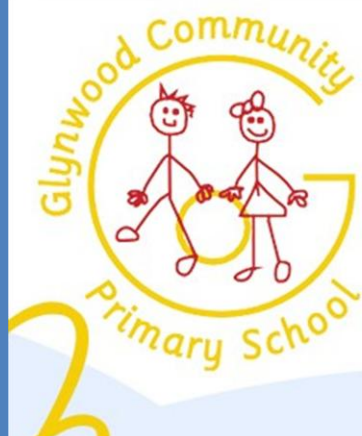


GLYNWOOD COMMUNITY PRIMARY SCHOOL PUPIL PREMIUM STATEMENT 2025-2026



Glynwood Community
Primary School

Growing Together at Glynwood

Pupil premium strategy statement 2025-28

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Glynwood Primary
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 -2028
Date this statement was published	December 25
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs V. Nellis
Pupil premium lead	Mrs. V. Nellis
Governor / Trustee lead	Mr E. Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,150
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	307
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	£182,457

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils and ensure that all children have the opportunity to develop socially, emotionally, culturally and academically. We do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Attainment;
- Social and cultural experiences and opportunities;
- Personal development;
- Emotional regulation and resilience.

We believe that the key to all children reaching their full potential is quality first teaching. We are committed to ensuring our curriculum and pedagogical approaches allow all staff to deliver quality first teaching and ensure that children thrive.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Our school motto is 'Growing together at Glynwood' and although our strategy is focused on supporting disadvantaged pupils, by design it will also benefit non-disadvantaged peers.

A strong personal development curriculum is a strength of our school. We believe that children flourish academically when they are confident and supported. This strategy supports children's talents and skills to be identified and nurtured. The strategy also ensures that disadvantaged children have access to cultural opportunities that often their non-disadvantaged children do not. Activities and opportunities are carefully planned out, using our knowledge of the children and the needs/ priorities of our community too.

Some children classed as disadvantaged can also require support with self-esteem and emotional regulation. By receiving focussed support and intervention by skilled and trained individuals, children can again thrive in all areas of school life.

Challenges

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

Challenge number	Detail of challenge
1	Children enter our reception at a variety of stages in their developmental journey.
2	Outcomes are lower for disadvantaged children when leaving KS2.
3	Some children come from families with complex backgrounds and require additional support in terms of school engagement/ routines and homework.
4	Some children who are entitled to pupil premium do not have the same cultural experiences or wider opportunities as their peers.
5	There is a notable difference in attendance between children who are entitled to pupil premium and those who are not.
6	Some children who are entitled to Pupil Premium require additional support to promote positive mental-health and well-being.

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
Nursery provides a solid foundation for children who then enter Reception.	<ul style="list-style-type: none"> -Children leave Nursery ready for Reception; -Routines/ transition are embedded between Nursery and Reception classes
Children make rapid progress in their Reception year.	<ul style="list-style-type: none"> -Gap in outcomes is narrowed at the end of Reception year. -Children are ready for their next steps in education. -Children's barriers to learning are identified swiftly and strategies to engage families and promote emotional regulation for children are in place.
Children entitled to Pupil Premium achieve as well as their peers in the phonics screen and have a love for reading.	<ul style="list-style-type: none"> - Children are positive about their experiences of reading in school and at home; -Phonics screen data shows that children entitled to pupil premium achieve as well as their peers.
Children entitled to Pupil Premium achieve as well as their peers at the end of KS1 and KS2 in all subject areas.	<ul style="list-style-type: none"> -Data shows that gap is narrowed at the end of KS1 and KS2.

Family engagement improves with close school – family working.	<ul style="list-style-type: none"> -Families are more confident in supporting their children at home both academically and with behaviour. -Families are provided with additional support within school or signposted to external agencies; -Positive relationships are formed between families and school with improved outcomes for the children.
Children receive experiences that support their cultural and personal development.	<ul style="list-style-type: none"> -All children receive Forest School; -Nurture provision is available to those children who require it along with intensive support/ intervention. -Pupil entitled to pupil premium are targeted to attend extra-curricular clubs and instrumental tuition.
Children's attendance improves.	<ul style="list-style-type: none"> -Children/ families with persistent absence are targeted in bespoke reward systems and enhanced family working; -Whole school reward systems support attendance; -Attendance system is in place and effective in providing children/ families with additional support.
Children, who require additional support to promote positive mental-health and well-being, receive intervention, therapy and/ or nurturing approaches within school.	<ul style="list-style-type: none"> -Children who require support are swiftly and accurately identified; -There is a tiered approach to supporting children's well-being -Interventions/ support/ therapy is put into place; -Family support worker supports children who need additional intervention. -Impact of the support is reviewed and evaluated regularly. -There is a whole school trauma informed approach embedded into practice.

