

Pupil Premium Strategy Statement -

Glen Hills 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 – school data correct as of 12/11/25

| Detail | Data |
|--|----------------|
| Number of pupils in school | 476 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 25/26-28/29 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Rebecca Wesley |
| Pupil premium lead | Rebecca Wesley |
| Governor / Trustee lead | Diana Tse |

Funding overview

| Detail | Amount |
|--|-----------|
| Pupil premium funding allocation this academic year | £141, 840 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <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> | £141, 840 |

Part A: Pupil premium strategy plan

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 Pupil Premium pupils to achieve that goal, including progress for those who are already high attainers.

We wish to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within our school setting. For all disadvantaged pupils in school, we wish them to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

High-quality 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. 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.

At Glen Hills we follow the 'tiered approach', recommended in the EEF's Guide to Pupil Premium. We believe the classroom is where we can make the most substantial impact on our pupils. Quality First Teaching has been shown to be the most effective method for closing the achievement gap for disadvantaged pupils and also to benefit those who are not classed as disadvantaged. We intend for non-disadvantaged pupils' attainment to also improve alongside their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust ongoing diagnostic assessment and analysis and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

The key principles of our strategy are as follows:

- *We aim to achieve excellent educational and personal development outcomes through **quality first teaching**.*
- *We aim to **address barriers to learning** and intervene at the point need is identified*
- *We offer **small group support** where appropriate to support pupil's needs*
- *We deliver **intervention sessions** for pupils that need extra help with maths and/or english where appropriate in Year 6.*

- We provide **well-being sessions**, with the support of our ELSA and SENDCO, to raise self-esteem, confidence and resilience where appropriate
- We provide **Classroom Assistant support** for self-esteem, confidence, resilience and attainment.
- We create opportunities for all pupils, ensuring we support those eligible for pupil premium to explore **extra-curricular activities**, having access to a range of **wider curriculum experiences** that enrich the curriculum and develop the pupil's character.
- We ensure disadvantaged pupils are challenged and supported in the work that they're set.
- All staff take a responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Context

Glen Hills is ranked at number 7th/275 overall on the deprivation index, putting Glen Hills in the top 2% of deprived schools in the county (1 being the most deprived). With the lowest year group being our current year one, at the 4th most deprived in the county.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps, as many disadvantaged children lack rich and varied experiences. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers. |
| 3 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils and their families continue to show the impact of the partial school closures to a greater extent than for other pupils. These findings are supported by national studies. |

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| | This has resulted in significant challenges, including those involving attendance and punctuality, leading to pupils falling further behind age-related expectations, especially in English and Maths. |
| 4 | Lower aspirations of our pupil premium families can result in proportionately lower parental engagement and support with homework, and reading. |
| 5 | More frequent social, emotional and behavioural needs are recognised |
| 6 | A high percentage of our disadvantaged pupils also have SEND. |

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 |
|--|---|
| Narrow the attainment gap in EYFS Good Level of Development (GLD) | The gap between disadvantaged pupils and non-disadvantaged pupils narrows in EYFS GLD. EYFS GLD for disadvantaged pupils is in line with the national average or better. |
| Narrow the attainment gap in phonics screening test between disadvantaged and non-disadvantaged pupils | The gap between disadvantaged pupils and non-disadvantaged pupils narrows in phonics. Phonics screening check pass for disadvantaged pupils is in line with the national average or better. |
| Narrow the attainment gap in reading between disadvantaged and non-disadvantaged pupils | Narrow the gap in EXS + attainment in reading between disadvantaged pupils and non-disadvantaged pupils Reading EXS + for disadvantaged pupils is in line with the national average or better. |
| Narrow the attainment gap in writing between disadvantaged and non-disadvantaged pupils | Narrow the gap in EXS + attainment in writing between disadvantaged pupils and non-disadvantaged pupils Writing EXS + for disadvantaged pupils is in line with the national average or better. |

