

# Pupil premium strategy statement 2022-23



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Glebelands School
Number of pupils in school	774
Proportion (%) of pupil premium eligible pupils	112 (14%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021 to 2022- 2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Russell Mitchell. Headteacher
Pupil premium lead	Catherine McAulay Assistant Headteacher.
Governor / Trustee lead	Nigel Sanctuary. Chair of Governors.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,865
Recovery premium funding allocation this academic year	£7023.50 (2 payments this academic year)  (another 2 payments due in addition to this for 2022-23 academic year so total should be £14065 by end of financial year).
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109,750

# Part A: Pupil premium strategy plan

## Statement of intent

The Glebelands school motto is 'Respect and Achieve' and our school intent is centred around:

- Challenging Aspirations.
- Creating opportunities for students to thrive.
- Opening Minds through encouraging intellectual curiosity and independent thought.

Our aim is to use pupil premium funding to ensure the progress of disadvantaged students matches that of our non-disadvantaged students and exceeds the progress of non-disadvantaged students nationally.

Our second aim for the use of pupil premium funding is to ensure disadvantaged students are not hindered from opportunities to thrive due to their socio-economic reasons.

The approaches we have adopted provide a holistic framework within which our disadvantaged students can thrive. These include:

- Ensuring we have excellent staff as good quality teaching is the most effective way to improve outcomes.
- Ensuring class sizes are at a level that enables every individual to receive the support they require in lessons.
- Delivering excellent CPD for our staff to ensure they can cater for the needs of disadvantaged students.
- Creating opportunities within the school day where activities happen, ensuring all students thrive.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment: Attainment of our disadvantaged students is below national levels of all non-disadvantaged students nationally.
2	Attendance: Our attendance data over the past couple of years has highlighted a gap between attendance of disadvantaged and

	non-disadvantaged students. Whilst COVID has made this data harder to analyse, the gap was evident still in 2021-2022.
3	Extracurricular/Enrichment Access: Due to being a semi-rural school, many disadvantaged students require busses to travel to/from school and therefore do not take part in extra-curricular activities.
4	Literacy: Assessments and observations show that a group of disadvantaged students have lower levels of reading comprehension than their peers. This impacts upon learning in all subjects.
5	Self-efficacy: Student interviews have suggested that some disadvantaged students, particularly in the upper school, lack self-efficacy regarding their own approach to learning.
6	Mental Health & Wellbeing: Our observations and discussions with students and parents show that the mental health and wellbeing of many of our students is of concern and has been further impacted by COVID. Further analysis is needed to compare the needs of disadvantaged with non-disadvantaged students.

## 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 attendance of our disadvantaged pupils, moving in line with other pupils in our cohort.	<p>Improve attendance of disadvantaged students further in order to narrow the attainment gap.</p> <p>Regular meetings with SCC Inclusion Officer and consequent actions working with families to improve attendance. Implementation of services available to support attendance such as Child Wellbeing Practitioners, CAMHS, Targeted Youth Support, Business Mentors and in house attendance officer tracking and support. Referrals to Glebelands Pastoral Support team from Head of Achievement for targeted and personalised intervention along with frequent and high quality parental engagement.</p>
Consistently high-quality teaching & learning across all subjects	<p>CPD delivered throughout the year with emphasis on key areas to engage all learners through challenge and opening minds. Evidence through learning walks, observations, Teaching and Learning tracking discussions, departmental development plans, SEF's</p>

