

Pupil premium strategy statement July 2025 – July 2026

This statement details our school's use of pupil premium funding for 2024 - 2025 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	Glade Academy
Number of pupils in school	180 whole school 57 PP children
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tracey McCarthy, Headteacher
Pupil premium lead	Tracey McCarthy, Headteacher and Pupil Premium Lead
Governor / Trustee lead	Maureen Eade, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,510
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,510

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will take into consideration all the challenges that all vulnerable pupils face. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not, as we recognise that not all socially disadvantaged children receive free school meals.

We will ensure that quality first teaching is at the heart of what we do, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In addition to this, we will ensure we provide quality CPD for staff development of subject leaders to ensure robust curriculum knowledge and effective delivery in the classroom.

Our curriculum will be carefully planned to include a wide range of enrichment opportunities to expose the children at Glade to Cultural Capital - giving our children access to an equal playing field. The curriculum will have a focus on the acquisition of vocabulary and 'knowing more, remembering more'. Children will be highly supported to develop their language and communication skills.

Our approach will be responsive to common challenges and individual needs, rooted in vigorous diagnostic assessment as opposed to assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- have a Pupil Premium Lead and Champion to promote and monitor this plan

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are mostly evident from entry into Reception through to KS2.
2	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils in Years 1, 2, 3, 4 and 5 is significantly below that of non-disadvantaged pupils.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils in Years 1, 2, 3 and 4 is significantly below that of non-disadvantaged pupils.
4	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils in Yrs 1, 2, 3 and 6 is significantly below that of non-disadvantaged pupils.
5	Our assessments, observations and discussions with staff, pupils and families have identified social and emotional issues for many pupils including a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been at 92.6% this reflects 1.6% lower attendance than that achieved for non-disadvantaged pupils.</p> <p>Our assessments, discussions and observations indicate that absenteeism and persistent lateness is negatively impacting disadvantaged pupils' progress (persistent absence for the whole school for the academic year 24-25 stands at 10.5%, whilst persistent absence for disadvantaged children is 17.5%).</p>
7	Our assessments, discussions and observations indicate that there is an ongoing need for increased engagement of parents and carers in school and at home with their children's learning.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> ● Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Feedback from external agencies backs up this evidence. ● Pupils use increasingly adventurous vocabulary ● Good communication skills, and vocabulary used contribute positively to learning
Improved writing attainment among disadvantaged pupils in all year groups.	<ul style="list-style-type: none"> ● Any gaps in attainment and progress steadily reduce ● Standards are in line with national expectations or better ● High quality teaching and learning across the academy, through skilled teaching that meets pupils' needs ● Lessons are consistently effective ● Adults provide excellent scaffolding and role modelling
Improved maths attainment for disadvantaged pupils in all year groups.	<ul style="list-style-type: none"> ● Any gaps in attainment and progress steadily reduce ● Standards are in line with national expectations or better ● High quality teaching and learning across the academy, through skilled teaching that meets pupils' needs ● Lessons are consistently effective ● Adults provide excellent scaffolding and role modelling
Improved reading attainment for disadvantaged pupils in all year groups.	<ul style="list-style-type: none"> ● Any gaps in attainment and progress steadily reduce ● Standards are in line with national expectations or better ● High quality teaching and learning across the academy, through skilled teaching that meets pupils' needs ● Lessons are consistently effective ● Adults provide excellent scaffolding and role modelling
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from children's voice, children, staff and parent surveys ● Teacher observations, discussions and feedback ● Parents and carers know how to access support ● A range of enrichment activities in place and pupils identified as disadvantaged are able to access these should they wish