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| <p>Narrow the attainment gap in maths between disadvantaged and non-disadvantaged pupils</p> | <p>Narrow the gap in EXS + attainment in maths between disadvantaged pupils and non-disadvantaged pupils</p> <p>Maths EXS + for disadvantaged pupils is in line with the national average or better.</p> |
| <p>Narrow the attainment gap in pupil attendance between disadvantaged and non-disadvantaged pupils</p> | <p>Narrow the gap in pupil attendance between disadvantaged pupils and non-disadvantaged pupils</p> <p>Reduce the percentage of disadvantaged pupils who are persistently absent compared to non-disadvantaged pupils.</p> |
| <p>Improve disadvantaged pupils' cultural capital through enrichment and wider curriculum opportunities</p> | <p>Increase in disadvantaged pupils participating in school clubs, visits and the wider curriculum</p> <p>Increase disadvantaged pupils' knowledge of cultural capital.</p> |
| <p>Improve well-being for our pupils, especially disadvantaged pupils.</p> | <p>Increase in disadvantaged pupils participating in school clubs, visits, enrichment opportunities and the wider curriculum</p> <p>Reduce anxiety to support learning and well-being</p> <p>Reduce negative behaviour to support learning and wellbeing</p> <p>Reduce barriers to learning to support learning and well-being.</p> |

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: £ 51, 840

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To continue to embed the use of Pupil Premium First to prioritise these children during lessons and feedback, through Quality First Teaching.</p> | <p>Evidence to support the impact of quality first teaching. The EEF notes that effective feedback appears to have a greater effect on primary pupils (+8 months):</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p> <p>The EEF Guide to the Pupil Premium</p> <p>Evidence to support the impact of high quality feedback:</p> <p>EEF Toolkit Average Effect Sizes Graph</p> | <p>1, 2, 3</p> |
| <p>Improve character education by supporting pupils with the skills needed to learn effectively and developing citizens of the future, through our Character Muscles approach across the school.</p> | <p>Developing a child's growth mindset and intervening early to prevent disengagement with learning is essential. We use Character Muscles to enhance our whole school character education.</p> <p>EEF Metacognition and Self-Regulation</p> <p>Education Evidence Teaching and Learning Toolkit Social and Emotional Learning EEF</p> <p>DfE Character Education Framework Guidance</p> | <p>1, 2, 3, 4, 5</p> |
| <p>CPD to support teachers with a wider range of strategies for core and non-core subjects, including marking and feedback.</p> | <p>EEF Tiered Approach Making Learning Stick - The Science of Learning</p> <p>Rosenshine 10 Principles of Instruction</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p> | <p>1, 2, 3</p> |
| <p>A continued focus on Maths, Reading and Writing standards in Year 6, due to high numbers of Pupil Premium children within the year group.</p> | <p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> | <p>1, 2, 3</p> |

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| | Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF The Attainment Gap | |
| Continued implementation of accredited SSP scheme (Little Wandle), including ongoing CPD for staff. | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils where exposure to books/vocabulary can be more limited:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> | 1, 2, 3 |

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

Budgeted cost: £60, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Small group support for Pupil Premium and SEND pupils with the Introduction of the Resource Provision Room, to support children not accessing the mainstream curriculum. | <p>Intervention targeted at specific needs and knowledge gaps- can be an effective method to support low attaining pupils, those falling behind and/or those unable to access the mainstream curriculum.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF The Attainment Gap</p> | 1, 2, 3 |
| Small group intervention sessions with key pupil premium children at risk of not meeting age related expectations in Reading, Writing and/or Maths. | <p>Intervention targeted at specific needs and knowledge gaps- can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF The Attainment Gap</p> | 1, 2, 3 |
| Support three classes in Year 6 to support pupil premium children at risk of not making | <p>Research has shown smaller class sizes in primary schools can have a greater positive impact on</p> | 1, 3 |

