

# Pupil premium strategy statement - Glade Hill Primary School

This statement details our school's use of pupil premium and recovery premium for the 2024 to 2025 academic year to improve outcomes for 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	Glade Hill Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024.25 2025.26 2026.27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Anna Stapleton (Headteacher) Governing Body
Pupil premium lead	Rachel Want (Deputy Headteacher)
Governor / Trustee Lead	Nicola Anderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,990
Recovery premium funding allocation this academic year	£0
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	£239,990

# Part A: Pupil premium strategy plan

## Statement of intent

*At Glade Hill Primary School our ultimate objectives for our disadvantaged pupils are to raise aspirations, make good progress in all subject areas, reach their full academic potential and overcome barriers.*

*We believe that being ambitious for our pupils and providing high quality learning and teaching are the most important factors in reaching our aims. We intend for our disadvantaged pupils to access quality first teaching to equip them with the skills and knowledge required to be successful both academically and in later life. We plan teaching and learning to ensure those who have gaps in skills and understanding are prioritised for intervention so they can keep up and where necessary catch up. Robust assessment systems and pupil progress reviews are in place to ensure pupils are identified and key teaching and learning strategies are quickly and effectively employed. We identify high attaining pupil premium children and target them to achieve the higher standards of attainment by ensuring they make good progress and raise their aspirations.*

*We use our pupil premium funding to address barriers in pupil achievement and personal and social development. Some of the barriers are addressed through our curriculum drivers so therefore providing a high-quality curriculum with quality first teaching and learning, alongside adaptive teaching, is a core part of our strategy. (See Curriculum Statement).*

*At Glade Hill we are Golden and we Sparkle. We strive to ensure pupils from disadvantaged backgrounds have the skills to be Golden citizens alongside developing the learning attributes of **Self-motivation, being Polite, Ambition, Resilience, Kindness, being a good Learner and being Enthusiastic. SPARKLE***

Our objectives are in line with the school improvement plan and focus on the key challenges to achievement for our disadvantaged pupils. We acknowledge that nationally children from disadvantaged backgrounds have been most affected by the pandemic and our school data is in line with these findings. We therefore ensure that our pupil premium children are prioritised in our keep up and catch-up plans. We have a school focus on giving children the best start, and aim for all children to develop key reading and maths skills and develop their understanding by the time they leave KS1.

Our current school improvement priorities are summarised as follows

- 1) To review current policy and improve provision to raise attainment in Maths in Key Stage 1 and 2.
- 2) To improve provision and implementation of the Phonics Scheme to raise attainment in Phonics by the end of Key Stage 1

- 3) To review current policy and improve provision across EYFS to improve the percentage of children reaching a Good Level of Development at the end of F2.

At Glade Hill we will also use the grant for other vulnerable pupils who are not eligible for the funding but may require additional support due to other factors such as being part of a large family or having a social worker.

We believe that knowledge is gained from rich experiences so we also use some of our funding to ensure pupils from disadvantaged backgrounds can access these experiences and opportunities.

#### IDACI

Glade Hill Primary & Nursery School is located within the City of Nottingham. Nottingham ranks 6<sup>th</sup> out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score).

Pupils attending Glade Hill have an average IDACI deprivation score of 0.305 (based on residence). This means that 30.5% of pupils may be experiencing family income deprivation in comparison with 29.9% of pupils for Nottingham overall and 15% Nationally.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low starting points in EYFS.</b> Entry data shows that the % of pupils with a good level of entry (GLE) into F2 is currently 43% and only 32% of PP entered F2 with a GLE. The attainment gap is therefore present when the pupils first start school.
2	<b>KS1 and KS2 Attainment</b> – Retention of key knowledge and understanding has an impact on attainment and progress. Early reading, phonics and maths programmes alongside key interventions are planned to ensure children master the basic skills by the time they leave KS1.  The proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths following the pandemic reduced and the gap between non-disadvantaged and disadvantaged pupils in core subjects post pandemic widened. This is particularly the case for pupils in KS2.
3	<b>Disadvantaged pupils with a special educational need.</b> 43% of the disadvantaged pupils at GH also have SEN/D. Data shows that pupils who are in receipt of the PPG that are also SEN/D are the PP pupils who are not achieving AREs. Identifying pupils in this category who need additional support to ensure all those who are capable of achieving ARE do so is a crucial part of the strategy. A high proportion of pupils with SEN/D have <b>communication, speech and language needs and social, emotional and mental health needs</b> for which additional support is targeted for through the strategy.

