

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	The Globe Primary Academy (TGPM)
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers – 3 year plans are recommended	2023-2026
Date this statement was published	30 th October 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Yvonne Kidd
Pupil Premium Lead	Yvonne Kidd /
Governor / Trustee lead	Ben Scott

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£120,000
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	£120,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all our pupils at TGPA is to make good progress and to attain well across all areas of the curriculum including the wider curriculum. The focus of our strategy is to support disadvantaged pupils to achieve this goal.

High quality, adaptive teaching is at the heart of our strategy. This is proven to have the greatest impact on closing the attainment gap for disadvantaged and is beneficial for all pupils.

At TGPA, we ensure disadvantaged pupils:

- Continue to make good or better progress from their relative starting points.
- Continue to achieve age related expectations in line with the non-disadvantaged peers.
- Access the resources and high-quality interventions needed to ensure they continue to make good or better progress from EYFS to Year 6.
- They are taught by high quality, well-informed and enthusiastic staff.
- Staff have high expectations for all pupils in all subject areas.
- Access opportunities and experiences to develop their social and emotional development.
- Access workshops with their parents to engage parents in the learning process.
- Enjoy early reading, pass the phonics screening check and move to KS2 with a love of reading.

The key strategies to achieve this are based on nationally recognised research or have had a significant impact in our school over several years. These are evaluated at least termly to ensure the most effective approaches are used.

Challenges

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

Challenge number	Detail of challenge
1	A very small group of children (3) in Reception last year were disadvantaged but of these 33% achieved GLD, in comparison to 71% of all children. Not many parents will apply for FSM's or Pupil Premium due to UIFSMs. This is a target again this year.
2	In Early Reading and Phonics there was a gap of 29% between disadvantaged and all other pupils. This is the biggest gap and a main area of focus for 23.24 and 24.25.
3	Lack of support within the home for our most vulnerable children - including lack of parental education.
4	Increase of social care involvement with our vulnerable families. This includes CP Plans, CIN and Early Help.
5	Pupils in Y4, Y3 and Y2 struggle to interact socially with other children and struggle to regulate their behaviour in comparison to other year groups who did interact with their peers in the first few years of school and who also attended Nursery.
6	Fine Motor skills are poor in Y3, Y4 and Y5 due to home learning being digital screen based throughout the pandemic. Some children also still struggle with gross motor skills.
7	S+L in EYFS due to children not socialising outside the home as very young children. Also, a higher than usual number of SEND children starting in Reception without EHCPs, support in place and the option of alternative provision. Waiting lists for every service in West Sussex are very long and assessments for those requiring an EHCP are 32 months behind,
8	Attendance of vulnerable pupils. Data shows an improvement of 0.4% for vulnerable pupils. Data shows an improvement of 1% for non-disadvantaged pupils. Data shows an improvement of 0.5% for all children.

	<p>In 2023.24 attendance was 90.6% for disadvantage pupils compared to 94.6% of non-advantaged pupils or 93.4% of all children.</p> <p>In 2022.23 attendance was 90.2% compared to 93.6% non-disadvantaged pupils, or 92.9% of all children.</p> <p>This is a target during three years to get attendance back to what it was pre-COVID for all children as well as disadvantaged pupils,</p>
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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>More pupils will be identified as disadvantaged in EYFS this year and parents will have applied when encouraged by staff.</p> <p>For disadvantaged pupils to make the same attainment % as the rest of the cohort.</p>	<p>A more accurate picture of the needs of the cohort.</p> <p>Less of a disadvantaged gap at the end of the year.</p> <p>Helping children to keep up not catch up.</p>
<p>Increased support at school for vulnerable pupils who do not get supported at home in their early reading and phonics.</p>	<p>Quality first teaching for all.</p> <p>Phonic outcomes to be at least in line with National data and disadvantaged gap to be no more than 5%.</p> <p>Book buddies in place and becoming embedded by year 2.</p>
<p>Parent workshops in key concepts and core subjects.</p>	<p>Attendance of parents with the child.</p> <p>Evaluation by parents.</p> <p>Impact on child's learning through start and end data.</p> <p>Parental engagement in homework.</p>
<p>For staff to have updated training in regard to closing the gaps and making sure that their foundation subject knowledge and skills are embedded.</p>	<p>Start and end data will show more than expected progress throughout the year and gaps closing more than now.</p> <p>Pupil Progress Meeting notes and data.</p>
<p>To close the gaps in all subject areas and for all key concepts from the last two years.</p>	<p>Start and end data.</p> <p>Confidence and self-esteem in class.</p>

