Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the financial year April 2025 to March 2026 to help improve the attainment of our disadvantaged pupils. It is a three-year strategy to cover 2024-2027.

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	Glusburn CP School
Pupils in school	394 inc. nursery
Proportion of disadvantaged pupils	16.5% (52 PP, 4 Service, 3 LAC)
Pupil premium allocation this academic year (2024/25)	£86,555
Academic year or years covered by statement	August 2026 – September 2027
Publish date	January 2026
Review dates	September 2025
Statement authorised by	Katie Smith (Headteacher)
Pupil premium lead	Rachel Woodier
Governor lead	Lydia Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Premium	£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	£86,555

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant

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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not 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

It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

3 year long-term pupil premium strategy

This document is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our Intent and implementation

At Glusburn Community Primary School we believe that all children can succeed regardless of their socio-economic background and that quality first teaching is fundamental in promoting good progress and attainment for all, especially the most disadvantaged. First and foremost, we believe in a 'Keep up, not catch up' approach'.

Our strategy has been implemented based on first diagnosing the key challenges to children's progress and then carefully selecting a small number of evidence-based strategies to implement. Our implementation approach of our 'identified priorities' follows the principles of EEF's 'School's Guide to

Implementation' and selects a few things to do well, thus giving them the best chance of success. Our selected approach follows the EEF's tiered model, putting the greatest emphasis on teaching, our most powerful lever.

We Aim to:

- Improve early years language development.
- Embed a culture of reading supporting vocabulary development.
- Reduce persistent absence.
- Improve Maths fluency.
- Increase engagement in extra-curricular activities
- Improve writing standards: grammar, punctuation and spelling, and letter formation.
- Develop a whole-school trauma informed approach
- Monitor parental engagement with parent consultations, assess barriers to parents attendance.

We aim to do this though a tiered approach:

As per the model advocated by the Education Endowment Fund, we have adopted a tiered approach to define our priorities and achieve a balanced approach. The three categories of our tiered approach are:

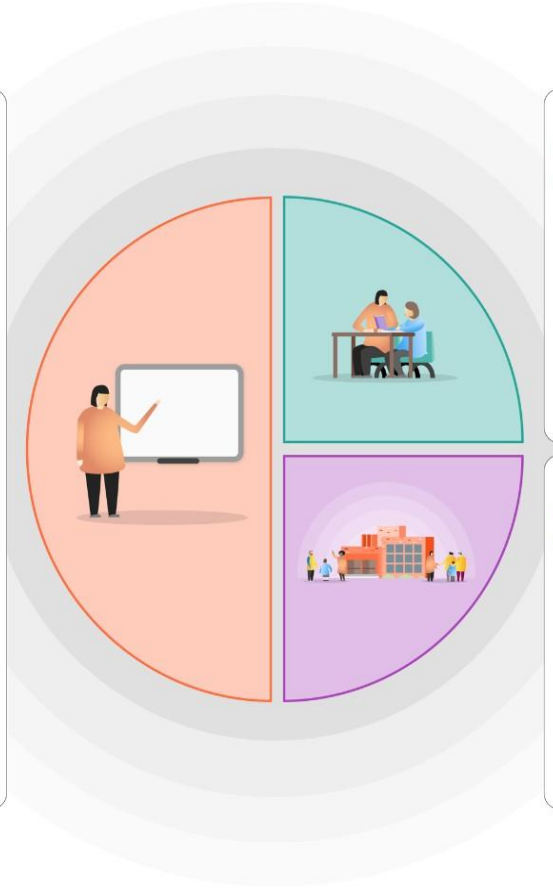
1. Teaching
2. Targeted academic support
3. Wider strategies

1 Teaching

Consolidate the teaching of reading and phonics.

EYFS Early Excellence training for language development (embedding training throughout 2024-2025).

Trauma informed approach: whole school training.



2 Targeted academic support

Phonics interventions, Little Wandle Rapid Catch up, Reading interventions across school (Shine/Style), First class at number, 123 maths, 1-minute maths, Nessy, Ginger Bear/Time to talk.

3 Wider strategies

Breakfast club, SEMH support, Learning Mentor, Whole school strategies for absence, subsidized trips and experiences, uniform, KANGA wellbeing support 1-1, forest schools. Parental engagement activities.