4	<b>Attendance</b> - Analyses of data identifies a number of pupil premium families with low attendance and persistent absence. Prior to the pandemic, the attendance of disadvantaged improved since the employment of the school's attendance officer and this is therefore a proven impactful pupil premium grant strategy which we will continue to target identified families.
5	<b>Resilience and aspiration.</b> Internal monitoring such as lesson observations, learning walks and pupil voice has found some pupils avoid challenges, problem-solving and lack vision for their future. This prevents them from fulfilling their potential within the opportunities provided by the curriculum. <b>Many children have limited life experiences,</b> which has prevented them developing an in-depth knowledge of the wider world.
6	<b>Mental health</b> – Some children and families are facing mental health difficulties which are a barrier to learning. Although this is not widespread across all children it is affecting an increasing number of families. It is therefore essential that timely support for those who need it is put in place.

## Intended outcomes – 3 Year Plan

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
<b>To close the gap between disadvantaged pupils in the school and other pupils Nationally in all subjects, by accelerating the progress of all pupils.</b>	<ul style="list-style-type: none"> <li>• School data shows year on year improvement at closing the gap between disadvantaged pupils (DP) and other pupils nationally in all year groups, subjects and subjects combined.</li> <li>• The in-school gap between non-disadvantaged and disadvantaged pupil in school is closed</li> <li>• DP make good and better than good progress in all subjects resulting in +ve progress scores in KS2.</li> <li>• Average standardised scores increase in all subjects and are closer to National other pupils</li> <li>• DPs at Glade Hill perform better than other DPs Nationally – Like for Like comparison</li> </ul>
<b>Improve the quality of teaching and learning for all pupils in the school and to specifically raise standards for disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>• Teaching and learning are developed through quality CPD. Evidenced through monitoring</li> <li>• Teachers reflect and improve practice supported by the Senior Leadership Team</li> <li>• Behaviour for learning is outstanding, children are motivated to succeed, have higher aspirations and demonstrate improved resilience</li> <li>• Pupils learn more and remember more through quality first teaching</li> <li>• Pupils who are under attaining and /or are making slow progress are quickly identified and intervention improves outcomes</li> <li>• Children develop knowledge and skills through a well-planned, taught and developed curriculum and learning sequence</li> </ul>
<b>To improve outcomes for disadvantaged pupils in reading particularly low / SEN/D and those with multiple barriers to learning</b>	<ul style="list-style-type: none"> <li>• The Little Wandle phonics scheme is further implemented and impactful</li> <li>• The % of pupils achieving the phonics standard in Y1 and Y2 is in line with National other pupils</li> <li>• The % of DPs achieving the expected standard in Y6 is closer to National for all pupils and is above like for like National comparisons</li> </ul>

	<ul style="list-style-type: none"> <li>• The % of DPs achieving the expected standard in reading in EYFS will be in line with National</li> <li>• All DPs without additional barriers reach age related standards in reading in all year groups.</li> <li>• DPs identified as being of higher ability achieve GDS in reading by the end of Y6</li> <li>• Average standardised scores in reading increase in National tests and internal NTS assessments</li> </ul>
<b>To improve outcomes for disadvantaged pupils in Maths</b>	<ul style="list-style-type: none"> <li>• The % of DPs achieving the expected standard in Y6 is closer to National for all pupils and is above like for like National comparisons</li> <li>• The % of DPs achieving the expected standard in maths in EYFS will be in line with National</li> <li>• All DPs without additional barriers reach age related standards in maths in all year groups.</li> <li>• DPs identified as being of higher ability achieve GDS in Maths by the end of Y6</li> <li>• Average standardised scores in maths increase in National tests and internal NTS assessments</li> </ul>
<b>To improve outcomes for disadvantaged pupils in Writing</b>	<ul style="list-style-type: none"> <li>• The % of DPs achieving the expected standard in Y6 is closer to National for all pupils and is above like for like National comparisons</li> <li>• The % of DPs achieving the expected standard in writing in EYFS will be in line with National</li> <li>• All DPs without additional barriers reach age related standards in writing in all year groups.</li> <li>• DPs identified as being of higher ability achieve GDS in writing by the end of Y6</li> </ul>
<b>To improve the attendance of pupils from disadvantaged backgrounds</b>	<ul style="list-style-type: none"> <li>• The attendance percentage of DPs is closer to National for all pupils and is above like for like National comparisons</li> <li>• The % of persistent absentees from disadvantaged background is reduced year on year.</li> </ul>