	and school SDP reviews. Heads of Departments to have a focus on DLs academic progress at each report cycle.
Improved attainment among disadvantaged pupils across the curriculum by the end of KS4	Progress 8 - Achieve above the national average 0.15. Attainment 8 - Achieve above the national average for attainment 44.00.
Improve understanding of the challenges faced by our disadvantaged cohort	Students identify the barriers to their own learning in a student survey and with individual discussions. Barriers to Learning profiles are then created for new Year 7 pupils and updated for Year 8-11 students. These are available to staff on SIMS and also on a shared drive. SIMS registers and seating plans show DL students. Departmental data after reports shows progress for this group of learners.
Improved literacy skills among pupils	Whole school reading plan developed for several tutor times a week in KS3 for shared reading. Book Buzz funding is allocated for all new DL Year 7 students. English Department to continue with Accelerated Reader programme for Year 7 and 8 students. Departments develop subject specific vocabulary sheets for students. Explicit vocabulary teaching evident in learning walks.
All students to have taken opportunities to regularly take part in activities beyond the curriculum	Planning, implementation and evaluation of Thrive programme where all students take part in enrichment activities throughout the year for three half terms. Thrive is structured within the school day to allow all to partake in enrichment activities and students have a choice of a wide variety of activities. Boost sessions for Year 11 are built into the school day for four sessions a week. The aim is to enhance knowledge and understanding in all subject areas as well as focusing on key exam skills.
Mindfulness of students improved	Embedded into tutor times, evidenced through observations and Head of Achievement observations and walk feedback. Exam preparation sessions for exam periods.

## 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: £ 38585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistently high-quality teaching &amp; learning across all subjects. Staff CPD sessions.</p>	<p>Quality First Teaching across school Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning potentially have +7 months, Assessment for learning / feedback + 6 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1,2,3</p>
<p>Consistently high-quality teaching &amp; learning across all subjects. Staff CPD sessions.</p>	<p>We have allocated an additional lesson of English and Mathematics into the Year 11 timetable. Whole school staff CPD has been focused on direct instruction using Rosenshine's principles. The mechanism we have used for this is the walkthru series which are centred around the key research into instructional principles. <a href="https://sites.google.com/view/walkthrusfullpackage/home">https://sites.google.com/view/walkthrusfullpackage/home</a> This is coherent with the recent Ofsted feedback on effective maths teaching. Research and analysis overview: Research review series: <a href="https://www.gov.uk/government/publications/research-review-series-mathematics">https://www.gov.uk/government/publications/research-review-series-mathematics</a> <a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english">https://www.gov.uk/government/publications/curriculum-research-review-series-english</a> The additional time has also been used to provide review and retrieval teaching to support students in their revision strategies.</p>	<p>1,2,3</p>
<p>Consistently high-quality teaching &amp; learning across all subjects</p>	<p>Professional development of staff. Mentoring and coaching are consistently identified to have a significant positive impact on improving learning and teaching. New teaching staff and HOAs &amp; HODs new to role are involved in this support programme delivered by experienced members of staff. Research <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</a></p>	<p>1,2</p>

<b>Progress - Progress 8 - Achieve above the national average 0.15</b>			
Action	Success Criteria	Staff	Challenge number(s) addressed
CPD of staff to enhance the quality of education.	- The school to run a detailed CPD programme for staff to ensure each member of staff develops their own practice	MFK	1
Enhance reading strategy in KS3	- Shared reading strategy developed. Y7, 8 and 9 English reading sessions plus Accelerated Readers programme. - Bookbuzz funding for Year 7 students in Autumn term.	JCR, MFK	1, 4
Reduced class sizes in Key stage 4	- Class sizes in Key stage 4 to be reduced.	RUM, SDJ	1, 4, 5, 6
Extra period of English and Maths	- Timetable re-scheduled to have an extra period of English and Maths (50 minutes per week). This will enable all students to improve their English and Maths grade.	SDJ,	1, 5
Yr 11 to do extra boost lesson in place of PM tutor time	- Yr 11 students to do 35 minutes extra per fortnight in each subject allowing them time to catch up on missed learning due to the Covid pandemic last year.	CGS, HODs	1, 5
Homework club run daily	- KS3 and KS4 homework clubs run daily after school to provide support and a positive learning environment for students.	SLH	1, 3, 5
Disadvantaged Learners a clear sub-group in tracking progress			
Disadvantaged Learners are tracked at a department level	-HoDs identify underachieving Disadvantaged Learners and plan interventions for these students	MFK, HoDs, SDJ, CAM	1
Disadvantaged Learners are discussed at exam meetings			
HoDs and teachers plan interventions for underachieving Disadvantaged Learners	-Exam meetings challenge underperformance of Disadvantaged Learners and plan and monitor intervention strategies	RUM, SDJ	1
Progress Review Meetings for Disadvantaged Learners			
Disadvantaged Learners to be identified when	-Progress Review Meeting candidates identified -Tutors aware of barriers to learning	HoA,MFK/CGS Tutors	1

