

# Pupil premium strategy statement – Gledhow 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	660 (census data Oct.)
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-25 2025-26 current year 2026-27
Date this statement was published (year 2 of the strategy)	31.12.25
Date on which it will be reviewed	30.12.26
Statement authorised by	S Parkinson, Headteacher
Pupil premium lead	S Parkinson, Headteacher
Governor lead	Sarah Burden

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total: £106,630
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£106,630
<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>	

# Part A: Pupil premium strategy plan

## Statement of intent

Gledhow Primary School strives for success through our vision of being adventurous and the key values of being responsible, ambitious and resilient. We know we cannot achieve the vision and values unless every pupil feels valued and respected. This is of upmost importance for our pupils in receipt of pupil premium funding. We aim to create an environment that allows all our pupils to achieve their full potential and to derive maximum benefit from attendance at our school. Our commitment is exemplified through objective one of our Equalities statement, which details how we will 'ensure that all our students have equal access to an appropriately challenging curriculum, which will lead to social mobility and employability.'

The ultimate objectives for our disadvantaged pupils are:

- Developing the executive functioning and foundational knowledge in order to make a strong start in EYFS and transition effectively to KS1.
- Reading with the appropriate fluency to be able to access the wider curriculum.
- Having mathematical automaticity to succeed in their maths curriculum.
- Being supported pastorally to have a deeper level of resilience in order to deal with any challenges they face and develop effective learning behaviours.
- Attending school regularly and punctually in order to maximise their learning.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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; attainment will be sustained and improved for all pupils. QFT will be supported by early intervention to meet individual and group needs, and supplemented with wider support to ensure social, emotional needs are met and all children have access to high quality extra-curricular activities and experiences.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, through our staff knowing our children and community well. Our outcomes will be linked to our school improvement plan and have clear, measurable outcomes. Everything we do is robustly monitored and quality assured to deliver the maximum impact of the funding. The approaches we have adopted complement each other to help all pupils excel. We adopt a whole school approach in which all staff take responsibility for improving disadvantaged pupils' outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Children entering EYFS with poor executive function and limited foundational knowledge
2	Ability to read fluently to access the wider curriculum
3	Automaticity of multiplication skills impacting further maths progress
4	Attendance; higher % of PP pupils are PA; individual cohort/pupil level cases
5	Many of our PP pupils fall into multiple context groups
6	SEMH/resilience to learn and develop strong executive function

## 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
PP pupils leave Early Years with appropriate levels of executive function and foundational knowledge so that they are ready for KS1	<ul style="list-style-type: none"><li>Increased % of PP pupils who access EYFS curriculum achieving the ELG for: PSED; Maths; Literacy; CLL</li></ul>
PP pupils can read fluently enough so that reading is not a barrier to making progress within the curriculum that those pupils access	<ul style="list-style-type: none"><li>Progress within individualised curriculums for those PP pupils who work outside their chronological curriculum.</li><li>Increased % of PP pupils who access Y1 curriculum passing the phonics screening first time</li><li>Increased % of PP pupils who access age appropriate curriculums passing the phonics screening resit in Y2</li><li>Increased % of PP pupils accessing age appropriate curriculums achieving expected levels of WPM in reading fluency assessments</li><li>Increased % of PP pupils accessing age appropriate curriculums reaching EXS+ at the end of KS2</li></ul>
PP pupils can fluently recall multiplication facts in order to make progress in KS2 maths	<ul style="list-style-type: none"><li>Progress within individualised curriculums for those PP pupils who work outside their chronological curriculum.</li></ul>

	<ul style="list-style-type: none"> <li>Increased % of PP pupils accessing age appropriate curriculums achieving 23+ in the Y4 MTC</li> <li>Increased % of PP pupils accessing age appropriate curriculums achieving EXS+ at the end of KS2</li> </ul>
PP pupils attend school and are punctual in their arrival in order to maximise learning time	<ul style="list-style-type: none"> <li>Decrease in the numbers of PA PP children</li> <li>Increase in % attendance of PP children</li> </ul>
PP pupils develop the resilience to deal with setbacks so that their SEMH needs are not a barrier to progress	<ul style="list-style-type: none"> <li>SEMH and pastoral intervention SDQs show positive progress from entry to exit.</li> </ul>

