

Pupil premium strategy statement

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

Detail	Data
School name	The Globe Primary Academy
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Justin Burt (DDOE REAch2)
Pupil premium lead	Yvonne Kidd (HT)
Governor / Trustee lead	Ben Scott

Funding overview

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

Part A: Pupil premium strategy plan

Statement of intent

Key principles and objectives

Our intention is for all pupils at The Globe Primary Academy 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.
- Are taught by high quality, well-informed staff, who 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
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1	Fewer parents of pupils in EYFS apply for Free School Meals or Pupil Premium due to UIFSMs.
2	Disadvantaged pupils are not achieving in line with their non-disadvantaged peers in Early Reading and Phonics.
3	Increase of social care involvement with our vulnerable families. This includes CP Plans, CIN and Early Help. This is decreased parental engagement.
4	Low self-esteem and lack of understanding of social cues impacts the behaviour of our most vulnerable pupils.
5	Poor speech and Language skills of pupils in EYFS/KS1 due to children not socialising outside the home as very young children. There is a higher than usual number of SEND children starting in Reception without EHCPs.
6	Attendance of disadvantaged pupils is significantly lower than non-disadvantaged peers.

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
More pupils will be identified as disadvantaged in EYFS this year and parents will have applied when encouraged by staff. Disadvantaged pupils to achieve in line with their peers.	% of pupil premium reflects the cohort. Reduce the disadvantaged gap by the end of EYFS with the aim of helping children to keep up, not catch up .
Targeted, high quality support for vulnerable pupils with a focus on early reading and phonics.	Quality first teaching for all. Phonic outcomes to be at least in line with National data and disadvantaged gap to be no more than 5%. Book buddies in place and becoming embedded by year 2.
Improved Speech and Language skills for pupils in Reception	EYFS data across the year will show better than expected progress across the curriculum, particularly C and L. 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	Senior Leadership Team and class teachers ensure high quality interventions are delivered to identified pupils and these are robustly monitored

	to ensure maximum impact. Monitoring of start and end data shows good progress within an intervention.
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.
All pupils eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully	Pupils eligible for PP will experience wider life opportunities that enrich their social, emotional and personal health as well as providing them with a 'wider' knowledge and understanding that will inform their in-school learning. Furthermore, all students will have the resources available to them to access the broad and balanced curriculum.

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: £30,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage parents apply for Pupil Premium Grant by offering a free jumper and 25% reduction of the cost of educational visits and swimming	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Evidence of impact: Previous experience of using this system in another school. In previous setting, this increased the percentage of applications by 20%.</p>	1
RWI Manager and SLT link to team teach, build confidence and model daily.	<p>Evidence of impact: Y1 Phonics screening check data in 2024 was the highest in 3 years with 68% of Y1 passing.</p>	2
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>Evidence of impact:</p> <ul style="list-style-type: none"> In 23/24, teachers reported they had a better understanding of the needs of the cohort, which ensured they were well prepared for transition Referrals to outside agencies were made sooner due to the accelerated understanding of the cohort 	2, 4
Continued pre-teaching and regular review of key vocabulary mapped for	<p>'Pre-teaching and discussing new words can support reading comprehension. Repeated exposure to new vocabulary is necessary across spoken language, reading and writing.</p> <p>Teaching vocabulary and spelling related to the curriculum content currently being studied can encourage active use of new words, helping to</p>	5

each unit of study.	make new vocabulary meaningful and memorable to pupils.’ http://educationendowmentfoundation.org.uk This is to address the weaker oracy skills many disadvantaged pupils exhibit on entry point to our school.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x Part-time Speech and Language Therapists who support PPG/Vulnerable children who have early S+L issues or have SALT services involved.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	5
TSA led interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.	2, 5
EYFS interventions	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	2, 5

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.	
Adaptive teaching training for all teachers.	EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF	2, 5

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

Budgeted cost: £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>Evidence of impact:</p> <ul style="list-style-type: none"> • Reduced rate of high level behavioural incidents and exclusions • Vulnerable pupils make good progress academically and developmentally 	4, 5
Learning mentors	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The average impact of successful Social and Emotional interventions is an additional four months' progress over the course of a year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	4

Implementation of 'Study Bugs' App to monitor attendance and contact parents	Attendance interventions rapid evidence assessment EEF	6
Implementation of a recognised behaviour curriculum	We are introducing a behaviour curriculum developed by another school in REAch2 that has had a demonstrably positive impact on behaviour in the schools in which it has been implemented. This is so all children feel ready to learn and here is a calm and orderly environment whereby staff and children are aware of expectations, boundaries and the need for consistency,	2, 4

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 2022 to 2023 academic year.

Analysis of Statutory Data 2023/24

% gap between disadvantaged and non-disadvantaged:

Phonics

Year 1	All pupils: 68% Disadvantaged pupils: 80% Non disadvantaged pupils: 25% Gap: 55%
Year 2	All pupils: 77% Disadvantaged pupils: 80% Non disadvantaged pupils: 50% Gap: 30%

The data above shows that disadvantaged pupils are achieving more highly than their non disadvantaged peers and this is as a result of well thought out provision and high expectations

KS2 at expected level

Reading	Writing	Maths	Combined
All pupils: 67%	All pupils: 60%	All pupils: 51%	All pupils: 37%
Disadvantaged pupils: 47%	Disadvantaged pupils: 47%	Disadvantaged pupils: 41%	Disadvantaged pupils: 35%
Non disadvantaged pupils: 75%	Non disadvantaged pupils: 65%	Non disadvantaged pupils: 55%	Non disadvantaged pupils: 38%
Gap: -28%	Gap: -18%	Gap: -14%	Gap: -3%

The gap between disadvantaged and non-disadvantaged is pronounced at KS2 in reading with a smaller gap in writing and maths and a negligible gap in all three subjects combined. This shows that, over time, there is still further work required to improve outcomes overall and to reduce the gap between disadvantaged and non-disadvantaged pupils at KS2.

Attendance

Attendance of pp pupils 2023/24 – 90.6%

Attendance of non-pp pupils 2023/24 – 94,8%

The gap between pupil premium and non-pupil premium is reducing but still unacceptably high. The school recognises the impact of COVID-19 on whole school attendance and continues to implement the actions in the 2022/23 strategy to ensure this reduces further.

