

Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	Glapton Academy
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Cal Hurst Head Teacher
Pupil premium lead	Cal Hurst Head Teacher
Governor Lead Trustee Lead	Louise Wildman-Noon Karole Sergeant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143, 869
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143, 869

Part A: Pupil Premium Strategy Plan

Statement of Intent

We are currently adapt our curriculum plans to include a 2 year sequential progression for mixed year cohorts. This involves adjusting subject long-term plans to ensure that all subject concepts, knowledge and skills build systematically upon what pupils have learned previously resulting in pupils consistently remembering content.

Our biggest curriculum priority is to promote fluent written transcription skills by encouraging extensive and purposeful practice and explicit teaching of spelling. Monitor pupils' handwriting to ensure accurate letter formation habits and provide effective feedback to promote efficient and fluent handwriting. This will involve targeted support for our pupils in receipt of the PPG.

We particularly want to support pupils through the adaptation of the KS1 English curriculum to improve outcomes in writing and to provide time for pupils to be taught and to practise the component skills of transcription as part of their writing process. We believe if we start in EYFS and KS1 we will have a greater chance to improve the life chances for all our educationally disadvantaged pupils.

Reading, writing and maths remain our priority in both key stages and KS1 writing is a particular priority across KS1.

All children at Glapton Academy will once again be supported to make at least good progress and achievement across all subject areas but particularly reading, writing and maths to ensure they can reach age related expectations at the end of each KS.

Children identified as being close to ARE or GDS last year, have been identified, and will be targeted for accelerated progress to ensure they reach their potential.

Children who are SEND and also in receipt of PPG are a high priority and will receive precisely targeted intervention.

All children who were below ARE in attainment, progress or both have also been identified and are targeted for support.

A big focus this year is the early identification of children who are working at a greater depth in one area to see if any targeted support could help our disadvantaged pupils to achieve across all core areas.

We will be using our pupil premium to address the following priorities

- For disadvantaged pupils to make at least good progress and reach expected standards in reading, writing and maths. For disadvantaged higher attainers to achieve a higher standard and be supported to work at a greater depth in reading, writing and maths. KS1 writing and KS1 & 2 transcription being the priority this year.
- For our looked after or post looked after children to make at least good progress and reach expected standards. For higher attainers amongst these children to achieve a higher standard and be supported to work at a greater depth.
- To ensure continued accelerated progress in reading for spotlight readers (bottom 20%).
- To identify any cohort attendance and behaviour patterns across the school and to action these decisively.
- To continue to work tirelessly to reduce the percentage of disadvantaged pupils at risk of becoming persistently absent.
- To sustain and improve attainment for non-disadvantaged pupils' alongside accelerated progress for disadvantaged pupils.

- We continue to use diagnostic assessments to identify those children in need of support and use EEF researched and other validated interventions to precisely target support where something additional is needed.
- To provide Meet & Greets for our most vulnerable children.
- To provide regular 1-1 reading with running records for Y4/5/6 Spotlight readers.
- To provide the support needed to implement individual behaviour charts and associated rewards positively for our most vulnerable pupils and those with complex SEMH needs.
- Our pupil premium grant will enable us to create a whole school intervention timetable that is precisely targeted to identified needs and ensures the best deployment of resources.