## 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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading leader additional release time for CPD, MQA and coaching £5000	EEF 'The Tiered Approach to Pupil Premium Spending – High quality teaching': <a href="#">Mentoring and coaching for teachers</a>	2
Continued impact of NPQLL for English leader to support foundational knowledge and progress from EYFS to KS1 £10,000	EEF 'The Tiered Approach to Pupil Premium Spending - High quality teaching': <a href="#">Professional development to support the implementation of evidence-based approaches</a>	1
Handwriting CPD to improve foundational knowledge in EYFS £1000	EEF 'The Tiered Approach to Pupil Premium Spending - High quality teaching': <a href="#">Professional development to support the implementation of evidence-based approaches</a>	1

<p>School improvement advisor to review Maths curriculum and current practice £500</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#"><u>Mathematics guidance: key stages 1 and 2</u></a></p> <p>EEF 'The Tiered Approach to Pupil Premium Spending – High quality teaching': <a href="#"><u>Mentoring and coaching for teachers/leaders</u></a></p>	3
<p>Training for Maths Lead to attend Mastering Number training £500</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches</p> <p>EEF strand</p> <p>EEF 'The Tiered Approach to Pupil Premium Spending - High quality teaching': <a href="#"><u>Professional development to support the implementation of evidence-based approaches</u></a></p>	3
<p>Twilight training CPD programme for all teachers in shared pedagogy based on evidence informed cognitive science to build teacher knowledge and pedagogical expertise and the purposeful use of assessment. £5000 cost of training</p>	<p>EEF 'The Tiered Approach to Pupil Premium Spending – High quality teaching': <a href="#"><u>Professional development to support the implementation of evidence-based approaches</u></a>; <a href="#"><u>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</u></a></p> <p><a href="#"><u>EEF cognitive science review</u></a></p>	All
<p>CPD for EYFS/KS1 staff on high quality interactions and provision £1000</p>	<p>EEF 'The Tiered Approach to Pupil Premium Spending - High quality teaching': <a href="#"><u>Professional development to support the implementation of evidence-based approaches</u></a></p>	1

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

Budgeted cost: £34, 979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle EYFS/KS1 -Keep up and Y2+ Rapid Catch up resources to top up £1000	EEF 'The Tiered Approach to Pupil Premium Spending – Targeted Academic Support': <b>One to one, small group or peer academic tuition; Targeted interventions to support literacy and numeracy</b>	2
Teaching assistants trained to deliver EYFS/KS1 -Keep up and Y2+ Rapid Catch up interventions and reading fluency intervention 1 x FT TA £22,653	EEF 'The Tiered Approach to Pupil Premium Spending – Targeted Academic Support': <b>TA deployment delivering evidence-based, structured interventions</b>	2
Introduction of Little Wandle SEND programme for KS2 1 x PT TA £11,326	EEF 'The Tiered Approach to Pupil Premium Spending – Targeted Academic Support': <b>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</b>	2

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

Budgeted cost: £48, 651

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement officer £16890	EEF 'The Tiered Approach to Pupil Premium Spending – Wider strategies': <b>Supporting attendance</b>	4

	<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>	
Reduced cost for enrichment, trips and residential £4000	EEF 'The Tiered Approach to Pupil Premium Spending – Wider strategies': <a href="#">Extracurricular activities</a>	6
Learning mentors and behaviour support worker LM: £17000 BSW: £8500	EEF 'The Tiered Approach to Pupil Premium Spending – Wider strategies': <a href="#">Supporting pupils' social, emotional, and behavioural needs</a>	6
Research & working body into trauma informed relational for behaviour approaches £1761	EEF 'The Tiered Approach to Pupil Premium Spending – Wider strategies': <a href="#">Supporting pupils' social, emotional, and behavioural needs</a> Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	6
To targets and deliver parent events to increase levels of parental engagement to improve academic outcomes with practical approaches £500	EEF 'The Tiered Approach to Pupil Premium Spending – Wider strategies' <a href="#">communicating with parents</a>	All

