

# Pupil Premium Strategy Statement (2025-2028)

## The Globe Primary Academy

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	380
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Motiur Rahman (Headteacher)
Pupil premium lead	Danielle Salvage (Assistant Headteacher)
Governor / Trustee lead	Ben Scott (Chair of Governors)

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£111,000</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

We are acutely aware of the variety of challenges disadvantaged pupils and their families face, some seen, many unseen, and how this leads to setbacks and difficulties in life within and beyond school. At The Globe Primary Academy, our intention is to totally eradicate the disadvantage gap, creating a level playing field so that ALL children can reach their potential. Our ultimate objective is to remove the 'disadvantaged' tag as the differences in academic, social, cultural, health and attendance measures between those deemed disadvantaged and their non-disadvantaged peers narrows over time and eventually becomes negligible.

For this to succeed, our current pupil premium strategy is rooted in the principle of "anything is possible" with staff adopting a fearless "do whatever it takes" attitude to championing children, removing barriers, and driving social justice at all costs. Our school motto is "Change The World" and we wholeheartedly believe that we, and our pupils, can do just that.

We are mindful of the challenges faced by vulnerable pupils, such as those who have a social worker, those in care or previously in care, and young carers. There is also growing awareness of those pupils regarded as 'persistently disadvantaged'. The activities we have outlined in this statement are also intended to support all pupils' needs, regardless of whether they are disadvantaged or not. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

People are our greatest resource and are the heartbeat of our approach. Their continuous professional development, effectiveness as practitioners, and relationships with pupils and their families, mean they are skilled in responding to a wide range of individual and specific needs. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school too.

Our strategy draws on evidence-based research, much of it from the Education Endowment Foundation, but not exclusively so, to pinpoint the best use of resources for maximum gains in particular areas of need. This will reduce economic waste and ensure prudence at a time of great financial burden for schools. Our careful and considered management of resources, high quality CPD for staff, targeted support for pupils, and relentless belief in equity will give us the foundations to build on our 'moonshot' aspiration of eliminating the disadvantage gap at The Globe Primary Academy.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations show that outcomes in <b>EYFS</b> for disadvantaged pupils is lower than their non-disadvantaged peers. Without securing foundational skills, this gap widens in pupils' formative years, causing significant inequity over time.</p> <p>Our internal data shows the attainment gap fluctuating wildly in the last few years (-66% in 2024 and -38% in 2025) which demonstrates less a strategic closing of gaps and more a lack of control over attainment.</p>
2	<p>Assessments show that disadvantaged pupils have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers and therefore access to the rest of the curriculum.</p>
3	<p>National assessments, observations, and teacher judgements show that disadvantaged pupils achieve less well than their peers in the core subjects (<b>reading, writing, maths</b>) by the end of KS2.</p> <p>During 2024-25, KS2 outcomes in RWM showed a significant 18% difference between disadvantaged and non-disadvantaged pupils. However, the outcomes for all pupils were also significantly lower (36%) than national (62%).</p>
4	<p>Data from 2024-25 shows that disadvantaged pupils had significantly lower <b>attendance</b> (89.9%) compared to non-disadvantaged (94.9%).</p> <p>Furthermore, persistent absence for disadvantaged pupils (32%) was significantly larger than non-disadvantaged (11%).</p> <p>This is negatively impacting disadvantaged pupils' progress and development in all areas of school life.</p>
5	<p>Our surveys, observations, and discussions with pupils, backed by external research, indicate that disadvantaged children do not have the same <b>cultural capital</b> opportunities compared with non-disadvantaged pupils. This can have a negative effect on their wellbeing and their understanding of the wider world.</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
EYFS GLD outcomes are high for all groups of pupils	GLD is at national or above with a negligible difference between disadvantaged and non-disadvantaged pupils
Pupil outcomes achieve national average expected standards in Phonics Screening Check at the end of Year 1	National average standards met or exceeded for phonics with a negligible difference between disadvantaged and non-disadvantaged pupils
Close the disadvantage gap at the end of KS2 outcomes in the core subjects	KS2 SATs outcomes are in line with national and with a negligible difference between disadvantaged and non-disadvantaged pupils
To achieve and sustain improved attendance for all groups of pupils, including reducing the persistent absence rates	Sustained high attendance demonstrated by the overall absence rate being below national average, including persistent absence and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1%
To enhance the levels of cultural experiences of all our pupils, but particularly those disadvantaged, and to ensure that all pupils can meet the '11 before 11' promises	High level of participation in enrichment activities, particularly among disadvantaged pupils, including clubs, trips, workshops etc. High percentage (95%+) of pupils to achieve '11 before 11'

