targeted interventions (SALT, WellComm, Precision Teaching, Social Communication/Attention Autism...)	Offering disadvantaged children additional support and teaching (e.g. one-to-one or in small groups), can improve their outcomes. Improving early education through high-quality interactions EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	2, 3, 4, 5

	Deployment of Teaching Assistants EEF	
--	---	--

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

Budgeted cost: £675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance	Attendance Lead and Office Manager to review and provide support for individual families where attendance falls within the intervention approaches within the trust policy.	1
Support from Trust Attendance Lead	Where attendance remains persistently low for pupils	1
Cultural capital & curriculum enrichment; activities, staff and resources	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have been reported for arts participation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3, 4, 5, 6

Total budgeted cost: £11755

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025-26

Attendance:

Whole School Attendance	Whole School Persistent Absence	Disadvantaged Attendance	Disadvantaged Persistent Absence	Non-PP Attendance	Non-PP Persistent Absence
95.36%	7.0%	92.36%	14.29%	96.22%	5.88%

Our attendance is currently at 95.3% for the year. We continue to be support by our Trust Attendance Lead and have recently updated our Attendance Policy (published on our website). Teachers attended CPD on attendance in the Summer Term 2026.

Our curriculum resourcing continues to be a priority, to ensure cultural capitol through enrichment activities, staff and resources.

CPD for teaching and support staff has included adaptive support in the classroom, SALT and Norfolk Steps de-escalation and trauma-informed practice. Our PE Lead attended PE & Inclusion CPD and will cascade this to colleagues. Combined, this ensures behaviour and inclusion are strengths of our school.

Attainment has been monitored termly through Pupil Progress Meetings, Learning Support Plans and termly individual pupil targets for reading, writing and maths.

Yr 1 Phonics:

66% of pupils passed the phonics screening test in 2026. Phonics continues to remain a focus for our school.

Yr 6 SATs:

We did not have pupils on roll in Yr 6 for SATs 2026.