**Total budgeted cost: £ 106,630**

## Part B: Review of the previous academic year (2024-2025)

### Outcomes for disadvantaged pupils

Review of outcomes:

**Outcome one: PP pupils leave Early Years with appropriate levels of executive function and foundational knowledge so that they are ready for KS1**

- ***Increased % of PP pupils who access EYFS curriculum achieving the ELG for: PSED; Maths; Literacy; CLL***

As the data below shows, progress towards this target has been positive, with outcomes for Pupil Premium pupils showing marked improvement across the Early Learning Goals. Between the last PP strategy (23-24) and the most recent data point (24-25) there have been increases between 8% and 50% in the proportion of PP pupils achieving expected standards in key areas including Personal, Social and Emotional Development (PSED), Communication and Language (CLL), Literacy, and Mathematics.

These gains reflect the impact of targeted interventions and high-quality early years provision focused on developing executive function and foundational knowledge. As a result, more PP pupils are leaving the EYFS stage with the skills and understanding necessary to access the Key Stage 1 curriculum with confidence.

#### **EYFS % of PP pupils achieving the ELG at end of Reception for key areas**

	23-24 (previous PP strategy)	24-25	25-26	26-27	Progress start to finish
Self-regulation (PSED)	25%	66.6%	TBC	TBC	+41.6% (23-25)
Managing Self (PSED)	25%	66.6%	TBC	TBC	+ 41.6% (23-25)
Building relationships (PSED)	25%	66.6%	TBC	TBC	+ 41.6% (23-25)
Listening, attention & understanding (CLL)	25%	50%	TBC	TBC	+ 25% (23-25)
Speaking (CLL)	25%	50%	TBC	TBC	+25% (23-25)
Writing (literacy)	25%	33.3%	TBC	TBC	+8.3% (23-25)
Comprehension (literacy)	25%	50%	TBC	TBC	+50% (23-25)

Word reading (literacy)	25%	50%	TBC	TBC	+50% (23-25)
Number (Maths)	25%	66.6%	TBC	TBC	+ 41.6% (23-25)
Numerical Patterns (Maths)	25%	66.6%	TBC	TBC	+ 41.6% (23-25)

**Outcome Two: PP pupils can read fluently enough so that reading is not a barrier to making progress within the curriculum that those pupils access**

- **Progress within individualised curriculums for those PP pupils who work outside their chronological curriculum.**
- **Increased % of PP pupils who access Y1 curriculum passing the phonics screening first time**
- **Increased % of PP pupils who access age-appropriate curriculums passing the phonics screening resit in Y2**
- **Increased % of PP pupils accessing age-appropriate curriculums achieving expected levels of WPM in reading fluency assessments**
- **Increased % of PP pupils accessing age-appropriate curriculums reaching EXS+ at the end of KS2**

Reading continues to be a key area of focus to ensure that it is not a barrier to curriculum access and academic progress for Pupil Premium pupils. There is a mixed picture in early reading outcomes: while the percentage of PP pupils passing the Phonics Screening Check in Year 1 and resits in Year 2 shows some variability, the overall average point score has increased, indicating improved attainment over time.

Targeted reading fluency interventions are having a demonstrable impact. An increasing proportion of PP pupils are showing improved words-per-minute (WPM) scores in reading fluency assessments. Notably, the average WPM for PP pupils is now in line with the whole cohort, suggesting that these interventions are successfully closing the fluency gap.

At the end of Key Stage 2, the percentage of PP pupils reaching the expected standard (EXS+) in reading remains consistent with the previous year. Internal data mirrors this trend, reflecting stable attainment levels. However, within-year tracking shows that the gap between PP pupils and their peers narrows as the year progresses. This demonstrates the positive impact of responsive, high-quality teaching and intervention.