Challenges

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

Challenge number	Detail of challenge
1	88% of pupils in receipt of PPG attained GLD which is significantly higher than National (+36%) so the challenge is ensure that these children maintain this strong start and those identified for GD are supported from the outset in Y1.
2	Significantly, low numbers of all pupils but particularly disadvantaged pupils were working at greater depth combined at the end of last year. 0% in Y1, 9% in Y2, 6% in Y3, 0% in Y4 and 6% in Y5. EXS (45%) combined data matched National (46%) at the end of KS2. Several cohorts also matched or exceeded National at combined except for Y3 (29%) and Y4 (18%). PPG pupils in Y4 and Y5 will have precisely targeted interventions.
3	Many children continue to have low levels of language on entry to EYFS, which impacts on access to all curriculum areas.
4	Attendance and persistence absence (PA) are improving but the need to continue to target disadvantaged children with PA remains a priority to stay in line with national patterns. PA levels at the end of last academic year were 19.6% for all pupils but 23.53% for pupils in receipt of PPG. Intervention is already having impact with current PPG PA at 14.29%.
5	Reading and phonics attainment is improving and we have seen a slight improvement for our disadvantaged pupils. We aim to narrow the gap further this year (PPG 64% pass/Non-PPG 86% pass).
6	Children's wellbeing, meta-cognition and self-regulation skills continue to be barriers to learning. Small group intervention is also needed across the school for support with emotional needs and the vast majority of these identified pupils are disadvantaged.
7	The gap between PPG and non-PPG at EXS has narrowed in some year groups but remains a priority. A key challenge has been identifying precise gaps and providing intervention for crucial catch up in Maths, Writing and Reading before the end of each key stage. Areas of concern are all core subjects for Y1 pupils going into Y2, writing for Y2 pupils going into Y3, reading, writing and maths for Y3 pupils going into Y5, writing for Y4 pupils going into Y5 and writing and maths for PPG pupils going into Y6.

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>To Further Develop Our Attendance Management Strategies to Further Reduce PA</p>	<p>Attendance Summer 2025 Whole School 96% Whole School PA Attendance 18% Nursery Attendance 90% Boys 95.5 % Girls 95 % PPG 95% SEND 94.5%</p> <ul style="list-style-type: none"> • All pupils and families aspire to high standards of attendance and there is a strong a culture where all can, and want to, be in school and ready to learn. • Attendance improvement is a high priority across the school • The Attendance Champion and SLT rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible • All parties work together to resolve attendance issues before they become entrenched • Any school identified barriers to attendance are removed • Any barriers outside of school are referred to early help or family plans created
<p>To Continue to Improve whole school reading outcomes through the provision of precisely targeted intervention and support for Spotlight Readers.</p>	<ul style="list-style-type: none"> • 83% of Y1 pupils pass phonics screen • Data analysis shows that at least 95% of pupils make expected progress and 30% make accelerated progress • 94% of pupils attain EXS at the end of Y1 and 77% Y2 by the end of the summer term • 18% of pupils attain greater depth (GDS) at the end of Y1 and Y2 by the end of the summer term • 82% and 29% of pupils attain EXS & greater depth (GDS) at the end of KS2 by the end of the summer term
<p>To continue to equip all pupils but especially PPG pupils to improve confidence and ability in all subjects by improving skills in oracy. To embed our work in oracy by supporting teachers to build speaking & listening into the whole curriculum, teaching & learning and wider school life. This will shape teaching & learning and enhance pupil life chances through talk.</p>	<ul style="list-style-type: none"> • At the end of EYFS 84% to achieve expected level in C&L • At the end of EYFS 84% to achieved expected level in Speaking • KS2 outcomes to show further accelerated progress in writing, in particular sentence variety and structure (for example increased proficiency in using complex sentences to re-