<p><i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i></p>	<p><i>Sustained high attendance from 2025/26 demonstrated by:</i></p> <ul style="list-style-type: none"><i>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.3%.</i><i>• support and interventions in place for families needing additional measures</i><i>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 4% greater than their peers</i><i>• persistent absenteeism for disadvantaged pupils to be no more than 14%.</i>
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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: **£63,790**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly PPM for all classes</p> <p>Total: £1,600 (teachers' time for meetings + cover).</p>	<p>Rigorous monitoring of progress made by pupils – disadvantaged children are discussed first as a separate group at each of the meetings.</p> <p>A team approach around PPM.</p> <p>Accurate and effective use of PiXL data and assessment processes to inform teaching and learning to ensure impact.</p>	1, 2, 3, 4
<p>Academy Plans for EYFS, Maths, English and SSaFS (Staff, Student and Family Support Team).</p> <p>As part of Leadership Team meetings.</p>	<p>PP lead will work closely with EYFS, Maths and English leads; Leadership Meetings provide an effective forum for liaison.</p>	1, 2, 3, 4
<p>Pride in Maths and English learning and work will be evident throughout the school</p> <p>(£200 for materials, stickers for the front covers of books etc.)</p>	<p>Writing and maths is a focus across the school</p> <p>Displays will evidence the quality of pupils' work</p> <p>Rewards will celebrate achievement and presentation in maths and English</p> <p>Presentation of books will be a priority</p> <p>OFSTED (May 2022) recognised children take pride in their work and this shows in their presentation. Annual Trust Audits evidence that we have continued to make progress across the school with this focus area since 2022.</p>	1, 2, 3, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access the Maths Hub resources and CPD.</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>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p>	3

<p>£3,500 (teacher time + cover).</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p><i>Improving Mathematics in Key Stages 2 and 3</i></p> <p>The school's improvement plan will have a relentless focus on continuing to develop fluency and mastery in maths.</p> <p>Teachers' and Assistant Teachers' skills and standards need to be maintained to ensure they have the robust subject knowledge to deliver the curriculum, thus supporting learners effectively.</p> <p>OFSTED (May 2022) identified as next steps for KS1 to have evidence of developing fluency in maths.</p> <p>Discussions in Pupil Progress Meetings for EYFS and Y1 (current Yrs 1 and 2) have identified a need to develop and embed knowledge and understanding of place value, and the number system, for a significant number of children...maths lessons will be enhanced with work focusing on this across the school.</p>	
<p>We will fund teacher release time to embed key elements of guidance in school and to access the English Hub resources and CPD.</p> <p>£3,500 (teacher time + cover).</p>	<p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Teachers' and Assistant Teachers' skills and standards need to be maintained to ensure they have the robust subject knowledge to deliver the curriculum, thus supporting learners effectively.</p> <p>OFSTED (May 2022) recognised that reading is given a high priority at Glade and the drive for this needs to continue.</p>	<p>2, 4</p>
<p>ATs are used to good effect to support children.</p> <p>ATs will supplement and support teachers' work with pupils eligible for PP.</p> <p>Support and further challenge will be given to challenge children who are working at or on the cusp of GD.</p> <p>ATs will also support the development of children's speaking and listening, reading,</p>	<p>EET research shows that small group intervention (the smaller the group, the more effective) is effective in raising attainment.</p> <p>Small group tuition EEF</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. This intervention will include an emphasis on explicitly modelling the writing process and using talk to develop writing, two strategies proven to be effective in improving writing by EET research.</p>	<p>1, 2, 3, 4</p>

<p>writing and maths skills through the use of targeted pre and same day interventions.</p> <p>ELSA and nurture support</p> <p>Implementation of interventions and therapies to address any gaps and secure key learning</p> <p>£36,110 for interventions + a proportion of the funding of the rest of ATs' time.</p>	<p>...For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment...</p> <p>Individualised instruction_EEF</p> <p>Assessment outcomes should be used to inform teaching and learning approaches.</p> <p>Closing the gap. Securing of key knowledge, increased pupil confidence and engagement.</p> <p>OFSTED (May 2022)</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Support for children's emotional wellbeing and behaviour through additional support</p> <p>TOTAL: £5,000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning_EEF</p> <p>A range of interventions are in place to support positive behaviour with positive outcomes.</p> <p>SSaFS team (Student, Staff and Family Support) in place</p>	5, 6
<p>Quality first teaching from all staff:</p> <ul style="list-style-type: none"> - use of staff meetings to upskill teachers; - use of peer support and mentoring time to upskill teachers and teaching assistants. <p>£6,500</p>	<p>Ensuring an effective teacher is in front of each class is a key ingredient for success.</p> <p>Ofsted, May 2022.</p> <p>Education Endowment Fund guidance.</p>	1, 2, 3, 4
<p>Release time for PP lead to monitor and evaluate strategy</p> <p>No cost, as the headteacher is the PP lead.</p>	<p>The EEF Guide to the Pupil Premium_EEF</p>	All
<p>Wellbeing support for all staff.</p>	<p>Staff voice – professional discussions around the level of need we are now routinely seeing in mainstream school, and the</p>	1, 2, 3, 4