	Monitoring, pupil voice, book looks and observations.
Pupils in KS1 and Y3/Y4/Y5 will improve their fine and gross motor skills.	Pupils will be able to hold their pencils correctly. Pupils handwriting will show obvious improvement in their books and through fine motor work.
S+L skills for pupils in Reception Classes will improve and be embedded in the curriculum.	Start and end data will show more than expected progress for these children. Neli will be embedded and show improvement for groups of children.
Pupils have a range of strategies to deal with challenging situations, have developed positive self-esteem and understand how to make the good behavioural choices	PSHE curriculum and therapeutic interventions run by Learning Mentors will help pupils deal with emotions, develop their self-esteem (often low due to home considerations) and regulate their behaviour.
Disadvantaged pupils who are also identified SEND, EAL or are vulnerable (Child Protection) make good or better progress	SLT, Inclusion Manager and class teachers ensure high quality interventions are delivered to identified pupils and these are robustly monitored to ensure maximum impact. Monitor on the provision map and tracked start and end data completed to show value for money.
Increased attendance	Overall attendance among children eligible for PP improves to be at least in line with 'all' pupils and closer to the National Average than in 22/23. The Globe have joined an attendance school hub where help, support and training is given.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£30,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage parents to sign their children / family up to Pupil Premium by offering a free jumper and 25% off the cost of trips.	Jumpers 25% off trips 25% off swimming lessons Y6 Residential = 6 x places Y4 Residential = 12 x places Previous experience of using this system in another school.	1 3 4
Adult to take intensive interventions for phonics in the afternoons KS1 increased scaffolding at tables.	Phonics observations from school leaders showed that high quality interventions and different approaches work well for pupils who would otherwise blend into the background. (Evidenced by phonics tracking for pupils in the previous year.)	2
RWI Manager to team teach, build confidence and model where needed.	Manager for 5 hours a week from SLT. Crucial to improve outcomes of phonics in R Y1 and Y2	2
Half termly pupil progress meetings	Interventions are quality assured using entry and exit data. Half termly pupil progress meetings ensure the right children are on the	4 5 6

<p>including evaluation of attendance and impact for disadvantaged pupils.</p>	<p>right programme and that the data shows 'value-added'. Demonstrable evidence such as this is best shared with all stakeholders including parents. Success allows pupils to catch up with expected levels and leave space for more pupils to benefit in their place. See provision map or identified groups in Y6 trialling a new method of recording.</p>	<p>7 8</p>
<p>Parent workshops Session 1 (coffee morning) tackling and behaviour. Session 2 Phonics Session 3 Early Maths Session 4 Multiplication Times Tables Session 5 Writing Session 6 KS2 Maths</p>	<p>'Parental engagement has a positive impact - an average of four months additional progress.'</p> <p>School communications have to be tailored to encourage positive dialogue about learning. https://Educationendowmentfoundation.org.uk</p> <p>Parents with negative experiences of school have a chance to make new links with staff that listen to them and tailor support and language to meet their needs.</p>	<p>2 3 4 5 7</p>
<p>Transition workshops e.g. for entry into Reception including family meetings and stay and play sessions. Teacher attending the locality transition event in April.</p>	<p>Staffing = 2 x teachers x 3 hours, 2 x Nursery Nurses x 3 hours, 1 x teacher for 2 x hours</p> <p>Attendance expectations set during the evening meeting with parents.</p>	<p>1 3 8</p>

<p>Continued pre-teaching and regular review of key vocabulary mapped for each unit of study.</p>	<p>'Pre-teaching and discussing new words can support reading comprehension. Repeated exposure to new vocabulary is necessary across spoken language, reading and writing. Teaching vocabulary and spelling related to the curriculum content currently being studied can encourage active use of new words, helping to make new vocabulary meaningful and memorable to pupils.'</p> <p>http://educationendowmentfoundation.org.uk</p> <p>This is to address the weaker oracy skills many disadvantaged pupils exhibit on entry point to our school.</p> <p>Staffing - TSAs 6 x hours a week</p>	<p>1 3</p>
<p>The display and modelling of key/targeted vocabulary on working walls by all teaching staff.</p>	<p>The working wall allows all pupils including disadvantaged pupils to self-scaffold. Teacher modelling and use of the working wall, demonstrates the use of the scaffold increasing independence in the classroom. (Evidenced by learning walk evaluations and display audits)</p>	<p>3</p>