## 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: **£54,831**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Plan and deliver a strategic programme of high quality CPD for all staff (teachers, leaders, support staff).</p> <p>We will buy into Trust, Local Authority and externally provided CPD and training providers in order to upskill our staff and grow our leaders who will further drive improvements.</p>	<p>The <a href="#">Teacher Development Trust</a> state that “the most effective way that leaders can improve outcomes for children and young people is to focus on professional development. It may be surprising but focussing on this rather than on the quality of teaching alone brings greater improvement for learner outcomes”:</p> <p><a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a></p>	1,2,3
<p>Implement curriculum teams to collaborate with colleagues in championing their subject.</p> <p>We will invest in and empower potential leaders by developing their skills through NPQ programmes.</p>	<p>For the <a href="#">Research Schools Network</a>, Tracey Adams draws on four EEF guidance reports to highlight the importance of effective subject leaders in driving improvements and equity:</p> <p><a href="https://researchschool.org.uk/stmatthews/news/eyes-up-empowering-subject-leaders">https://researchschool.org.uk/stmatthews/news/eyes-up-empowering-subject-leaders</a></p>	1,3,5
<p>Purchase of full RWI Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Appoint a full-time phonics lead to oversee outcomes and support staff competency.</p> <p>We will maintain our close partnership with the West Sussex Phonics Hub, using their expertise to enhance provision.</p>	<p>Synthetic phonics approaches are backed by a strong body of evidence that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>The <a href="#">DfE</a>’s analysis of English Hubs shows the positive impact they have on pupil outcomes through close school to school collaboration:</p>	2

	<a href="https://www.gov.uk/government/publications/early-analysis-of-english-hubs-phonics-attainment-2021-to-2022">https://www.gov.uk/government/publications/early-analysis-of-english-hubs-phonics-attainment-2021-to-2022</a>	
<p>Re-design our curriculum to make it relevant, engaging, well sequenced and address gaps in learning.</p> <p>Where needed, we will purchase schemes of work or programmes (e.g. TTRS, Accelerated Reader, White Rose, Jigsaw, myON, Widgit, Nessy, etc) to supplement the curriculum and aid teaching and learning.</p>	<p>Judy Willis, writing in <a href="#">Psychology Today</a>, states that 'Brain research tells us that when the fun stops, learning often stops too':</p> <p><a href="https://cdn2.psychologytoday.com/assets/attachments/4141/the-neuroscience-joyful-education-judy-willis-md.pdf">https://cdn2.psychologytoday.com/assets/attachments/4141/the-neuroscience-joyful-education-judy-willis-md.pdf</a></p> <p><a href="#">Ofsted, 2014</a> also acknowledge that 'coherent schemes of work build effectively on learners' baseline knowledge and skills'</p> <p><a href="#">Martin et al (2023)</a> published their findings for the EEF on the use of schemes to manage staff workload, leading to better output, better rates of staff retention, and ultimately, better outcomes for pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/workload-review">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/workload-review</a></p>	1,3,4,5
<p>Widen our enrichment opportunities in relation to teaching and learning.</p> <p>For instance, we will bring topic related workshops into school and will take our children to exceptional venues outside of school.</p>	<p>Recent research by the <a href="#">Centre For Young Lives (2025)</a> revealed a positive link between enrichment and school attendance, and therefore, pupils' attainment:</p> <p><a href="https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis">https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis</a></p>	4,5
<p>Enhance specialist teaching, e.g. PE coach, swimming instructor, art teacher, music tutors.</p> <p>This will have the double benefit of high-quality learning for children and high quality CPD for staff.</p>	<p><a href="#">Bagley et al (1996)</a> and <a href="#">Morris and Perry (2019)</a> found that curriculum specialism was an attractive provision to local families and that schools taking advantage of these demonstrate a higher level of autonomy and improved outcomes.</p>	1,4,5