## 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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT / Phase leaders / Curriculum lead CPD support	To improve the quality of teaching, learning and assessment so that all pupils make good or better progress.	1 2
Teacher Review Days	SLT/ Phase leaders lead CPD. Prioritisation of the development of the teaching of reading, writing and	5

Monitoring and feedback of learning	mathematics and improved pedagogy with an emphasis on formative assessment.	
Performance appraisal / Coaching meetings	High percentage of pupils in school in receipt of PPG therefore improved teaching and learning for all should have a significant impact on disadvantaged pupils	
Professional development for ECT	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	
English and Maths Specialists CPD sessions – Whole staff and individual Teachers / TAs	As above. Specific CPD on reading, writing and maths to improve pedagogy and assessment to identify next steps for pupils to accelerate their learning, raising attainment and close the widened attainment gap.	1 2 5
<i>Nottingham Schools Trust CPD for subject leads</i>	Maths and English leads attend training and networks to support internal CPD  Specialist support from NST for developing pedagogy in core subjects.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	
Phonics / Little Wandle and Decodable reading Groups CPD for TAs and teachers	Early reading and writing is fundamental to raising standards across the school. A consistent approach will improve outcomes for pupils.  All these strategies aim to improve the teaching of reading for individuals and therefore of benefit to those in receipt of the PPG. Proven strategies in school <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1 2 3 5
FFT Lightning Squad – Purchase of online platform	Scheme ran with external tutor and in school staff. Using employed staff proved to be more impactful so platform will continue to be purchased for school use this year. Will be reviewed when subscription runs out based on staffing and impact.  <a href="#">School Tutoring Programme - Operam Education Group</a>	2 3
Mastering number project (NCETM)	Number fact fluency is a key area for pupil progress and has been a barrier to maths attainment particularly for low and middle prior attaining disadvantaged pupils. The project	1 2 5

<p>CPD for TAs and teachers</p> <p>Project aimed at F2/Y1 and Y2 children</p> <p>Tackling Tables CPD and Resources</p>	<p>aims to ensure all pupils are fluent in additive facts by the end of KS1. The similar Nottingham city project is continually developed and used as intervention for PP children who are not fluent in KS2</p> <p>All children in Y2/3/4 use Tackling Tables to develop their multiplication and division skills in order to increase the % of pupils achieving 20+ in the Y4 check. Children in Y5/6 who did not achieve 20+ in Y4 receive Tackling Tables intervention</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="#">Mastering Number   NCETM</a></p>	
<p>Full time Inclusion lead and full time SENCO teaching pupils with complex needs and providing curriculum support and CPD for all staff to meet the needs of pupils with SEN/D</p> <p>Services from the behaviour support team</p>	<p>High proportion of disadvantaged pupils also have SEN/D. Improved teaching and learning for pupils with multiple barriers is essential to improving outcomes</p> <p>Inclusion lead supports adaptive teaching in classes to ensure outcomes for pupils with SEN/D</p> <p>Review meetings with Inclusion lead and class teachers to ensure provision meets needs</p> <p>CPD for all staff including Routes to Inclusion</p> <p>Targeted support for key pupils and support for individual class teachers</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p> <p>2</p> <p>3</p>
<p>White Rose Maths CPD and resources purchased to further improve outcomes in Maths</p>	<p>Purchase of White Rose work books. Pupils with SEN/D able to work on gaps through key resources</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="#">Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</a></p>	<p>1</p> <p>2</p> <p>5</p> <p>6</p>
<p>Purchase NTS tests and diagnostic QLA tool MARK</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>NTS standardised test alongside QLA to identify gaps in learning. Pupils are identified and reviewed at pupil progress meetings. Standardised testing alongside teacher assessments and AFL have ensured pupil data is accurate and diagnostic</p>	<p>2</p>