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| age related expectations for reading, writing and maths. | disadvantaged pupils and non disadvantaged. EEF reduced class sizes-Teaching and Learning Toolkit | |
| Support bottom 20% (including PP children) in year 5 with small group intervention led by SENDco for English and Mathematics | Research has shown smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils and non disadvantaged. EEF reduced class sizes-Teaching and Learning Toolkit | 1, 3 |
| Support Year 6 intervention groups (including PP children) with weekly teacher led intervention linked to GAPs in knowledge | Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. | 1, 2, 3 |
| Homework Club weekly led by staff at lunchtimes for KS1 and KS2 to provide a dedicated time and space for pupils to receive support with their homework. | EEF: Impact of homework (+5 months) positive impact. Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months). EEF Teacher Feedback to Improve Pupil Learning | 1, 2, 3 |
| Phonics tutoring to ensure that children are keeping up | Keep up sessions to ensure pupils make effective progress by providing regular keep up sessions across the week for targeted support where there is a risk of falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF Phonics Teaching and Learning Toolkit EEF | 1, 3 |
| Small group interventions during assembly time, focusing on pre-teaching and/or specific maths/english skills | Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF The Attainment Gap | 1, 3 |

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

Budgeted cost: £ 30, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To continue to increase the cultural capital and opportunities for children to enhance their education by supporting with costs towards termly trips and residential visits.</p> | <p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way. There is a positive link between providing children with enrichment opportunities and positive impact outcomes.</p> <p>EEF Life skills and enrichment</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>The impact of non-cognitive skills on outcomes for young people. Literature review - 21 November 2013</p> <p>Sutton Trust – Financial and Cultural Resources to Boost Children’s Chances of Success.</p> | <p>4, 5, 6</p> |
| <p>Prioritising disadvantaged pupils to ensure that all participate in an extra-curricular enrichment club to experience new activities, experiences and success in a non-academic area.</p> | <p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research.</p> <p>40 x clubs ran throughout the year with Pupil Premium children prioritised and encouraged to participate.</p> <p>EEF Metacognition and Self-Regulation</p> <p>DfE Character Education Framework Guidance</p> <p>Sutton Trust – Financial and Cultural Resources to Boost Children’s Chances of Success.</p> | <p>4, 5, 6</p> |
| <p>To continue to enhance the school’s mental health and wellbeing provision through the</p> | <p>The school recognises that pupils can be more effective learners if they have a good understanding of their own mental</p> | <p>2, 4, 5</p> |

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| <p>use of a tiered approach, including referred ELSA sessions, self-referred drop in sessions, Meet and Greet, Check ins and the development of 'character' through the school's character muscles values approach – Routes To Resilience.</p> | <p>health and wellbeing and how to access strategies and support within school.</p> <p>EEF Tiered Approach (Institute of Education Science, 2008; Lazowski & Hullerman, 2016; OECD, 2015; Yeager & Walton, 2011)</p> <p>EEF – Social and emotional learning - Teaching and Learning Toolkit</p> | |
| <p>TLR for Pastoral and Phase support to support Pupil Premium children/parents with SEND/Mental Health needs (Structured Conversations and MHST drop in coffee morning sessions) and monitoring 'Disadvantaged group' with SMT</p> | <p>There is a clear link between SEND and Pupil Premium children. Support for parents and children needed to ensure the SEND support is accessed by SEND pupils and barriers are not in place to stop this.</p> | <p>4, 5</p> |
| <p>Embed principles of good practice set out in the DfE's Improving School Attendance Guidance and support and advice from Attendance Officer to improve attendance and reduce persistent absenteeism</p> | <p>There is a clear link between poor attendance and lower academic achievement as per DfE research (2015). The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE Improving School Attendance Attendance Officers to Improve Attendance - EEF</p> | <p>4, 5, 6</p> |
| <p>To maintain and enhance parental engagement, particularly of disadvantaged families, through regular contact, parental survey and structured conversations where these are deemed necessary.</p> | <p>The EEF recommends that schools tailor communications to encourage positive dialogue about learning. The EEF recommends schools work with families in an ongoing process of reviewing and monitoring their activities to check that they are having their intended impacts.</p> <p>EEF Working with parents to support children's learning</p> | <p>4, 5</p> |
| <p>Contingency fund for acute issues (such as school uniform)</p> | <p>Based on our experiences and other similar schools, we have identified a need to set a small amount of funding aside to respond quickly to the needs which have not yet been identified.</p> | <p>All</p> |

