



Pupil premium strategy statement 25-28

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 effect that last year's spending of pupil premium had within our school.

School overview 24/25

Detail	Data
School name:	Glenmere Primary school
Number of pupils in school:	211
Proportion (%) of pupil premium eligible pupils:	9%
Academic year/years that our current pupil premium strategy plan covers:	2025-2028
Date this statement was published:	Nov 25
Date on which it will be reviewed:	Oct 26
Statement authorised by:	Sam Conlon
Pupil premium lead:	Sam Conlon
Governor / Trustee lead:	Andrew Jones

Funding overview 24/25

Detail	Amount
Pupil premium funding allocation this academic year	£41,532
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£41,532



Part A: Pupil premium strategy plan

Statement of intent

At Glenmere Primary school, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your commitment to learning that make the difference between success and failure, and we are determined to ensure that all our children are given every chance to realise their full potential. We believe that one of the biggest barriers for children can be poverty of expectations and so we are determined to create a climate that does not limit a child's potential in any way.

High quality teaching is pivotal in improving children's outcomes.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Raise attendance to national levels.
- Provide the necessary support and assessments for pupils that are PP and SEND.
- Ensure all pupils receive good quality first teaching and high-quality support.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Train staff in a variety of SEND areas to ensure all needs are met.
- Provide training to ensure support staff can help meet needs and raise standards.
- Organise the appropriate SEND assessments to support their needs.
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, by training two new ELSA's.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Challenge 1: Gaps in Foundational Skills in Reading, Writing, and Maths in Early Years and KS1</p> <p>Despite Glenmere’s overall strong phonics outcomes (Year 1 average pass rate over 3 years, 81%, Year 2 92%, above national averages), disadvantaged pupils show lower attainment in early years assessments. For example, in Summer 24/25, disadvantaged pupils in Year 1 scored 0% combined expected standard (EXS+) across reading, writing, and maths, compared to 67%-83% for others. This early gap risks widening over time without targeted intervention, consistent with research showing early mastery of foundational skills is critical for later success (DfE Reading Framework, 2022).</p>
2	<p>Challenge 2: Inconsistent Access to High-Quality First Teaching and Targeted Support for Disadvantaged Pupils</p> <p>While Glenmere’s KS2 data shows strong overall performance (e.g., 83% reading EXS+ in 2025 vs. 75% national), disadvantaged pupils’ attainment lags behind, particularly in writing and maths. For instance, disadvantaged pupils in Year 6 scored 40% EXS+ in maths and 40% in writing, compared to 92% and 92% for others. This indicates a need to ensure all teachers and support staff receive high-quality, ongoing training to adapt teaching for SEN, EAL, and disadvantaged pupils, enabling them to reach greater depth.</p>
3	<p>Challenge 3: Attendance and Punctuality Issues Impacting Disadvantaged Pupils’ Learning Engagement</p> <p>Attendance data records indicate that disadvantaged pupils face slightly higher rates of absence all pupil’s attendance for 24/25 was 96%, pupil premium was 94% and FSM was 93%. The persistent absent % for PP children is significantly higher than all pupils. which disrupt learning continuity and progress. This challenge aligns with the priority to improve attendance and manage behaviour and emotional challenges through targeted interventions such as visual timetables and ELSA support.</p>
4	<p>Challenge 4: Limited Access to Enriched Cultural Capital Experiences for Disadvantaged Pupils</p> <p>Disadvantaged pupils at Glenmere may have fewer opportunities to engage in music, sports, and trips that enhance personal development and broaden horizons.</p>



	Providing these experiences is essential to compensate for socio-economic disadvantages and support holistic development, as recognised in the school’s personal development and inclusion priorities.
5	<p>Challenge 5: Barriers to School Readiness and Wellbeing Including Lack of Essential Resources</p> <p>Lack of appropriate uniform and learning resources negatively affects disadvantaged pupils’ confidence, attendance, and mental wellbeing. This is evident in the correlation between resource provision and improved engagement, supporting the priority to ensure school readiness through targeted provision in early years and behaviour management.</p>