	<a href="#">The Education Policy Institute</a> notes that high quality CPD is often driven by specialist teachers, thus fostering a workforce culture of healthy professional competition.	
Pupil Premium Lead will champion disadvantaged pupils, raise their profile, track their progress, monitor needs, and direct support.	<p><a href="#">Cheng et al (2016)</a> demonstrate that decisions in autonomous settings are often made by a 'wider group of actors beyond the headteacher'.</p> <p>This case study article demonstrates how a school has 'closed the gap' by carefully tracking the children:  <a href="https://www.headteacher-update.com/best-practice-article/pupil-premium-tracking-progress-challenges-and-involvement-a-case-study-poverty-disadvantage/231632/">https://www.headteacher-update.com/best-practice-article/pupil-premium-tracking-progress-challenges-and-involvement-a-case-study-poverty-disadvantage/231632/</a></p>	1,2,3,4

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

Budgeted cost: **£36,295**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver regular and effective speech and language support. This is both at school level and in collaboration with the Local Authority's speech and language team.	The <a href="#">EEF</a> states additional one-to-one/small group support, particularly in the early years of speech and language development, can give enhanced levels of progress (i.e. 5 months progress from one set of intervention).	1,2
<p>Allocate additional adult support for low attaining pupils in classrooms.</p> <p>We will also deploy 1-1 support for pupils with specific needs.</p>	<p>The <a href="#">EEF</a> confirms that Teaching Assistants can 'provide a large positive impact on learner outcomes' but does warn that this is dependent upon how they are deployed:  <a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	1,2,3,4

<p>Subject specific interventions during school hours, including CPD for adults undertaking interventions.</p> <p>We also have interventions that run outside of school hours, such as after school boosters.</p> <p>Interventions are delivered by a wide range of staff, not just support staff, and includes senior leaders and learning mentors.</p> <p>Use a range of programmes and strategies to help staff tailor the interventions to the needs of pupils (e.g. Nessy, WellComm, RWI, Widgit, Testbase, PiXL, Accelerated Reader, etc)</p>	<p>In his groundbreaking study, 'Visible Learning', <a href="#">John Hattie (2008)</a> found that effective interventions and pupils' response to interventions positively impacted their learning:</p> <p><a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p> <p>The <a href="#">EEF</a> states that stronger positive benefits can be made (additional 4-6 months across a year) when interventions are undertaken, provided these have been specifically tailored to the needs of the individual children through teacher directive, and for which the provider has been trained:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£19,874**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing, nurture and therapeutic activities for children with specific needs or those experiencing emotional challenges.</p> <p>This also includes high quality training for staff in using specific programmes (e.g. Drawing and Talking, Lego therapy, sensory circuits, SEND swim).</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. "Giving time to teach children how to self-manage their emotions and cognitive elements of learning, can lead to enhanced progress of around 4 months across a year":</p> <p><a href="#">Social &amp; Emotional Learning   Teaching and Learning Toolkit   EEF</a></p>	4,5
Effective use of Learning Mentors, specially trained	There is much research linking the role of learning mentors to pupils' emotional and academic progress.	4,5