| | | |
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| | School Uniform -Teaching and Learning Toolkit -EEF | |
| Run adult led provision with 'Happy Lunchtime Club' where children participate in structured activities, leading to improved behaviour at lunchtimes, with SMT support and Football and Fitness led sporting activity. | <p>Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and Emotional Learning – Teaching and Learning Toolkit - EEF</p> | 2 |

Total budgeted cost: £141, 840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **Intended outcome 1**

GLD Achievement - Achieve above national average

Glen Hills: 76% National Average: 68%

Disadvantaged GLD - Achieve above national average

Glen Hills: 75% National Average: 51%

Disadvantaged pupils performed well above national average

- **Intended outcome 2**

Phonics Screening - Achieve above national average.

Glen Hills: 85% National Average : 80%

Disadvantaged phonics - Achieve above national average

Glen Hills: 63% National Average: 67%

Disadvantaged pupils were -4%, an improvement from -8% previous year, moving the right direction by + 4%.

- **Intended outcome 3**

Achievement in Maths - Achieve above national average progress scores in KS2 Maths.

Maths attainment in KS2 (no progress scores as no KS1 data)

Glen Hills: 80% National Average: 74%

Disadvantage Maths attainment in Key Stage 2 (no progress scores as no KS1 data)

Glen Hills: 71% National Average: 61%

Disadvantaged pupils made well above national average progress in Maths.

- **Intended outcome 4** Achievement in Reading - Achieve above national average progress scores in KS2 Reading.

Reading attainment in KS2 (no progress scores as no KS1 data)

Glen Hills: 87% National Average: 75%

Disadvantage Reading attainment in Key Stage 2 (no progress scores as no KS1 data)

Glen Hills: 77% National Average: 63%

Disadvantaged pupils well above national average progress in Reading

- **Intended outcome 5**

Achievement in Writing - Achieve above national average progress scores in KS2 Reading.

Writing attainment in KS2 (no progress scores as no KS1 data)

Glen Hills: 73% National Average: 72%

Disadvantage Writing attainment in Key Stage 2 (no progress scores as no KS1 data)

Glen Hills: 59% National Average: 59%

Disadvantaged pupils on national average progress in Writing

- **Intended outcome 6**

Attendance - in line with National Average.

Attendance

23/24 All Terms

Non PP 95% (95% NA)

PP 93.5% (92.1% NA)

24.25 Autumn/Spring

Non PP 95.9% (94.9% NA)

PP 93.6% (90% NA)

Persistent Absence (PA)

23/24 All terms

Non PP 9% (14.4% NA)

PP 23.3% (34.3%NA)

24/25 Autumn/Spring

Non PP 8.3% (12.4% NA)

PP 20.2% (30.2% NA)

Externally provided programmes

| Programme | Provider |
|----------------------------------|----------------------------------|
| Times Tables Rockstars | Math Circle Ltd |
| Rainbow Grammar | Jason Wade |
| NTS | Rising Stars Hodder Education |
| Teach Computing | Teach Computing |
| White Rose | White Rose Education |
| Cambridge Scheme | Cambridge Education |
| Little Wandle Letters and Sounds | Little Wandle Letters and Sounds |
| Language Angels | Language Angels |
| Twinkl | Twinkl |
| AIR | Air- ed |