planning Progress Review Meetings	-Actions planned from meetings reviewed next meeting		
Sharpen budget use			
Ensure spending more focused	-Money is spent supporting DL students with the barriers identified.	CAM, SDJ, CGS, MFK	1
Increase student involvement in extra-curricular opportunities			
Develop Thrive within school	- Timetable to be amended for half the year (Autumn 1, Summer 1 and Summer 2) to enable a Thrive period within the school day. This will involve over 40 separate activities, which all students will have choice to partake in.	CGS	2, 3
Music club	- The school will run an orchestra project with local schools designed to enable disadvantaged learners to learn percussion instruments and perform in an orchestra.	ALH	2, 3, 6
Funding for Trips/Events	-The school will support DL students financially to ensure they can take part in more school activities (trips, prom, uniform, equipment)	CAM, MFK	1, 2, 3

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

Budgeted cost: £ 39243

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve understanding of the challenges faced by our disadvantaged cohort	Students have been identified in each year group based on pupil premium, progress, behaviour and attendance data. These students will be closely monitored by their Head of Achievement who will be working to identify their barriers to learning. These barriers will be shared with teachers and quality first teaching will prioritise this cohort. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1,2,5,6
Improve understanding of the challenges faced by our disadvantaged cohort	Pastoral Progress Review meetings have been introduced to look at the whole year group cohort and identify students that are making least progress in a number of subjects. This should enable challenge to take place and build belonging across the school – ‘we need to be clear to be kind’ The Culture Code, Daniel Coyle (2019)	1,2,5,6

<p>Improve understanding of the challenges faced by our disadvantaged cohort</p>	<p>Pastoral Support Worker and Inclusion Officer to support with early behavioural interventions with identified disadvantaged students who are displaying “attitudinal/systemic” problem with behaviour. Addressing Educational Disadvantage, Marc Rowland (2021).</p>	<p>1,2,5,6</p>
<p>Improved attainment among disadvantaged pupils across the curriculum by the end of KS4</p>	<p>To support with the completion and raise the profile of the importance of homework, 5 sessions a week homework club will be staffed by LSAs to support students catching up and to assist those students who do not have a quiet place for learning at home. Regular homework completion can potentially have a high impact of +5 months on progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1,2,5,6,</p>
<p>Improve understanding of the challenges faced by our disadvantaged cohort</p>	<p>Disadvantaged Lead to assess need for DL students. HODs to bid for support and materials/ trips. Disadvantaged students are ‘5.2 times more likely to have pretended to their family not to need something.’ Addressing Educational Disadvantage, Marc Rowland (2021)</p>	<p>1,2,5,6</p>