Challenges

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

Challenge number	Detail of challenge
1	Embed a culture of reading supporting vocabulary development.
2	Reduce persistent absence, (currently at 30% PP, 10% not PP)
3	Improve Maths fluency
4	Improve combined average for WRM across whole school
5	Develop a whole-school trauma informed approach and embed My Happy Mind into PSHCE to increase pupils understanding of their brain and development.

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
Improvement in Reading	A whole school culture of a love of reading, supporting vocabulary development, children to achieve expected (or above expected) progress.
Improvement in Writing	Improvement in writing standard (grammar, punctuation and spelling). Improvement in letter formation. Children to achieve expected (or above expected) progress.
Improvement in Maths	Develop Maths fluency, closing the gaps in knowledge through interventions, achieve expected (or above expected) progress.
Reduce persistent absenteeism	Persistent absenteeism to be consistently below national average
Become a trauma informed school	Staff will be trauma informed. This will directly impact parental engagement and engagement in extra-curricular activities.
Embed My Happy Mind PSHCE curriculum	Staff will have training and this scheme will be across the whole school, delivered every Monday in every classroom for the first 30 minutes as PSHCE.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this financial year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: - £38,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics professional development with focus on targeted daily interventions and rapid catch-up. £?	EEF (+5 months) Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. 1. Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	1, 4
Development of writing: content, quality and assessment	EEF Key recommendations Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. https://shorturl.at/PAEuf	1, 2, 4
Embed a reading culture across school through TA and teacher professional development.	EEF (+6 months) Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1, 4

	Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.	
EYFS Early Excellence training for language development – embed training.	EEF (+7 months) https://shorturl.at/eUuBP 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 seven 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. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies comment on the importance of training and professional development, and supporting early years professionals with the implementation of different approaches. There are indications that settings should use a range of different approaches to developing communication and language skills, as it is unlikely that one approach alone is enough to secure young children's development and progress.	1, 4
High Quality staff CPD	Staff CPD High quality staff CPD is essential to follow EEF Principles. This is followed up through INSET, Staff meetings, Using English and Maths HUBS, HART alliance…	1, 3, 4, 5

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

Budgeted cost: - £22,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Maths tuition intervention to support First Class at Number.	EEF (+2 months) First Class at number: An intensive 10-week numeracy intervention delivered by teaching assistants. The headline finding adds to the growing evidence base supporting the use of teaching assistants to deliver high-quality, structured interventions to pupils who are falling behind. EEF (+3/4 months) If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.	1, 3, 4
Speech and Language embedding of training; phonics professional development with focus on targeted daily interventions and rapid catch-up.	EEF (+5 months) Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions	1, 3, 4
Experienced teacher to lead the interventions program in class. Experienced TA/HLTA to	EEF (+4 months) Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1, 2, 3, 4, 5

teach interventions to groups of pupils.	Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. NCETM 5 key ideas for maths mastery followed: https://shorturl.at/ohoAA	
Trauma Informed Schools training	The aim of the intervention is to prevent those young people from entering alternative provision, by providing early intervention within a mainstream setting, rather than resorting to exclusion as a last option. To ensure effective implementation, all staff will receive a full days INSET training with follow up training to support implementation effectively. Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to mis-behaviour. Every pupil should have a supportive relationship with a member of school staff. https://shorturl.at/KPjLR	5, 2
My Happy Mind Whole School PHSCE curriculum	Whole school PSHCE scheme aimed at giving children the preventative strategies, skills and tools they need to thrive in the modern world through understanding the brain. Proactive not reactive Mental health activity is often focused on supporting individuals when they face challenges. Whilst this is critical, we believe that it's also important to support individuals in building their resilience and self-esteem proactively. Prevention is at the heart of what we do. Stigma reversing Ensuring that individuals understand the science behind how their brains work and how to impact their self-esteem and resilience is at the heart of what we do. When people get the why, they take action. A systemic approach We passionately believe in supporting both Staff and Parent wellbeing alongside the children. That's why we provide a CPD certified wellbeing program for all staff in the schools and nurseries we support along with a state of the art Parent App so the learning journey can continue at home. Equitable access for all We're also proud that myHappymind is tailored to meet the needs of neuro-diverse children and we have a dedicated Special Schools Programme. myHappymind has also been modified to support those children who are hard of hearing or partially sighted.	2, 5

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities: choir, residential and sports trips.	All students should have access to the full curriculum. All trips/residentials etc… to be fully funded.	2, 5
Supporting SEMH needs.	EEF (+4 months) Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) Shorter (30 mins or so) frequent sessions (4–5 times a week) appear to be the most successful structure for interventions.	1, 2, 3, 4, 5
Breakfast club.	EEF (+2 months) The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments.	1, 2, 3, 4, 5
Parental support and communication to improve attendance and reduce persistent absence. Monitor parental engagement with parent consultations, assess barriers to parents attendance.	EEF (+4 months) Robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership. Tailoring school communications to encourage positive dialogue about learning. Personalised messages linked to learning can promote positive	2, 5

	interactions. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.	