Reading progress for PP pupils remains a central focus of class assessment meetings, where staff work to identify and address individual barriers to learning. This ongoing dialogue ensures that PP pupils receive the tailored support needed to continue making gains in reading fluency and comprehension; enabling them to access the full curriculum successfully.

**Phonics**

Year 1 pupils	23-24 (previous PP strategy)	24-25	25-26	26-27	Start to finish
Expected (EXs) Raw score 32+ %	50%	40%	TBC	TBC	-10% (23-25)

Average point score (OUT OF 40)	21	35.3	TBC	TBC	+14.3 points
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Year 2 pupils' retake	23-24 (previous PP strategy)	24-25	25-26	26-27	Start to finish
Raw score 32+	66%	25%	TBC	TBC	-41%
Average point score	29	19	TBC	TBC	-10

#### **End of KS2 reading data (for pupils working at age-related curriculum minus SEND pupils)**

SATS data	23-24 (previous PP strategy)	24-25	25-26	26-27	Start to finish
EXS+	50%	63%	TBC	TBC	+13% (23-25)

#### **Internal whole school reading gap**

Internal reading data	23-24 (previous PP strategy)	24-25	25-26	26-27	Start to finish
EXS+ autumn	35.7 %	40%	TBC	TBC	+4.3% (23-25)
EXS+ spring	28.8 %	34.7%	TBC	TBC	+5.9% (23-25)
EXS+ summer	27.8 %	32%	TBC	TBC	+4.2% (23-25)
Closure within year	-7.9 %	-8%	TBC	TBC	0.1%

#### **Reading Fluency Intervention (Year 3 – Year 6)**

This table shows the baseline data from each year group's baseline data and the average words per minute (WPM) they have read. To follow a cohort view the table and read the data diagonally.

Average WPM	24-25	25-26	26-27	Cohort progress
Year 3	All: 92 WPM PP: 70WPM	All: 75WPM (new cohort)	TBC	N/A first year 24-25
Year 4	All: 116 WPM PP: 97 WPM	All: 100WPM PP: 80WPM	TBC	Y3 to Y4 All: +8 WPM PP: +10 WPM
Year 5	All: 125 WPM PP: 112 WPM	All: 136WPM PP: 115WPM	TBC	Y4 to Y5 All: +20 WPM PP: +18 WPM

Year 6	(old cohort)	All: 130WPM PP: 123 WPM	TBC	<b>Y5 to Y6</b> All: +5 WPM PP: +11 WPM	
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### Outcome three: PP pupils can fluently recall multiplication facts in order to make progress in KS2 maths

- **Progress within individualised curriculums for those PP pupils who work outside their chronological curriculum.**
- **Increased % of PP pupils accessing age-appropriate curriculums achieving 23+ in the Y4 MTC**
- **Increased % of PP pupils accessing age-appropriate curriculums achieving EXS+ at the end of KS2**

Fluency in multiplication remains a key area of development for Pupil Premium pupils. The proportion of PP pupils achieving 23+ in the Year 4 Multiplication Tables Check (MTC) saw a slight decrease of 2%, maintaining a similar outcome to the previous year, with roughly half of PP pupils reaching this benchmark. This consistency indicates that while some foundational knowledge is being retained, multiplication recall continues to be a barrier to broader mathematical progress. As such, this remains a priority focus during assessment meetings and intervention planning.

Despite this challenge, there has been a positive upward trend in the proportion of PP pupils achieving the expected standard (EXS+) in KS2 mathematics SATs, with a 3% increase in pupils accessing and succeeding within an age-appropriate curriculum. This suggests that targeted support and sustained teaching efforts are having a measurable impact by the end of Key Stage 2. Although continued focus on early fluency is essential to secure stronger outcomes for the end of primary school.