pastoral staff, who support pupils and their family's wellbeing.	<p><a href="#">Blue Squid Learning</a> focusses on supporting childhood trauma and anxiety, whilst <a href="#">Every Child Needs a Mentor</a> cites significant academic outcomes following several real-life case studies:</p> <p><a href="https://everychildneedsamentor.com/wp-content/uploads/2014/10/Every-Child-Needs-a-Mentor-Information.pdf">https://everychildneedsamentor.com/wp-content/uploads/2014/10/Every-Child-Needs-a-Mentor-Information.pdf</a></p>	
<p>Promote engaging lunchtime and breaktime provision with high quality resources, structured games and involved adults.</p> <p>We will train Sports Leaders and 'Peer Pals', Year 6 role-models who support younger children across the school.</p>	<p><a href="#">Baines and Blatchford (2019)</a>, in research funded by the <a href="#">Nuffield Foundation</a>, highlighted the value of effective school break and lunch times on pupils' physical, mental and social health:</p> <p><a href="https://www.nuffieldfoundation.org/wp-content/uploads/2019/05/Final-report-School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf">https://www.nuffieldfoundation.org/wp-content/uploads/2019/05/Final-report-School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf</a></p>	1,3,5
<p>Introduce a range of incentives, rewards and interventions for behaviour and attendance.</p> <p>Teams will lead on supporting behaviour and attendance, the latter being dubbed The 'A' Team as it is such a high school priority.</p> <p>We will also form close partnerships with the Local Authority's attendance team, including EWO support.</p>	<p>'<a href="#">Supporting the attainment of disadvantaged pupils</a>' (Nov 2015) states the obvious fact that children must be in school before they can access their learning. In addition, they need to demonstrate good learning behaviours to make progress.</p> <p><a href="#">EEF</a> research shows that positive learning behaviours is a key driver of academic achievement:</p> <p><a href="#">Behaviour Interventions   Teaching and Learning Toolkit   EEF</a></p>	4
<p>Improve communication systems between home and school so that parents can support their children at home.</p> <p>We will partner with the charity 'Parent Kind' to foster positive relations and high parental engagement.</p>	<p>The <a href="#">Centre for Real-World Learning</a> has published compelling research in the role played by parents in their child's all-round achievement:</p> <p><a href="https://birthto5matters.org.uk/wp-content/uploads/2021/03/The-Impact-of-Parental-Engagement-on-Learner-Success613583-1.pdf">https://birthto5matters.org.uk/wp-content/uploads/2021/03/The-Impact-of-Parental-Engagement-on-Learner-Success613583-1.pdf</a></p> <p>Furthermore, <a href="#">EEF</a> has a strong body of evidence showing that the impact of</p>	1,2,3,5

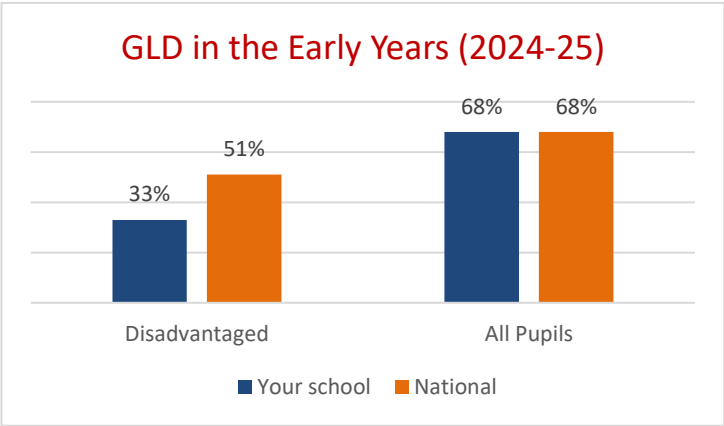
	parental engagement to pupils comes at a minimal cost to schools: <a href="#">Parental Engagement   Teaching and Learning Toolkit   EEF</a>	
Provide financial support and subsidies to families so that their children can actively participate in all aspects of school life, e.g. trips, breakfast/after school clubs, workshops, swimming, uniform etc.	The Sutton Trust (2018) explains how parents from high socio-economic backgrounds use “financial and cultural resources to boost their children’s chances of success”, whilst conversely, the opposite is true for disadvantaged families. <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/Parent-Power-2018.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/Parent-Power-2018.pdf</a>	4,5