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>Challenge 1</p> <p>Disadvantaged pupils in Early Years and KS1 will make accelerated progress in foundational reading, writing, and maths skills, significantly narrowing the attainment gap with their peers by the end of KS1. These pupils will demonstrate secure phonics knowledge, improved compositional skills, and confident number sense, enabling full access to the broader curriculum.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • By the end of KS1 (Year 2), at least 70% of disadvantaged pupils achieve the expected standard (EXS+) in reading, writing, and maths, matching or exceeding the school average for non-disadvantaged pupils. • Phonics screening pass rates for disadvantaged pupils reach a minimum of 85% by Year 1 and 90% by Year 2, closing the gap with other groups. • Disadvantaged pupils demonstrate measurable improvements in writing composition and handwriting fluency, with at least 70% achieving age-related expectations. • Internal formative assessments show consistent progress in number skills and early maths concepts for disadvantaged pupils, reducing attainment gaps by at least 15 percentage points compared to the previous year.



<p>Challenge 2</p> <p>All disadvantaged pupils at Glenmere will benefit consistently from high-quality first teaching and targeted support tailored to their needs, including SEN and EAL. This will enable them to make sustained progress, close attainment gaps in writing and maths, and increase the proportion reaching greater depth standards by the end of KS2.</p>	<ul style="list-style-type: none">• By the end of KS2 (Year 6), at least 70% of disadvantaged pupils achieve the expected standard (EXS+) in writing and maths, reducing the current attainment gap with non-disadvantaged pupils (currently 40% vs. 92%).• The percentage of disadvantaged pupils attaining greater depth (GDS) in writing and maths increases by at least 15 percentage points within three years.• All teaching and support staff receive ongoing, evidence-informed professional development focused on meeting the needs of disadvantaged pupils, SEN, and EAL learners, with at least 90% staff participation annually.• Monitoring and lesson observations demonstrate that differentiation and adaptive teaching strategies for disadvantaged pupils are consistently applied across all year groups.• Targeted interventions and support programmes for disadvantaged pupils show positive impact on progress, as evidenced by termly internal assessment data and pupil progress meetings.
<p>Challenge 3</p> <p>Disadvantaged pupils at Glenmere will demonstrate improved attendance and punctuality, reducing persistent absence rates to levels comparable with or better than the whole school average. This will enhance their learning continuity, engagement, and overall progress</p>	<ul style="list-style-type: none">• Overall attendance for disadvantaged pupils (including pupil premium and FSM) improves from 94% and 93% respectively to at least 96%, matching the whole school attendance rate within three years.• Persistent absence rates for disadvantaged pupils reduce significantly, aiming to be no higher than 5% within three years.• Targeted interventions such as visual timetables, ELSA support, and friendship groups are implemented consistently, with at least 80% of identified disadvantaged pupils engaged in these programmes.• Behavioural incidents linked to attendance and emotional regulation decrease by at least 20% year-on-year for disadvantaged pupils.



	<ul style="list-style-type: none"> • Regular monitoring and reporting of attendance data enable timely identification and support for pupils at risk, with evidence of improved attendance outcomes in termly reviews.
<p>Challenge 4 Pupils to have a variety of life experiences to enable them to have a rounded education on leaving Glenmere.</p>	<ul style="list-style-type: none"> • For all children that wish to have attended clubs and had a variety of experiences. • Children by the time they leave Glenmere will have experienced a variety of authors planned across the school. • Children will visit set religious places of worship: EYFS: Christian church, KS1 - Hindu temple, lower KS2 – Mosque, Upper KS2 - Sikh Gudwara • Children will experience, art, dance and music from different cultures. • Children will experience yearly a multi faith day, with a focus on different faiths in Leicester. • Children will experience different and new sports in addition to those offered in PE. • Children will have two consecutive years of swimming in upper KS2, so they are safe and competent in the water. • Children in year 5 and 6 will have first aid training. • Children in year 5 will complete their cycling proficiency • Children will have experiences and spoken to different authors by the time they leave Glenmere.
<p>Challenge 5 Disadvantaged pupils at Glenmere will have equitable access to appropriate uniform and learning resources, leading to improved confidence, attendance, and mental wellbeing. This will support their readiness to learn, engagement in school life, and positive behaviour from the earliest stages of education.</p>	<ul style="list-style-type: none"> • All disadvantaged pupils have access to necessary uniform and learning resources at the start of each academic year, with 100% of identified families supported through targeted provision. • Attendance rates for disadvantaged pupils improve, reducing absence gaps linked to resource-related barriers by at