Employment of non-class based English lead	Full time for two terms to support the teaching and learning of English across the school (also employed to support targeting in Y6)	1 2 3
Purchase of INSIGHT for tracking pupil data	System that can quickly and effectively filter pupils who are disadvantaged for accurate tracking and target setting. Access for all to data including governors. Provision mapping and individual pupil tracking documents including attendance	1 2 3 4

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

Budgeted cost: £119,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Targeted groups for maths and English in Upper KS2. Key pupils targeted by key staff Y6 teachers, English lead and DHT.	Previously ran strategy with good impact on key disadvantaged pupils. Small groups to have more personalised provision and work with parents.	2 3
FFT Lightning Squad – Reading intervention 1:6  15-hour block tuition  National Tuition partners	More impactful last year when ran by school staff instead of external tutor  To be reviewed when licence is up to ensure impact  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3 5
Maths target groups – based on class post unit assessments	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5
One to one and small group conferencing with Class teachers. Teachers to have up to ½ day per week non-class based for feedback and conferencing with pupils from own class	Impact reports from previous years show that class teacher conferencing and feedback time was the most significant in raising attainment. EEF Research Focus on writing conferencing to close the gap.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1 2 5

	<a href="#">One to one tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
Targeted in class reading, writing, spelling, phonics and maths groups – Class teacher and TA led adaptations and intervention groups	Teacher and TA led keep up and catch-up groups are key to meeting the needs of disadvantaged pupils. The school has a wide range of abilities in each class and adapting teaching alongside support staff is a proven strategy. Targeted groups based on assessment information e.g., NTS.	1 2 3 5
NELI - Speech and language assessment and Early Intervention	Targeted at EYFS children for immediate impact <a href="#">Early Years Toolkit   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a> Communication and language	1 2 3 5
3x per week or weekly one to one reading depending on need  Includes precision teaching	To ensure children from disadvantaged backgrounds read on a one-to-one basis at least weekly regardless of ability and home support.  <a href="#">Teaching Assistant Interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1 2 5
Focused Maths intervention and conferencing – Arithmetic, Tackling Tables and Fluency project	QLA shows many of the pupils from disadvantaged backgrounds lack in basic fluency skills and using inefficient methods. <a href="#">Teaching and Learning Toolkit   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1 2 5
After school one to one tuition / small group	Targeted one to one and small group support for identified disadvantaged pupils from KS2 starting with Y6  Targeted phonics group for Y1/2  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>  <a href="#">One to one tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1 2 5
Breakfast club enrichment	To extend the learning day for pupils from disadvantaged backgrounds. Teachers to plan activities specific to pupils' areas of need  <a href="#">Extending school time   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1 2 5

Monitoring the impact of pupil premium spending, Assessments of pupils and intervention planning with teachers. Pupil progress meetings and teacher review days	To ensure spending targets actions with high impact. Outcomes are measured and provision is reviewed. Focused and improved intervention	1 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time senior mental health and well-being lead and pastoral team provide individual and small group behaviour support including emotion coaching  Break time and lunch time activity lead supporting behaviour and cooperative play  Additional supervision at breaktimes.	To provide specialist bespoke support for disadvantaged children experiencing social, emotional, behavioural or mental health needs. This enables these children to make progress in these areas, which in turn makes them more able to access the learning in the classroom for improved life chances.  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5 6
Mental Health support for families and children  4 x Trained Mental Health First Aiders	To provide specialist bespoke support for disadvantaged children experiencing social, emotional, behavioural or mental health needs. This enables these children to make progress in these areas, which in turn makes them more able to access the learning in the classroom for improved life chances.  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5 6
ELSA - Staff training and time for those trained to provide emotional support to pupils who need this intervention	<a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3 5 6
Attendance officer Headteacher Admin assistant Monitor and intervene to continue to improve attendance and punctuality	Attendance rates for disadvantaged pupils improved with the strategies employed therefore these strategies will continue. Some additional strategies to be launched.  <a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	1 2 4