	<i>level of resilience needed by staff in order to effectively support these and all children.</i>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Performing Poetry project to continue</p>	<p>Out of 58 primary schools surveyed across England as part of an ongoing Education Endowment Foundation (EEF) funded study, 76 per cent said that children starting school in September 2022 needed more support with communication than in previous years.</p> <p>Paul Whiteman, general secretary of school leaders' union NAHT, said, 'The findings of this report are concerning but unsurprising. A reduction in social interaction with both peers and other adults during lockdown will inevitably have had an impact on some children's speech and language development.'</p>	<p>1, 2</p>
<p>Additional phonics sessions targeted at pupils who require further phonics support.</p> <p>Total: £3,000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF</p> <p>Teachers' and Assistant Teachers' skills and standards need to be maintained to ensure they have the knowledge to deliver the curriculum effectively, therefore ensuring the effective implementation of phonics teaching.</p>	<p>2</p>
<p>Phonics Interventions</p> <p>Total: £8,000</p>	<p>Although the teaching of phonics and Y1 phonics results has improved immensely in the school since the introduction of a Glade enhanced version of 'Letters and Sounds', good phonic knowledge supports reading and writing and accessing materials confidently, therefore a focus should still remain on phonics interventions where identified.</p> <p>OFSTED (May 2022), "TAs support children well in their learning in this."</p>	<p>1, 2, 4</p>
<p>Pupil Premium Passports</p> <p>(Containing SMART targets to support individual children with making better than expected progress in their areas of need, or further challenging them towards working at Greater Depth. These are reviewed, updated and shared with parents and children on a termly basis. Teachers and Assistant</p>	<p>EET research shows that small group intervention (the smaller the group, the more effective) is effective in raising attainment.</p> <p>Small group tuition EEF</p>	<p>1, 2, 3, 4</p>

<p><i>Teachers work from these for precision teaching (1:1) and small group interventions.</i></p> <p><i>TOTAL: As noted previously.</i></p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2 staff employed for the provision of breakfast club plus the cost of provisions.</p> <p>Total: £6,000</p>	<p>Research shows the importance of breakfast and the impact of missing breakfast on pupils' achievement in school. There are many pupils eligible for PP who do not have access to breakfast before school which impacts on learning.</p> <p>Providing a breakfast club can encourage children to attend school and can also be useful for tackling behaviour issues.</p> <p><i>The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry.</i></p>	<p>4, 5, 6</p>
<p>Improved access to wider enrichment opportunities and extra-curricular activities for pupils</p> <p>TOTAL: £1,000</p>	<p>Participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills (NAT CEN social research, Newcastle university).</p> <p>Researchers also discovered that children who participated in organised sports and physical activities at any time during primary school had better social, emotional and behavioural skills than those who did not take part.</p> <p>"After school clubs, based on school premises, seem to be an easy vehicle for policymakers and educators to ensure that children have access to both the core curriculum and wider enriching activities."</p> <p>OFSTED (May 2022), recommended that at Glade we should be further encouraging musicians, young artists and poets for example and that we need to offer a greater range of extra-curricular activities.</p>	<p>5, 6, 7</p>