**Total budgeted cost: £111,000**

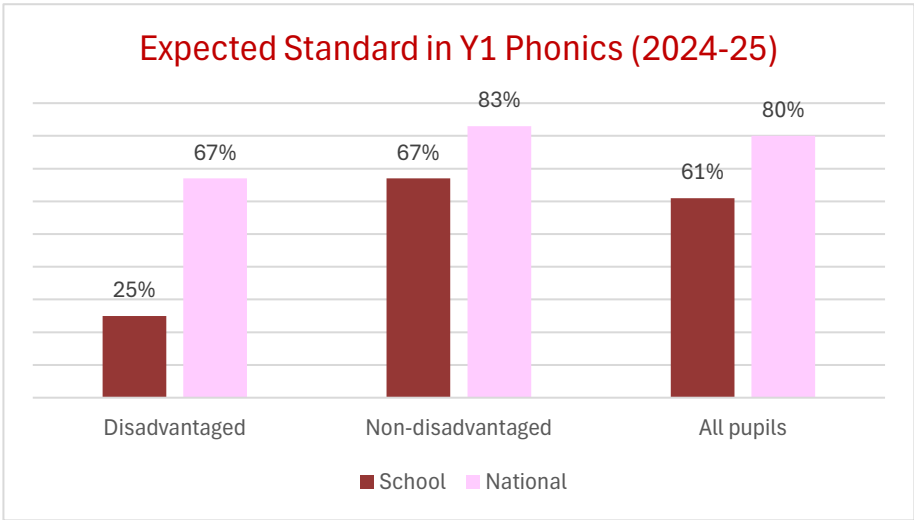
# Part B: Review of the Previous Academic Year

## Outcomes for Disadvantaged Pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Added to our overall analysis is qualitative data through surveys, observations and feedback from different stakeholders, including children.



Our data in the Early Years shows that whilst we are at national expectations (68%) for GLD overall, our disadvantaged pupils (33%) achieve significant below other disadvantaged pupils nationally (51%).



This chart shows that all pupils at our school are performing well below national expectations in the phonics screening checks in Year 1.

In particular, our disadvantaged pupils perform significantly below (25%) their non-disadvantaged peers (67%) at school and against other disadvantaged pupils nationally (67%).

### KS2 outcomes in RWM for disadvantaged pupils

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	17	18%	47%	Below (sig-)	69%	-52	Widening

By the end of KS2, our disadvantaged pupil's attainment was significantly below (18%) their disadvantaged peers nationally (47%). They also achieved less well than the non-disadvantaged pupils at our school (36%). Overall, our school was significantly below the national figure for all pupils (62%). Our analysis of individual subject performance shows weaknesses in all areas of the curriculum.

### Attendance for 2024-25

Pupils	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
All pupils	402	93.50%	94.80%	Below	Relative decline
Disadvantaged	96	90.40%	92.40%	Below	Relative decline

Our whole school attendance for the last academic year (93.5%) was slightly below national (94.8%) with a gap of -1.3%. However, the gaps between disadvantaged and non-disadvantaged pupils at school level (-3.1%), and our disadvantaged pupils compared to national disadvantaged pupils (-2%) remains stubbornly higher.

The table below shows a similar trend in our persistent absence rates, where our disadvantaged pupils' data is significantly worse than their peers at school and against national expectations.

### Persistent Absence for 2024-25

Pupils	Cohort	School	National	National distribution banding	Trend
All pupils	402	17.9%	13.3%	Above (sig+)	No sig change
Disadvantaged	96	31.3%	24.5%	Above (non-sig)	No sig change

Pupil surveys and internal data shows that many of our pupils have low aspirations and fewer experiences to develop their cultural capital. This is especially higher amongst our disadvantaged pupils. Attendance at clubs and school-based enrichment programmes was lower for disadvantaged pupils compared to non-disadvantaged. This correlates with lower parental engagement from these same disadvantaged families. One pupil said, "When I grow up, I want to be an ipad so mummy will play with me."

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations in the last academic year.

Our evaluation of the approaches and overall review of our pupil premium strategy indicates that a significant period of instability at the school led to a less effective delivery and monitoring of many aspects of the strategy. Consequently, we have set out this heavily updated, ambitious three-year strategy that matches our budget and resources with pupils' needs. It is closely aligned to our school development plan and includes a named pupil premium lead to monitor the ongoing impact, so that we are on course to achieve the outcomes we set out in the Intended Outcomes section above.

## Externally Provided Programmes

Programme	Provider
Speech and Language	West Sussex Local Authority
RWI	Oxford University Press
Nessy	ILT Education
WellComm	Renaissance Learning
Drawing and Talking	Drawing and Talking
Accelerated Reader	Renaissance Learning
White Rose	White Rose
Times Table Rock Stars	Maths Circle Ltd
O-Track	Juniper Education
Arbor	Arbor
Study Bugs	Study Bugs
Rocksteady	Rock Steady
Class Dojo	Class Dojo
Schools Library Service	West Sussex Local Authority
Google Classroom	Alphabet Inc