Funding for revision books, Homework supplies, PE kits, home learning packs Equipment  Electronic Devices	To ensure pupils from low-income families are fully equipped for school and are able to access further home learning	1 2 5
Funding for residential and other educational visits	To provide enrichment and develop speaking, listening and learning skills. School audit findings show many disadvantaged pupils have very little access to enrichment activities	3 5
Music Tuition	To provide enrichment  School audit findings show many disadvantaged pupils have very little access to enrichment activities	5
After School Clubs- Targeting pupils' interests and talents  Wild Things  Forest School	To provide enrichment and develop life skills  School audit findings show many disadvantaged pupils have very little access to enrichment activities  All TA staff and some teaching staff to provide after school enrichment once a week.  Weekly sessions at wild things pupils selected termly and always from disadvantaged backgrounds Half termly forest schools programme for each class and year group ran by school TA.	5
Breakfast Club - Free meal places  Breakfast – Free bagels for all pupils	To target skills and enrichment  To improve punctuality  To provide breakfast for pupils who may not have a breakfast at home.	1 2 4 5

**Total budgeted cost: £239,990**

## 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 2024 academic year and a review of the three-year period.

We have analysed the performance of our disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, multiplication check data, phonics check results, EYFSP results and our own internal assessments. We have also reviewed progress across all areas in the three-year plan taking into account cohort specific data over the three-year period, whilst acknowledging the 23/24 data as an end point for comparison.

Currently there is no progress data for pupils at the end of KS2. Historically the disadvantaged pupils at Glade Hill have achieved positive progress scores showing the impact of the strategy from the pupils KS1 starting points. Without this official progress data we can only make comparisons on attainment for the 23/24 period. Pupil attainment data for children at Glade Hill is below national other pupils for this year. The exception is the multiplication check data where pupils achieved in line with National all pupils.

	National	National Disadvantaged	GH Disadvantaged
EYFS GLD	68%	52%	42%
Y1 Phonics	80%	68%	55%
Multiplication check (average score)	20.6	18.9	20.5
KS2 RWM Combined	67%	46%	35%
KS2 RWM Combined Higher	10%	3%	0%
KS2 Reading	80%	62%	54%
KS2 Writing	78%	58%	51%
KS2 Maths	79%	58%	42%

The school analysis shows that the group of disadvantaged pupils without SEN/D have attainment levels in line with National data. The pupils with who are both disadvantaged and

have a special educational need have achieved less well. This has been identified as an additional challenge and area for targeted support in our new three-year plan.

In 23/24, 43% of pupils who were classed as disadvantaged at Glade Hill were also SEN/D. In Year 6, 61% of disadvantaged pupils were also SEN/D.

At the end of the initial three-year period of our pupil premium strategy we have reviewed progress against the intended outcomes. Although there has been some progress towards the outcomes, the ambitious targets have not in the most part been fully achieved. It was acknowledged at the review of the previous strategy that we were not on course to achieve the goals set out in the initial three-year plan. We have acknowledged the targets to still be relevant and put forward in the new plan as we still remain highly ambitious for our pupils but we believe the pandemic had a greater impact on achieving these goals than first initially anticipated. That said there are also some areas that need further scrutiny and support to ensure standards are achieved. For instance provision for pupils who are both disadvantaged and have SEN/D and those pupils with low attendance rates. The school has undertaken a thorough audit of needs in preparation for the new strategy to ensure progress towards our initial and remaining goals is achieved and built on year on year.