	<p>reflect increased understanding, and in organising and linking ideas in paragraphs) Writing 18% GDS / GPS 18% GDS</p> <ul style="list-style-type: none"> • QA shows 100% of teaching that provides good models of talking and listening • QA shows the use of age appropriate tier 3 vocabulary in 100% of cases. • Questioning is evidenced to support pupil understanding through careful planning
<p>To facilitate the support & training for all teaching assistants so that the needs of all pupils with SEND are met and that they learn the curriculum as well as their peers, by July 2025.</p>	<p>100% of teachers & Intervention TAs will be fully aware of attainment data for PP and SEND.</p> <p>The TA team of 12 TAs will access training in intervention and QFT for vulnerable pupils throughout the year.</p> <ul style="list-style-type: none"> • End of year PPG SEND attainment & progress outcomes broadly in line with National in Y6. • PPG SEND attainment gap narrows – aim for at least 60% PPG SEND to achieve ARE in reading, writing and maths across all year groups. • 100% of EHCP annual targets to be met/completed.
<p>To improve outcomes for all pupils but especially PPG pupils, in maths.</p>	<ul style="list-style-type: none"> • Pupils at the end of KS1 to attain at least as well as their national peers in maths at 68% with less than a 10% difference for PPG. • Y4 MTC: 80% for all pupils. • End of KS2 outcomes in Maths for all to be 80% with less than a 10% difference for PPG. • Pupils make positive progress to enable them to attain well, target is at least 0.1 in maths.
<p>To improve outcomes for all pupils but especially PPG pupils at GDS across reading, writing and maths.</p>	<ul style="list-style-type: none"> • Pupils at the end of KS1 attain at least as well as their national peers in all subjects, EYFS - 16% GD, KS1 – Reading 18% at GD, Writing 13% GD, Maths 13% GD, Combined 13% GD with less than a 10% difference for PPG. • End of KS2 outcomes are in line with target set of 16% at greater depth in combined subjects. (Reading 29% GD, Writing 18% GD and Maths 29% GD) with less than a 10% difference for PPG.

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

Budgeted cost: £50,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Teaching assistant to work on precisely targeted interventions with Y6 pupils during core curriculum time so that curriculum breadth remains for other subjects. Additional support will also be provided outside of lesson times	Additional Intervention teaching Assistant allows for quality feedback. Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. DFE guidance also validates the importance of additional trained adults to work alongside existing school staff to provide subject-specific work, revision lessons and additional support.	2,6,7
Additional TA intervention to support targeted Early Years & Y1 Intervention to support communication & Language	Overall, 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.	1, 3, 5, 6,7

Targeted academic support

Budgeted cost: £ 71,140.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Language Support in EYFS/Y1	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.	1, 3

Meet & Greet & Spotlight Readers 10.10 Club	<p>This is reading intervention, which also allows for supporting comprehension allowing 1-1 time to develop speaking and listening skills.</p> <p>It recognises the importance of EEF research that acknowledges that literacy progress requires motivation and engagement. Whilst providing reading time TAs will support comprehension by using</p> <ul style="list-style-type: none"> • Prediction • Questioning • Clarifying • Summarising • Activating prior knowledge <p>They will also keep running records to measure progress.</p>	4, 5, 6, 7
Additional Phonics Booster Groups	EEF research shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress	1, 5, 7
Talk Boost Intervention in F2 & Early Talk Boost in F1	The Communication Trust research shows that Talk Boost narrows the gap between 4-7 year olds by 12 – 18 months in a 10-week period.	1, 3
Catch Up Literacy/Numeracy	The EEF guide states that in order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy or numeracy skills.	2, 7
Switch on Reading	The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels in Y2	2, 5, 7
1 st Class at Number	EEF research shows that pupils who received 1 st class@number made, on average, two additional months' progress in maths.	2, 7
Go Petey	<p>Precision Teaching is a well-established, evidence-based intervention. It is a daily one to one intervention to teach and closely monitor an individual child's progress.</p> <p>Precision Teaching is aimed at children who are not meeting age-related expectations in literacy. It records essential data, highlighting small steps in progress of early literacy skills. Whilst also</p>	5, 7

	<p>providing evidence of the effectiveness of the intervention.</p> <p>It helps bridge the gap of early literacy. Focusing on accuracy and fluency of learning high frequency words and phonics.</p> <p>It helps motivate children to read by giving daily feedback and rewarding progress.</p>	
Contingency for unplanned/unexpected need	Support for extra-ordinary admissions	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 21,820.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Club	<p>Our two SMILE Clubs allows for the 'Restore' element of our EMR approach to behaviour to be carried out successfully with more challenging pupils.</p> <p>Research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children's behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research and it appears that interventions can reduce the harmful effects in schools. There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment. Our club allows the building of relationships over time.</p>	4, 6
ELSA Provision with two trained ELSA	<p>ELSA is validated by the Educational Psychiatrist Service to support self-esteem, relationships, and friendships, providing;</p> <p>Support for regulating strong emotions.</p> <p>Social communication support.</p> <p>Loss & bereavement support.</p>	6
Continuation of Attendance Champion role (0.2)	Support for Attendance AIP 2024/25	4
Attendance Prizes	Support for Attendance Plan 2024/25	4
Breakfast & After-School Places for Vulnerable Pupils	EEF guidance confirms that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after	4, 6, 7