<b>Personalised Support</b>			
Action	Success Criteria	Staff	Challenge number(s) addressed
Barriers identified for Disadvantaged Learners			
Barriers to Learning profiles are completed for Disadvantaged Learners	-Y7 completed with new profiles in Autumn term. -Y8-11 updated profiles. -Profiles put on SIMS and shared area -SIMS and MINT protocols shared with staff.	CAM, LJS, Tutors	5, 6
Key Y10 and Y11 underachievers mentored			
Selected Y10 and Y11 Disadvantaged Learners mentored by staff	-Y10 and Y11 students identified (3 in each year group) -Staff and students paired -Mentor meetings take place	CAM, DJN	5
Bid process supports specific students			
Staff can bid for resources for specific students to break barriers. (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)	-Bid pro-forma accessible for all staff -Bids are placed for resources -Bids evaluated for effectiveness -Second hand revision guides and uniform given to students -Equipment stock to assist students such as Scientific Calculators, pens.	CAM, HODs, HOAs	1, 5
Key themes addressed for Year 10 and Year 11 students			
Revision strategies and preparing for exams	-Sessions with the DL group with speakers to embed revision skills and mental health preparation for exam periods	DJN, CAM, CGS	1, 5, 6
Small group tuition	-Year 11 students to have small group boost sessions after school. -Lexia to be used for targeted students twice a week. Supervised by LSAs. - Timetable Rockstars programme for Year 7 and 8 once a fortnight tracked by Maths HOD.	CGS, DJN, Teaching staff	1,5
Induction programme			
Disadvantaged learners build confidence before arriving. Involve parents	-Identify Disadvantaged Learners during transition visits -Induction programme built	OTJ/SLH DJN/OTJ	2, 5, 6

	-Learners attend Glebelands to build resilience -Evaluate		
Identify barriers early			
Build Barriers to Learning profiles before students start in September	-On induction programme/transition visits, barriers to learning are identified on profile page -Profile pages created ready for September start	CAM/OTJ /SLH	2, 4, 6

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

Budgeted cost: £ 31922

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance of our disadvantaged pupils, moving in line with other pupils in our cohort.	Pastoral Support Worker and Inclusion Officer to support with early interventions of those with identified persistent absenteeism, especially that of disadvantaged students. "attitudinal/systemic" problem with attendance. Addressing Educational Disadvantage, Marc Rowland (2021).	1,2,5,6
Improve understanding of the challenges faced by our disadvantaged cohort	Pastoral Support Worker and Inclusion Officer to support with early behavioural interventions with identified disadvantaged students who are displaying "attitudinal/systemic" problem with behaviour. Addressing Educational Disadvantage, Marc Rowland (2021).	1,2,5,6
Improve understanding of the challenges faced by our disadvantaged cohort	"Children in low-income households are: 6.7 times more likely to have pretended to their friends that they did not want to do somethings that cost money, 6.7 times more likely to feel embarrassed by a lack of money. 4.4 times more likely to miss out on social activities." Addressing Educational Disadvantage, Marc Rowland (2021)	1,5

<b>Attendance – DL attendance above 93%, DL PA 15%</b>			
Action	Success Criteria	Staff	Challenge number(s) addressed
Early intervention from Inclusion Officer			
HoA meetings with IO instigate action for DLs bordering PA early	-Minutes show actions taken on DL before reaching 90% -DL PA less than 15%	HoA, IO, SDJ CAM	2
Focused contact with parents of students of concern			
Parents of DL students contacted if child is absent on first day	-Phone calls are made to parents to investigate absence and promote attendance, followed up by tutors and HoA if it continues.	LJS, SDJ, VJR	2, 6
Promote attendance and progress link			
Embedding the link between attendance and positive progress	- Attendance information shared with Y7 to 11 parents at Information Evening in Sept 2022 and emailed to non attenders. - Attendance promoted in assemblies each half term by HOA with certificates. -Attendance celebrated in Glebelands News each half term.	HoA/SLT	1, 2, 6
Engage parents early			
Forge links with parents quickly to establish reasons for non-attendance	-Parents confident communicating with school and working together to ensure child attends. -Use of Home School Link Worker and ELSA to support students with wellbeing - Use of Pastoral Support Staff to support students with wellbeing; strategies for resilience and for parent communication.	LJS, VJR REL, HoA, CAM, CGS, MFK	1, 2, 6
Sharing weekly attendance data with tutors			
Key students are identified and tutors are aware of the picture behind absence	-Attendance data shared weekly with tutors through HOA emails and in tutor team meetings. - DL lead to meet with Inclusion Officer fortnightly to discuss DL cohort attendance as a whole and oversee action plan.	LJS, HoA, SDJ, CAM	1, 2, 6

**Total budgeted cost: £ 109750**

## 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 2020 to 2021 academic year.

Although all grades were TAGs (Teacher Assessed Grades), the system used to generate these was very robust with all students sitting internal exams to validate the results they achieved.