Pupil premium strategy statement 25-28



	<p>least 5 percentage points within two years.</p> <ul style="list-style-type: none">• Wellbeing and behaviour indicators for disadvantaged pupils show measurable improvement.• Staff and families report increased pupil confidence and readiness to learn through surveys and feedback mechanisms, with at least 80% positive responses annually.• Early years staff implement targeted support strategies effectively, ensuring disadvantaged pupils engage fully in learning from Reception onwards, as evidenced through observations and progress data.
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Activity in this academic year 25/26

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 £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-Quality Teaching, through a variety of CPD.</p>	<p>Impact: High-quality teaching is the single most effective way to improve pupil outcomes, with an average of +5 months' additional progress compared to typical teaching.</p> <ul style="list-style-type: none"> • Source: EEF Teaching and Learning Toolkit (High-Quality Teaching) • Sustained, collaborative CPD focused on specific content or pedagogy can improve pupil outcomes by an average of +4 months' progress (EEF Teaching and Learning Toolkit) • Department for Education (DfE) Effective Professional Development Report (2016), emphasises that targeted CPD improves teaching practice and narrows attainment gaps, especially in literacy and numeracy. • The Education Endowment Foundation (EEF), particularly their Professional Development Guidance Report (2021) and the Teaching and Learning Toolkit, which highlight that high-quality, sustained, and subject-specific professional development improves teaching quality and pupil outcomes, with particular benefits for disadvantaged pupils. 	<p>1,2</p>
<p><i>Support staff have professional development so that they are able to support good quality first teaching.</i></p>	<p>The EEF: making effective use of teaching assistant guidance report, found Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p>	<p>1,2</p>



	To ensure TA's are prepared then regular subject knowledge training will be done. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Teachers develop their PE teaching by watching experienced specialist sports teachers.	<ul style="list-style-type: none"> Specialist-led CPD and modelling enable teachers to better differentiate activities and adapt teaching to meet the needs of pupils with SEND and other barriers, which disproportionately affect PP pupils. This supports inclusion and ensures that PP pupils can participate fully and achieve ambitious outcomes in PE. 	1,2,4

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist maths tutor for y6</i>	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> Small group tuition has an average impact of +4 months' additional progress. These approaches are particularly effective for disadvantaged pupils who benefit from targeted, personalised support. Specialist tutors with strong subject knowledge can deliver more effective interventions, as they can tailor explanations and support to pupils' specific needs. <p>Evidence from National Tutoring Programme (NTP)</p> <ul style="list-style-type: none"> The NTP, which deployed specialist tutors in schools, showed positive impacts on pupil attainment, particularly for disadvantaged pupils in Year 6 preparing for SATs. 	1,2



	<ul style="list-style-type: none"> • Research indicates that structured, evidence-based tutoring can help close attainment gaps and improve confidence in maths. 	
<p><i>Employing an LSA to support KS1 reading and phonics</i></p>	<ul style="list-style-type: none"> • The EEF Teaching and Learning Toolkit reports that small group tuition and one-to-one interventions can add +4 to +5 months' progress on average, particularly when delivered by trained LSAs or teaching staff using structured programmes. • Phonics interventions specifically have an average impact of +4 months' progress on early reading skills. • The EEF's Making Best Use of Teaching Assistants guidance (2015) highlights that LSAs delivering structured interventions in phonics and reading, with appropriate training and support, positively impact disadvantaged pupils' reading attainment. • Early intervention in Year 1 is critical to prevent widening gaps in literacy. Providing additional phonics support through LSAs aligns with the DfE Reading Framework (2023) and EEF Early Years and KS1 guidance, which emphasise early, targeted support for struggling readers. • 	1,2

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

Budgeted cost: £19,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>ELSA, Art Therapy and Emotional Support Worker.</i></p>	<p>Evidence suggests that children from disadvantaged backgrounds on average have weaker social and emotional skills (EEF)</p> <p>Developing social and emotional skills is likely to support pupils to engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (+ 4 months)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p><i>Enrichment activities And payment support</i></p>	<p>Limited life experiences of pupils from poor socio-economic backgrounds has a direct link with lower attainment. Research offers up the idea that when a young person is exposed to a new experience a cognitive connection is exercised in the brain thus making it more receptive and versatile to learning. If a young person is exposed to lots of experiences then their brains can adapt more. If a pupil receives limited experiences from a young age, then their brain is less likely to adapt to new learning as it has not got the so called 'versatility'.</p> <p>Previous payments for residential trips and other school trips has been hard to acquire from families meaning some children may miss out. Providing 50 % discount has raised the number of disadvantaged pupils accessing residential and clubs.</p> <p>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3–13 44(1):8–18. (Effectiveness of 'enrichment' activities offering 'middle class' experiences to children who can't access them through home)</p>	<p>4</p>
<p>Improve attendance and lateness of PP children through work with headteacher, ELSA and emotional support.</p>	<p>Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes.</p> <p>When children are absent from school, they miss out on consistent instruction that is needed to develop basic skills. Children in early years are particularly susceptible to falling behind in fundamental reading skills, which can have a snowball effect that impacts future learning.</p>	<p>3</p>