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

Budgeted cost: £ [insert amount]

TOTAL = £29,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Workshops / Family Learning	Family learning' refers to any learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family. The Inquiry into Family Learning was launched in October 2012 to gather new evidence of the impact of family learning , to develop new thinking and to influence public policy.	1 2 3 4 5 8
2 x S+L Therapy	Part-time Speech and Language Therapists who support PPG/Vulnerable children who have early S+L issues or have SALT services involved. Praised by S+ L therapists.	2 3 4 6 7
TSA Interventions	Jump Ahead Memory Magic Phonics Pillar Box Maths Circuits Extra Swimming	2 3 4 6 7
Adaptive teaching includes scaffolds to increase access for disadvantaged plus SEN.	Teachers have been trained in using scaffolding as part of the school's adaptive teaching approach. This is not consistently embedded and needs further training, following an audit in	2 3 4 5 6

	<p>January by a REAch2 ASL colleague.</p> <p>New ECT teachers to have more training and input, opportunities to observe and team teach with experts.</p>	7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

TOTAL £60,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Draw and talk counselling sessions.	<p>'Drawing and Talking technique is a safe and easy to learn short term, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially.'</p> <p>It proved very good value for money last year. Many children can access this through the year but there is an increasing waiting list.</p>	3 4 5 8

<p>Learning Mentor Groups and individuals</p>	<p>'Learning mentors help students develop coping strategies, enhance their motivation, raise their aspirations and encourage them to re-engage in learning. To work effectively, learning mentors have to take into account the range of complex issues that usually lay behind problems with learning and achievement (eg bereavement, lack of confidence/low self-esteem, low aspirations, mental health issues, relationship difficulties, bullying, peer pressure, family issues/concerns).'</p>	<p>3 4 5 7 8</p>
<p>Attendance of vulnerable pupils.</p>	<p>Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p>	<p>8</p>
<p>Clubs for our most vulnerable pupils including two lunch time clubs a week</p>	<p>It is shocking that so many children from poorer backgrounds never get the chance to join a football team, learn to dance or play music. The activity either costs too much, isn't available or children just feel they won't fit in. As a result, they miss out on</p>	<p>3 4 6 7</p>

	important benefits - a sense of belonging, increased confidence and social skills which are invaluable to employers. It is high time to level the playing field.	
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Total budgeted cost: £120,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Please see O'Track Teacher Assessment Judgements/Test results and work triangulation results for September 2020- July 2021.

Report called Diminishing the Difference.

Year Group	Disadvantaged	All	Difference Summer 24	Difference Summer 23	Difference Summer22
Reading					
Y1	25%	62%	37%	12%	24%
Y2	33%	69%	36%	7%	10%
Y3	58%	71%	13%	12%	9%
Y4	62%	63%	1%	13%	8%
Y5	29%	49%	20%	4%	4%
Y6	47%	74%	27%		

Year Group	Disadvantaged	All	Difference Summer 24	Difference Summer 23	Difference Summer 22
Writing					
Y1	33%	55%	22%	6%	9%
Y2	11%	64%	53%	18%	10%
Y3	50%	59%	9%	25%	11%
Y4	29%	46%	17%	6%	13%
Y5	21%	45%	24%	4%	3%
Y6	47%	59%	12%		

Year Group Maths	Disadvantaged	All	Difference Summer 24	Difference Summer 23	Difference Summer 22
Y1	58%	75%	19%	15%	10%
Y2	22%	69%	47%	4%	11%
Y3	58%	66%	8%	8%	10%
Y4	48%	57%	9%	6%	13%
Y5	36%	53%	17%	1%	3%
Y6	47%	59%	12%		

Year Group Combined	Disadvantaged	All	Difference Summer 24	Difference Summer 23	Difference Summer 22
Y1	25%	53%	28%	6%	4%
Y2	11%	64%	53%	16%	16%
Y3	50%	57%	7%	13%	9%
Y4	21%	43%	22%	10%	10%
Y5	35%	46%	11%	6%	5%
Y6	27%	51%	24%		