The Attainment 8 for 2020-21 for disadvantaged students was 44.7.

74% of disadvantaged students achieved basics 4-9 in English and Maths, compared to 82% of all students in cohort.

During lockdown, provisions were put in place to ensure disadvantaged students had access to remote learning and attendance at live lessons was high. All disadvantaged students were called weekly to ensure they had the support required during this period.

However, at the end of lockdown, the attendance of disadvantaged students was below non-disadvantaged.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

GCSE exam results were in line with expectations and many students achieved positive Progress 8 scores.

Average total Progress 8 was 0.37.

Average total Attainment 8 was 53.66.

2022 GCSE exam results for Disadvantaged Learners (14 students) were very close to target in the 9-4 category. However there was a gap for Disadvantaged Learners in the 9- 5 category which is a priority for narrowing for the academic year 2022- 2023.

Average total Progress 8 for Disadvantaged Learners was -0.37.

Average total Attainment 8 for Disadvantaged Learners was 37.15.

We recognise that we need to continue to narrow the gap in attainment for disadvantaged learners particularly in the 9-5 category. One particular area to focus on will be to further improve the attendance of disadvantaged learners. For 2021-22 Glebelands overall attendance was good at 91.6%. This is compared to the National average of 89.7% and a South East region average of 77.6%. Disadvantaged Learner attendance was lower than non disadvantaged students at 86.1%. Attendance for students in all year groups except for Y9 (2021/22) was better than the national average at the end of the academic year.

Persistent absence for 2021/22 was 26% for all learners compared to national figures of 35%. Persistent absence at under 90% for Disadvantaged Learners indicates that there is a requirement to sharpen intervention for those students to ensure that they attend school daily or on a far more frequent basis. This is a key area of focus for 2022-23.

During 2021-22, provision was put in place to ensure all students, including Disadvantaged Learners, had access to remote learning when school was in lockdown or if a student was positive for Covid.

Attendance at live lessons was high and catch up work was set on INSIGHT if students were unwell and not able to attend.

Attendance tracking in the academic year was carried out regularly with HOAs and Surrey Inclusion Officer to monitor attendance of all groups and intervention planned to improve attendance.

An additional period of English and Maths was timetabled into the academic year for Y11 students to ensure catch up.

Four timetabled tutor time sessions a week were converted to teaching session boosts for option subjects which gave an additional 30 minutes fortnightly for catch up and skills teaching.

Tutors delivered a robust programme of revision skills sessions for Y10 and 11 to ensure all students including Disadvantaged Learners had a raft of strategies for how to best revise.

HOD's data tracking monitored the progress of all Disadvantaged Learners and data drop meetings were held to discuss progress of key groups and plan interventions.

HOA and SLT targeted key students in Year 11 for after school revision sessions including Disadvantaged Learners. These ran prior to mock exams in Year 11 and in the run up to the GCSE exams. Funds and resources were allocated to ensure that all Disadvantaged Learners had access to revision guides and materials for exams well in advance.

A Mindfulness programme was rolled out to all year groups throughout the academic year in tutor times. Additional sessions of mindfulness were made available to Year 10 and 11 Disadvantaged Learners prior to test weeks, mocks and GCSE exams.

## 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
Accelerated Reader	Renaissance Place
Hegarty Maths	Online platform
Timetable Rockstars	Online platform
Activelearn (Pearson)	Pearson
Teach it	Online platform
Linguascope	Online platform
Quizlet	Online platform
Zumos	Online platform

## Service pupil premium funding (optional)

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?	PP services funding was amalgamated with wider PP funding
What was the impact of that spending on service pupil premium eligible pupils?	Students identified continue to require further support with attendance which is a major barrier to achievement.