

# Pupil Premium Strategy Statement

## Glasshouses 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	September 2025
Date on which it was last reviewed	February 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Nicola Thornber (EHT)
Pupil premium lead	Nicola Wilkinson (DHT)
Governor lead	Amanda Simmons

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,605
Pupil premium funding carried forward from previous years	
<b>Total budget for this academic year</b>	£10,605

# 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 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing have been impacted by personal experiences notably through tutoring for pupils whose education has been worst affected.

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.

## 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 among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is generally significantly below that of non-disadvantaged pupils.
4	Vulnerable pupils presenting with social, emotional and mental health needs are increasing
5	Support needed for families to overcome socio-economic disadvantage struggles to provide uniform. Access to enrichment activities and other funded opportunities.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils. Pupils to have improved recall of key knowledge and vocabulary identified in the curriculum across all subjects.	All pupils meet the Speaking, Listening and Attention GLD in EYFS. PP pupils make equal or greater progress than their peers in reading as their extended vocabulary allows them to make links between different subject matter. The attainment gap begins to close as does the gap between reading age and chronological age – this can be measured using FFT Reading Assessments.
All teaching must be effective and disadvantaged pupils	The school is implementing a sustainable and effective coaching model to train experienced staff to provide highly effective coaching and mentoring to all pupils facing adults

<p>will be targeted to ensure that they make expected or better progress.</p> <p>Levels of combines attainment will rise in every year group.</p> <p>Pupils; learning habits are well-supported at home and parents are actively involved in school life.</p>	<p>to enhance and maintain excellent teaching across the school.</p> <p>Staff will continue to receive training to access and deliver the curriculum, using Bsquared and Insight to aid the closing of gaps.</p> <p>All parents are engaged and support the school by attending parent workshops, curriculum meetings, parents’ evenings and any community events hosted by the school.</p> <p>With all parental engagement opportunities, attendance is monitored and specific families are targeted.</p> <p>Pupils complete their homework regularly, online where possible and pupils unable to access this receive additional in-school support. As a result, all pupils complete their homework.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2027/28 show that more than 100% of disadvantaged pupils met the expected standard.</p> <p>Pupils eligible for PP make as much progress as their peers across all year groups to reach or exceed their chronological reading age. This is measured through summative tests and Little Wandle. Staff will be trained in the use of data to be able to forensically identify and support gaps.</p> <ul style="list-style-type: none"> <li>• Y1 phonics outcomes in line or above the national average.</li> <li>• Y6 SATS outcomes in-line or above national average.</li> </ul>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 Maths outcomes show that, by July 2027, more than 95% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years</p> <p>Improved results in MTC for disadvantaged pupils.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant impact of SEMH interventions and support (CAPSO)</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

	All pupils are assessed through the SPOT assessment tool and planned interventions will support the identified needs (will be completed termly). Pupils will be provided with strategies to enable them to take responsibility for their own mental health.
<p>To improve parental engagement in all aspects of school life</p> <p>Families are well supported to overcome socio-economic disadvantage that they face.</p>	<ul style="list-style-type: none"> <li>• Parents feel confident to support their children and know where to get help if needed.</li> <li>• CAPSO takes active role in engaging parents in school life and community initiatives.</li> <li>• Parent survey feedback is more frequent and more positive to reflect the support that the school provides.</li> <li>• The Inclusion Team provide Early Help and make referrals where necessary.</li> <li>• PE kit/uniform to be funded by the school as necessary to give all pupils a feeling of belonging and every child has a uniform.</li> <li>• All pupils have access to enrichment opportunities which are targeted to their interests, skills and talents. These opportunities will be tracked by the Inclusion Team and specific pupils may be targeted.</li> </ul>

## 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: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3,

<p>Purchase of Bsquared Assessment tool for pupils working below their ARE.</p> <p>Insight used to track individual progress – gaps and next steps.</p>		
<p>Ensure that staff receive CPD on using Insight and Bsquared to plan and teach to close gaps in learning.</p>	<p>There is a strong evidence base detailing how and why teacher effectiveness impacts positively on pupils' outcomes.</p> <p><a href="#">Evidence based on Educations' Great Teaching Toolkit and UNPF Teaching and Learning Playbook – which provides CPD and accessible summary of high-quality evidence on how to improve teacher effectiveness.</a></p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching.</p> <p><a href="#">The EEF 'Cognitive Science Approaches in the Classroom' A Review of the Evidence summarises the evidence for teachers.</a></p>	<p>1, 2, 3</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils – Little Wandle - Continue to embed the high quality delivery of Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>Use Little Wandle catch-up scheme to ensure fluency for pupils beyond phonics and those newly arrived at our school.</p> <p>Focus on disadvantaged pupils for catch up intervention.</p> <p>Enhance the teaching of English and curriculum planning in line with DfE and EEF guidance to</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p><a href="http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,2,3</p>

<p>ensure strong foundations for all pupils.</p> <p>We will fund release time for the English Lead to attend and deliver CPD and support staff in the teaching of phonics, reading and writing.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	4

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

Budgeted cost: **£3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional reading intervention for those who are not fluent across school.</p> <p>A member of staff dedicated to interventions - reading interventions amongst these.</p>	<p>Targeted reading intervention can be an effective methods to help pupils who have fallen behind in reading catch up.</p> <p><a href="http://educationalendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy">http://educationalendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</a></p>	1,2,3

<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>2</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>123</p>
<p>Additional Maths interventions for pupils who are behind in Maths KS2</p>	<p>Targeted mathematics intervention can be an effective method to help pupils who have fallen behind in mathematics catch up.</p> <p><a href="http://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-maths">http://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-maths</a></p>	<p>3</p>
<p>Delivery of CPD for staff and the delivery of EAL intervention for pupils with early acquisition - Bell Foundation resources</p>	<p>EAL interventions aimed at enhancing vocabulary (academic and/or general) through text-based activities.</p> <p><a href="http://educationendowmentfoundation.org.uk/education-evidence-reviews/english-as-an-additional-language-eal">http://educationendowmentfoundation.org.uk/education-evidence-reviews/english-as-an-additional-language-eal</a></p>	
<p>SEMH support to improve wellbeing/mental health of disadvantaged pupils – measurable impact</p>	<p>SPOT tracker and interventions for 1:1 or small groups.</p>	<p>4</p>

	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4, 5
Contingency fund for acute issues.  Offering financial support to ensure that disadvantaged pupils can access all curricular and extra-curricular opportunities including trips, residentials, music tuition and uniform etc.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.  <a href="https://educationalendowmentfoundation.org.uk/evidencesummaries/evidence-reviews/parental-engagement/">https://educationalendowmentfoundation.org.uk/evidencesummaries/evidence-reviews/parental-engagement/</a>	All

**Total budgeted cost: £10,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

The data demonstrated that, as 86% of our PP pupils are also on the SEN register, progress is not always inline with ARE. Bsquared (for pupils working 2 or more years below age related expectations) and Insight are used to track and measure progress. Teachers use this personalised assessment to close gaps and address misconceptions. The data demonstrates that pupils are making good personal progress, in line with the school expected progress – at least one step in Bsquared.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. We use national data and Insight data.

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

Based on all the information above, the performance of our disadvantaged pupils met school-based expectations, and we are at present on track to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicate that reasonable adaptations made in lessons are having the desired impact on outcomes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

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

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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