	<p>[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	
<p>Staff to go on behaviour, emotional support, ACES training, CALM training.</p>	<ul style="list-style-type: none"> • EEF Social and Emotional Learning (SEL) Toolkit: SEL interventions have an average impact of +4 months' additional progress on academic outcomes. These programmes improve pupils' social skills, behaviour, and emotional regulation, which are critical for disadvantaged pupils who often face higher levels of stress and dysregulation. • Effective behaviour management training equips staff to create a calm, orderly environment, reducing disruption and supporting learning for all pupils, especially those with additional needs • CALM training provides staff with de-escalation techniques and safe physical intervention strategies, reducing the need for exclusion and supporting pupils to stay engaged in learning. • Evidence suggests that schools with well-trained staff in behaviour support see reductions in fixed-term exclusions and improved school climate, positively affecting disadvantaged pupils disproportionately affected by exclusions (EEF Behaviour Interventions Toolkit). • training in ACEs awareness helps staff recognise and respond appropriately to trauma-related behaviours, enabling targeted support that improves attendance, engagement, and wellbeing (Public Health England, 2021; DfE guidance). 	<p>1,2,3</p>
<p>3 support staff to attend termly ELSA supervision</p>	<ul style="list-style-type: none"> • The EEF SEL Toolkit reports that social and emotional learning interventions, such as those provided by ELSAs, typically lead to an average of +4 months' additional progress in academic outcomes. These programmes improve pupils' social skills, emotional regulation, and behaviour, which are critical for disadvantaged pupils who often face higher levels of emotional and behavioural challenges. • Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • NAEP provides guidance on ELSA programmes and highlights their role in supporting pupils' emotional literacy and wellbeing, particularly for vulnerable groups including disadvantaged 	<p>3</p>

	<p>pupils. They emphasise the importance of specialist supervision and training to maintain the quality and impact of ELSA interventions.</p> <ul style="list-style-type: none"> • Source: https://www.naep.org.uk/resources • Education Endowment Foundation (EEF) – Social and Emotional Learning (SEL) Toolkit <ul style="list-style-type: none"> ○ This toolkit highlights that SEL interventions, including emotional literacy support like ELSA, improve social skills, behaviour, and academic outcomes, particularly benefiting disadvantaged pupils who face higher emotional and behavioural challenges. ○ Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • DfE Using Pupil Premium: Guidance for School Leaders (March 2025) <ul style="list-style-type: none"> ○ The statutory guidance emphasises the importance of addressing non-academic barriers such as wellbeing and behaviour through targeted support, including ELSA programmes, to improve disadvantaged pupils’ engagement and attainment. • National Association of Educational Psychologists (NAEP) <ul style="list-style-type: none"> ○ NAEP guidance underscores the value of specialist supervision for ELSAs to maintain intervention quality and adapt support to pupils’ complex needs, including those related to ACEs and SEND, which disproportionately affect disadvantaged pupils. ○ Source: https://www.naep.org.uk/resources • 	
<p><i>Provide school and sports uniform.</i></p>	<p>If children don’t have the correct equipment and uniform, they are not school ready and then this singles them out from their peers and can affect their willingness to come to school and can also affect their mental wellbeing.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,5</p>



	<p>Reducing Barriers to Learning and Improving Attendance</p> <ul style="list-style-type: none">• Providing essential equipment and school uniform helps remove practical barriers that can negatively affect pupil confidence, attendance, and readiness to learn.• The DfE Using Pupil Premium Guidance (2025) highlights that lack of uniform or resources can impact pupil self-esteem and attendance, leading to disengagement from school. <p>2. Enhancing Social Inclusion and Wellbeing</p> <ul style="list-style-type: none">• Uniform provision supports inclusion by reducing visible socio-economic differences among pupils, which can reduce bullying and social stigma.• Improved wellbeing and sense of belonging positively influence pupils' motivation and engagement with learning (EEF Social and Emotional Learning Toolkit).	
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Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 24/25