	<p>school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p> <p>There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p>	
<p>Sports Club for KS1 & 2 targeting the least active</p>	<p>EEF guidance states Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. It will also be of benefit to tackle childhood obesity and engage children early and girls specifically in sport.</p>	<p>4, 6, 7</p>
<p>LEAD Equate training for Teaching Assistants to support understanding of pupil need and Disadvantage.</p>	<p>TAS have the opportunity to unpick different dimensions when representing information/ tasks to pupils with different needs as part of a broader framework for learning. TAs will look at each dimension, reflect on their own practice, and identify new methods to use with pupils.</p> <p>Staff continue to or learn to develop a positive approach to managing pupil behaviour.</p> <p>TAs are supported to reflect on a range of strategies and techniques to support the successful inclusion of pupils with autism in class and to feedback learning to colleagues.</p> <p>TAs to develop confidence and expertise in supporting learners for whom English is an Additional Language (EAL) and to feedback learning to colleagues.</p>	<p>1, 2, 5, 6, 7</p>

Total budgeted cost: £179,971

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.

EYFS GLD by Characteristic				
Category	School	Change from 2023	National	Gap
Overall	73%	+2%	68%	+6%
Male	71%	-2%	61%	+10%
Female	76%	+6%	75%	+1%
SEND	0%	-25%	25%	-25%
Non-SEND	79%	+2%	76%	+3%
FSM	88%	+21%	51%	+37%
Non-FSM	70%	-2%	72%	-2%
PPG	88%	-12%	52%	+36%
Non-PPG	70%	0%	70%	0%

Phonics Y1 Pass by Characteristic				
Category	School	Change from 2023	National	Gap
Overall	80%	-2%	80%	0%
Male	80%	-3%	77%	+3%
Female	79%	-1%	84%	-5%
SEND	50%	0%	52%	-2%
Non-SEND	83%	-6%	88%	-5%
FSM	78%	+28%	68%	+10%
Non-FSM	80%	-9%	84%	-4%

PPG	64%	+1%	68%	-4%
Non-PPG	86%	0%	83%	+3%

Y2 Phonics Rescreen Check

Expected Standard	School	LA	National	↑↓2023
All	43%	46%	57%	-25%
Boys	50%	50%	51%	-14%
Girls	33%	59%	60%	-40%
SEND	33%	35%	45%	0%
PPG	67%	49%		-11%

KS2 Combined EXS+ by Characteristic

Category	School	Change 2023	LA	National	Gap
All	66%	+10%	58%	61%	+5%
Male	63%	+11%	55%	57%	+6%
Female	70%	+9%	61%	64%	+6%
SEND	14%	+14%	23%	26%	-12%
PPG	45%	+10%	49%	46%	-1%

KS2 Combined GD by Characteristic

Category	School	Change 2023	LA	National	Gap
All	8%	-2%	7%	8%	0%
Male	9%	-1%	6%	6%	+3%
Female	7%	-4%	7%	9%	-2%
SEND	0%	0%	1%	2%	-2%
PPG	0%	-5%	4%	3%	-3%

Attendance Summer 202

Attendance 93.92% and PA 19.16%

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

Programme	Provider
Early Talk Boost	I Can
Nuffield Early Language Intervention (NELI)	Nuffield
Switch on Reading intervention	Nottinghamshire County Council
1 st Class at Number	Edge Hill University
Go Petey	GoPetey
Catch Up Literacy & Numeracy	CatchUp
Toe by Toe Reading Intervention	Toe by Toe