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: £ 68,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil premium allows us to employ a greater number of teaching assistants – this provides a minimum of one TA per class in KS1 and 2 to focus on pre and post teaching interventions as well as adapting teaching to ensure children's needs are met.</p> <p>Identified children also receive targeted interventions and the impact of these is monitored on a regular basis. (see below)</p>	<p>Evidence taken from EEF research review into Teaching Assistants delivering targeted interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3</p>

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

Budgeted cost: £ 62,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will work as a team within lessons to identify 'gaps' in learning and address them swiftly through individual and small group interventions and pre-teaching interventions and involve a mastery approach of planning and implementation. Focus on Reading, writing and maths will be prioritised.	<ul style="list-style-type: none"> Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. In order to have the desired effect schools might consider: <ul style="list-style-type: none"> Careful assessment of pupils' needs so that teaching assistants support is well targeted Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers <p>-Phonics – small group targeted phonic (Read, Write Inc) from Reception to Year Four (as needed in LKS2).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Interventions delivered by Teaching Assistants: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3

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

Budgeted cost: £51,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of Home School Liaison Officer</i></p> <p>* Children who require support are swiftly and accurately identified;</p> <p>* Interventions/ support/ therapy is put into place;</p> <p>* Impact of the support is reviewed and evaluated regularly</p> <p>Nurture provision is available to those children who require it along with intensive support/ intervention/ drawing and talking intervention.</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Research taken from EEF findings into Parental engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Research into nurture groups suggests that they lead to positive outcomes in terms of children's SEBD, particularly in the short term.</p> <p>https://www.nurtureuk.org/sites/default/files/bennett_2015.pdf</p>	5 & 8
<p><i>Employment of a member of the teaching staff and a forest school ranger.</i></p>	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.</p> <p>Key findings</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences 	6

	<ul style="list-style-type: none"> • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	
<p><i>Subsidised Uniform</i></p> <p>All children entitled to PP receive a selection of uniform items free of charge, enabling them to start the school new year smartly dressed, the same as their peers</p>	<p>Although there is limited evidence about the impact that uniform has on pupils' behaviour the EEF does state the following when considering closing the disadvantage gap:</p> <p><i>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. (EEF School Uniform impact).</i></p> <p>We acknowledge that primary age children require new uniform each year and this impacts on their sense of belonging and self-esteem.</p>	6
<p><i>Subsidised school visits</i></p> <p>We routinely reduce the price of residential visits for those children entitled to PP, this enables ALL children in a cohort to participate if they wish to do so.</p> <p>PP is also used to support those children/ families who are unable to afford the 'day' visits</p>	<p>Learning Away research (completed in 2019) shows that there are many advantages to children taking part in school residentials such as fostering deeper relationships, improving students' self-confidence, resilience and well-being.</p> <p>https://learningaway.org.uk/impact/evaluating-learning-away/</p>	6
<p><i>Small group music tuition.</i></p> <p><i>Children from disadvantaged backgrounds are given the opportunity to take part in</i></p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Evidence taken from EEF Arts participation review.</p>	6

<i>keyboard and guitar tuition.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
-------------------------------------	---	--

Total budgeted cost: £182,457

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 2021 to 2022 academic year.

1. Pupils left reception at National Average in all areas apart from writing which impacted on the overall percentage of GLD.
2. Internal data shows that children have made progress from their starting points.
3. Family engagement continues to be a priority in terms of attendance and homework.
4. Small group musical tuition and extra-curricular clubs continue have been targeted for disadvantaged children. These have been well-attended and pupil voice shows positive attitudes towards these opportunities. Personal development is a strength of the school.
5. Attendance continues to be an ongoing priority. Although overall, there have been some improvements, there is still a gap between the attendance of disadvantaged pupils and non-disadvantaged pupils.
6. Children, who require additional support to promote positive mental-health and well-being, receive intervention, therapy and/ or nurturing approaches within school. This was successful intervention – pupil, staff and parental voice report this support as being very effective. This also supports excellent relationships between families and school.
7. Forest School – children continued to receive forest school sessions. This again was a successful intervention. Pupil, staff and parent pupil voice feedback demonstrate that this is an element of the personal development curriculum that many children enjoy. Children that often find learning in the classroom challenging flourish in the outdoor environment. Children and staff report higher self-esteem as a result of their forest school sessions.