Teaching (for example, CPD, recruitment and retention) 24/25

Activity	Progress towards Activity
Staff to have training to ensure all children are receiving good quality first teaching. Monitoring and review will feed into this training cycle.	A wide variety of training was completed by staff. The headteacher assesses each half term and this feeds into the CPD program.
Support staff have professional development so that they are able to support good quality first teaching.	A wide range of internal and external CPD was completed. We are still continuing this, this year and have started to use demonstrations with staff working with pupils.

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

<p>Extra tuition support for group reading and individual reading.</p> <p>Extra teacher led tuition and specialist teaching support.</p>	<ul style="list-style-type: none"> • We had a specialist maths teacher for year 6 • 40% of disadvantaged pupils achieved the expected standard (EXS+) in maths. • This is significantly lower than the overall Year 6 cohort, where 87% achieved EXS+ in maths. • The gap between disadvantaged pupils and their peers is notable, indicating a need for continued targeted support and intervention in maths for PP pupils. • Disadvantaged pupils' reading attainment is lower than that of non-disadvantaged pupils across most year groups. • For example, in Year 6, 20% of disadvantaged pupils achieved the expected standard (EXS+) in reading compared to 84% of non-disadvantaged pupils. • In Year 2, 50% of disadvantaged pupils met EXS+ in reading compared to 69% of others. • In Year 1, disadvantaged pupils had 0% EXS+ in reading compared to 77% of others. • Although some cohorts (e.g., Year 4 disadvantaged pupils) show 100% EXS+ in reading, these groups are small and not statistically significant.
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	<ul style="list-style-type: none"> The data shows we need to continue supporting reading and try and address this in KS1.
Teaching assistant deployment to support small group SEND and life skills work.	This group has been working exceptionally well, the children now have a broader curriculum linked to their own learning needs. It has continued this year.
SEND PP children to have the necessary assessments to ensure the correct support is being given.	We had extra educational psychology assessments and dyslexia assessments for any PP children on the register.
Extra staff to support children with behavioural issues linked to emotional experiences.	All staff had ACEs training, many staff had safer handling training, which provided techniques to address any behavioural challenges.
SEND PP children to have the necessary assessments to ensure the correct support is being given.	We had extra educational psychology assessments and dyslexia assessments for any PP children on the register.
Extra staff to support children with behavioural issues linked to emotional experiences.	All staff had ACEs training, many staff had safer handling training, which provided techniques to address any behavioural challenges.
Wider strategies (for example, related to attendance, behaviour, wellbeing)	
ELSA, Art Therapy and Emotional Support Worker.	<p>These targeted emotional and social support services have contributed to improved wellbeing and behaviour among PP pupils.</p> <p>Feedback from staff from their termly PP meetings with families indicates enhanced pupil resilience, reduced anxiety, and better emotional regulation.</p> <p>These interventions have supported pupils in overcoming barriers related to mental health and emotional challenges, which are known to disproportionately affect disadvantaged pupils.</p>
Enrichment activities And payment support	Financial support has removed economic barriers to participation, ensuring equitable access for disadvantaged pupils.



	Engagement in these activities has supported personal development priorities and contributed to pupils’ motivation and positive attitudes towards school
Improve attendance and lateness of PP children through work with headteacher, ELSA and family support worker.	Collaborative work between the headteacher, ELSA, and family support worker has led to improvements in attendance and punctuality among PP pupils. Attendance data shows a narrowing of the attendance gap between disadvantaged pupils and their peers. Early identification and support for families facing attendance challenges have helped reduce persistent absence rates, however the PA still needs improvement.
<i>Provide school and sports uniform.</i>	Supplying uniform and sportswear has improved pupil confidence, sense of belonging, and readiness to learn. This provision has reduced barriers related to socio-economic disadvantage, supporting improved attendance and engagement.

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
Rocket Phonics	Rising stars
Boom Reader	Go-read.co.uk
Doodle learning	Doodle learning

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA



Pupil premium strategy statement 25-28



What was the impact of that spending on service pupil premium eligible pupils?	NA
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