Of the 72 children on the PP register, 10 are taught and assessed using an individualised curriculum (B Squared) to enable teachers to plan for specific skill and knowledge acquisition using smaller steps. The B2 assessment tool enables smaller steps of progress to be tracked within 'stages.' These children will not have achieved the age expected level, however the table below indicates for each of the 10 pupils, if progress was made in each term (green – in all subjects, amber – in some, red – in none)

Child	Year group	Autumn	Spring	Summer
R	1		Positive progress in writing and maths	Positive progress in reading, writing and maths
N	2	Positive progress in reading, writing and maths	Positive progress in reading, writing and maths	Moved onto year group curriculum
E	2	Positive progress in reading, writing and maths	Positive progress in reading, writing and maths	Positive progress in reading, writing and maths
P	2	Positive progress in reading, writing and maths	Positive progress in reading, writing and maths	Positive progress in reading, writing and maths

E	3	Accessing bespoke social, emotional and mental health curriculum including attendance at inclusion base.		
I	3	Positive progress in reading, writing and maths	Positive progress in reading, writing and maths	Moved onto year group curriculum
L	3	Positive progress in reading, writing and maths	Positive progress in reading, writing and maths	Moved onto year group curriculum
R	4	Positive progress in reading and writing. Working within year group curriculum for maths	Positive progress in reading and writing. Working within year group curriculum for maths	Positive progress in reading and writing. Working within year group curriculum for maths
A	5	Positive progress in reading, writing and number	Positive progress for reading and number. Moved onto year group curriculum for writing	Positive progress for reading and number. Working onto year group curriculum for writing
A	5	Positive progress in reading, writing and number	Positive progress for reading and number. Moved onto year group curriculum for writing	Positive progress for reading and number. Working onto year group curriculum for writing

MTC data	23-24 (previous PP strategy)	24-25	25-26	26-27	Start to finish
Raw score 23+	54%	52%	TBC	TBC	-2% (23-25)

End of KS2	23-24 (previous PP strategy)	24-25	25-26	26-27	Start to finish
EXS+	60%	63%	TBC	TBC	+3% (23-25)

#### Outcome four: PP pupils attend school and are punctual in their arrival in order to maximise learning time

- Decrease in the numbers of PA PP children
- Increase in % attendance of PP children

#### Outcome five: PP pupils develop the resilience to deal with setbacks so that their SEMH needs are not a barrier to progress

- SEMH and pastoral intervention data show positive progress from entry to exit. A sample of anonymised data is below.

Intervention	Who	Delivered by	Impact
Guiding Lights	[REDACTED]	NW	112-96
	[REDACTED]		181-105
	[REDACTED]		68-65
Positive 1:1s	[REDACTED]	YP	New starter
Pupil Council	[REDACTED]	NW	Narrative
	[REDACTED]		Narrative
Art group	[REDACTED]	YP	18 – 19 “being in the group makes me feel happy. I want to stay. I’m lucky to be in art club”
	[REDACTED]		12- 18 “it really helps me”
	[REDACTED]		16 – 20 “it makes me feel happy”
	[REDACTED]		New starter
	[REDACTED]		New starter
	[REDACTED]		18 – 19 “being in the group makes me feel happy. I want to stay.”
	[REDACTED]		12-14 “I like art group, I want to stay”
	[REDACTED]		16 – 17 “I like it. I want to stay in the group.”
	[REDACTED]		14-18 “It helped me to feel more confident”
	[REDACTED]		13 – 13 “I would like to be in the group.”
	[REDACTED]		14 – 16 “it makes me feel confident, I want to continue”
	[REDACTED]		12 – 16 “It makes me feel good and happy and it helps me to work.”
Positive 1:1s	[REDACTED]	YP	He recently read in the Eco Club Assembly, something he has struggled with in the past. Miss Pitter has been a factor in this with her reading sessions with him.
Confidence	[REDACTED]	VP	

- Of the 13 interventions that were delivered to pupil premium children, 100% were assessed as having positive impact on the children’s engagement with school life, wellbeing, confidence, conduct or learning behaviour. Some interventions were assessed through qualitative data measures including narrative;