Total budgeted cost: £77,915

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupil performance overview for the academic year 2023-2024 and 2024-2025

Phonics

Statistic	2023-2024			2024-2025		
	PP	School	National	PP	School	National
% of pupils passing in Year 1	66%	82%	~ 80%	75%	78%	80%
% of pupils passing check by end of Year 2	70%	88%	~ 91	75%	90%	89%

Attendance

Measure	Percentage of PP children 2024-2025 (14%)	Non PP Children
National	94.8%	94.8%
Glusburn	94.6%	95.7%
Measure	**Percentage of PP children 2023-2024 (14%)**	**Non PP Children**
National	93.7%	93.7%
Glusburn	92%	95.2%
Measure	**Percentage of PP children 2022-2023 (13%)**	**Non PP Children**
National	93.3%	94.94%
Glusburn	91.21%	94.52%

End of KS1 – Year 2 summer 2024-2025 teacher assessment

Subject	Statistic	2023-2024			2024-2025		
		PP	School	National	PP	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	30%	56%	~ 58%	38%	54%	62%
Reading, Writing & Maths combined	% of pupils working at greater depth	0%	0%	~ 6%	8.7%	7%	8%

End of KS2 data – Year 6 summer 2024-2025 SATs tests update.

Subject	Statistic	2023-2024		2024-2025	
		School	National	School	National
RWM	% expected	51%	60%	54%	62%
RWM	% higher standard	2%	7%	7%	8%
Reading	% expected	70%	74%	77%	75%
Reading	% higher	19%	28%	18%	33%
Reading	Average scaled score	102.9	105	103.5	106
Writing	% expected	74%	~ 72%	68%	72%
Writing	% greater depth	4%	~ 12%	7%	13%
Maths	% expected	68%	72%	75%	74%
Maths	% higher	11%	23%	25%	26%
Maths	Average scaled score	102.2	104.1	103.9	105

PP Data TBC January 2026

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024-2025), drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that Glusburn is working very close to national within most areas, with a small gap noticeable between those who are disadvantaged and those who are not (e.g. RWM Combined is -24% on National, -16% on school data, whereas attendance, phonics and Maths are in line with national. Greater depth scores for RWM combined for PP children are better than National by 0.7%).

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data set shows that there is a more significant difference between PP children achieving RWM combined than national and that of the school, most of which is due to the lower percentage achieving Writing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that focus on developing a trauma informed approach and My Happy Mind to enable staff to support SEMH needs and increase parental engagement throughout school life remains important. My Happy Mind initiative is primarily focussed on resilience and understanding of the brain which will target the persistent absenteeism and challenge 5 – using the trauma informed approach to better understand pupils needs and responses and increase engagement in learning, hopefully having a positive impact on RWM outcomes also.

Our evaluation of the approaches delivered last academic year indicates that a focus on small group interventions such as 123 Maths needs to remain in place, new focuses e.g. Year 3 Mastering Number Projects and EYFS Number Sense need to become embedded throughout practice across the school and the trauma informed approach and My Happy Mind PSHCE scheme is required to meet the SEMH needs of pupils has to be a focus in order for all pupils, especially PP/disadvantaged to thrive. New interventions need to be considered to improve the Writing data and therefore the RWM Combined averages also.

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
1st Class at Number – Beginning, 1 and 2	Edge Hill University
Reading, writing and spelling intervention programme	Nessy
Little Wandle Catch up Intervention	Little Wandle (Phonics)
NELI (speech and language programme)	Government funded
Early Excellence training (language focus)	Provided by the Craven Locality board and delivered by Early Excellence
Launch Pad for Literacy	NYCC
White Rose one minute maths	White Rose Maths
123 Maths Intervention	123 Learning https://123maths.co.uk/about/