<p>Continue to work with parents to improve children's academic outcomes amongst families of pupils eligible for PP through widening school participation and enrichment.</p> <p>Total: £1,300</p>	<p>Participation in trips and visits enriches pupils' life opportunities and helps engage pupils with learning. Families of pupils eligible for PP may be unable to support participation in trips and visits without financial assistance.</p> <p>Provision of holiday clubs.</p> <p>Extended provision of school clubs.</p> <p>OFSTED (May 2022) recommended that at Glade we should be further encouraging musicians, young artists and poets for example and that we need to offer a greater range of extra-curricular activities.</p>	<p>5, 6, 7</p>
<p>Continue to increase engagement of parents of pupils eligible for PP in school and home learning.</p> <p>Total: £5,500</p>	<p>Student and Family Support Worker to support PP pupils and their families with support, advice and guidance on a range of different issues and challenges, including signposting families to other professionals who can support their needs.</p> <p>Use of additional adult in school to work with children on SEMH approaches.</p> <p>EEF Toolkit states that parental engagement is consistently associated with pupil success at school. We aim to engage parents with their child's learning in a range of different ways.</p> <p>OFSTED (May 2022), "School commits funding to ensure that children receive additional support."</p>	<p>5, 6, 7</p>
<p>Embedding principles of good practice set out in the DfE's 'Working together to improve school attendance', fortnightly attendance meetings between the school's Attendance Lead and Attendance Officer and follow-up activities (e.g. attendance contract meetings with parents and carers).</p> <p>Toolkit for schools: communicating with families to support attendance - GOV.UK</p> <p>March 2024 (effective Sept 2024) advice.</p> <p>TOTAL: 1,000</p>	<p>The latest DfE guidance has set out good practice for schools to work together with parents/carers of children that have significantly reduced levels of absence and persistent absence.</p>	<p>5, 6, 7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set</p>	<p>All</p>

<i>£1,300.</i>	<i>a small amount of funding aside to respond quickly to needs that have not yet been identified.</i>	
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Total budgeted cost: £93,240

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 2024 to 2025 academic year.

We have experienced some turbulence with pupils over the course of the previous academic year. Outcomes varied across the different year groups in school in maths, reading and writing – Keeping these targets going forward ensures priority to further develop and ensure long term consistency and allow the good progress that has been made to be built upon.

Planning for individual PP pupils – through effective use of pupil premium passports has been regularly reviewed, monitored and evaluated.

Interventions across the school were targeted, effective & consistent and supported through the use of PiXL and Teacher Assessments, any accompanying interventions and therapies that are available were used to complement the curriculum and fill any identified gaps. This target will be kept to further develop and refine the strategies used.

Speech and language development has remained a priority. We have maintained a language rich, purposeful high-quality curriculum throughout the school, and this will remain a priority going forward. There has continued to be a focus on children 'knowing more, remembering more'.

			End of KS1 Outcomes:			End of KS2 Outcomes:			
	GLD	Y1 Phonics	Reading	Writing	Maths	Reading	Writing	Maths	Combined
Glade's PP outcomes July 2025	50%	64%	64% (20%)	25% (0%)	38% (0%)	67% (8%)	67% (0%)	67% (25%)	50% (0%)
National average July 2024:	52%	69%				63% (18%)	59% (7%)	59% (3%)	46% (3%)

Where above results are in brackets these are outcomes for Greater Depth.

Support to improve children's attendance, punctuality and access to learning has led to improved levels of attendance for individuals. Persistent absenteeism will also be a focus this forthcoming year.

Disadvantaged Attendance:

	2021 – 2022:	2022 – 2023:	2023 – 2024:	2024 - 2025
Overall attendance for				

disadvantaged children:	88.7%	92.2%	93.6%	92.2%
Authorised absence:	7.8%	5.9%	4.5%	5.2%
Unauthorised absence:	3.5%	2%	2%	2.6%
Persistent absence:		30.2%	17.6%	17.5%

Persistent absence figures have improved for our disadvantaged pupils in 2023-2024 from 17.6% to 17.5%.

Staff at Glade academy are held accountable for Pupil Premium progress, attainment and achievement and all staff are aware of who their pupil premium children are. The annual academy evaluation and target setting process are shared with the team and revisited throughout the year.

Summary: The drive needs to continue to move Glade Academy forward into next year through a sustained approach so that outcomes for all children will improve even more and the gap will be closed across all the areas identified in this report.

Service pupil premium funding

Measure	Details
Service pupil premium allocation	<p>Service pupil premium funding will be dedicated to the emotional wellbeing and academic achievement of service children.</p> <p>In the last academic year, we identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Assessments demonstrated progress in subject areas where extra support classes were provided.</p> <p>Pupils were settled and well supported.</p>

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have put an evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.