#### **Review of outcomes from the three-year plan (2021-2024)**

Outcome	Success criteria fully achieved	Success criteria partially achieved	Success criteria not achieved
<b>To close the gap between disadvantaged pupils in the school and other pupils Nationally in all subjects, by accelerating the progress of all pupils.</b>	DP make good and better than good progress in all subjects resulting in +ve progress scores in KS2. (Up to 2023, N/A in 2024)	School data shows year on year improvement at closing the gap between disadvantaged pupils (DP) and other pupils nationally in all year groups, subjects and subjects combined.  DPs achieve their FFT Estimates (no data for 2024 – Partially met in 2023)  Average standardised scores increase in all subjects and are closer to National other pupils	The in-school gap between non-disadvantaged and disadvantaged pupil in school is closed  DPs at Glade Hill perform better than other DPs Nationally – Like for Like comparison
<b>Improve the quality of teaching and learning for all pupils in the school and to specifically</b>	Teaching and learning are developed through quality CPD. Evidenced through monitoring	Behaviour for learning is outstanding, children are motivated to succeed, have higher aspi-	

<p><b>raise standards for disadvantaged pupils</b></p>	<p>Teachers reflect and improve practice supported by the Senior Leadership Team</p> <p>Pupils learn more and remember more through quality first teaching</p> <p>Pupils who are under attaining and /or are making slow progress are quickly identified and intervention improves outcomes</p> <p>Children develop knowledge and skills through a well-planned, taught and developed curriculum and learning sequence</p>	<p>rations and demonstrate improved resilience</p>	
<p><b>To improve outcomes for disadvantaged pupils in reading particularly low / SEN/D and those with multiple barriers to learning</b></p>	<p>The Little Wandle phonics scheme is implemented and impactful</p> <p>DPs identified as being of higher ability achieve GDS in reading in Y2 &amp; Y6</p>	<p>The % of pupils achieving the phonics standard in Y1 and Y2 is in line with National other pupils (not achieved in 2024)</p> <p>All DPs without additional barriers reach age related standards in reading in all year groups. (5 DP from Y1-6 without barriers of attendance, SEN and or EAL did not achieve ARE in reading)</p> <p>Average standardised scores in reading increase in all year groups in National tests and internal NTS assessments</p> <p>The % of DPs achieving the expected standard in reading in EYFS will be in line with National</p>	<p>All DPs who attain the phonics standard in Y1 achieve the expected standard in reading in Y2</p> <p>The % of DPs achieving the expected standard in Y2 and Y6 is closer to National for all pupils and is above like for like National comparisons</p>
<p><b>To improve outcomes for</b></p>	<p>The mastering number scheme is fully embedded and impactful.</p>	<p>All DPs without additional barriers reach age related standards in</p>	<p>The % of DPs achieving the expected standard in Y2 and Y6 is closer to</p>

<p><b>disadvantaged pupils in Maths</b></p>	<p>DP achieve in line with all pupils nationally in the MTC</p>	<p>maths in all year groups. (5 DP from Y1-6 without barriers of attendance, SEN and or EAL did not achieve ARE in maths)</p> <p>The % of DPs achieving the expected standard in maths in EYFS will be in line with National</p> <p>Average standardised scores in maths increase in all year groups in National tests and internal NTS assessments</p>	<p>National for all pupils and is above like for like National comparisons</p> <p>DPs identified as being of higher ability achieve GDS in Maths in Y2 &amp; Y6</p>
<p><b>To improve outcomes for disadvantaged pupils in Writing</b></p>		<p>All DPs without additional barriers reach age related standards in writing in all year groups. (5 DP from Y1-6 without barriers of attendance, SEN and or EAL did not achieve ARE in Writing)</p> <p>The % of DPs achieving the expected standard in writing in EYFS will be in line National</p>	<p>The % of DPs achieving the expected standard in Y2 and Y6 is closer to National for all pupils and is above like for like National comparisons</p> <p>DPs identified as being of higher ability achieve GDS in writing in Y2 &amp; Y6</p>

**Attendance Review**

Absence among disadvantaged pupils was 2.4% higher than non-disadvantaged pupils in 2023/24. Approximately 35% of disadvantaged pupils' attendance was below 90%. We have therefore continued to focus on raising the attendance of our disadvantaged pupils and specifically those with persistent absence in our current plan.

**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*

<b>Programme</b>	<b>Provider</b>
The Lightning Squad	FFT
Tackling Tables	Tackling tables

## **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A