

Pupil premium strategy statement 2024-27



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

Detail	Data
School name	Glebelands School
Number of pupils in school	764
Proportion (%) of pupil premium eligible pupils	122 (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025- 26 Year 2 of 3
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Russell Mitchell. Headteacher
Pupil premium lead	Catherine McAulay Assistant Headteacher.
Governor / Trustee lead	Peg Hulse. Chair of Governors.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,930
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,930

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 above national average, we need to continue on this upwards trend.
2	Attendance: Our attendance data over the past few years has highlighted a gap between attendance of disadvantaged and non-disadvantaged students. We need to continue to narrow that gap.
3	Extracurricular/Enrichment Access: Due to being a semi- rural school, many disadvantaged students require a bus 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 disruption. 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 students and families and consequent actions to work together to improve attendance.</p> <p>Implementation of services available to support attendance such as Child Wellbeing Practitioners, CAMHS, Targeted Youth Support, Business</p>

	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.
Consistently high-quality teaching & learning across all subjects	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 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	Excellent attendance supports students achieving their best outcomes. Our teacher CPD programme is designed to allow teachers to focus on delivering outstanding lessons which should benefit all students including our disadvantaged cohorts. Boost lessons and support for homework is in place to help guide progress.
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. Information is shared with staff as to how to support students in their subjects. Bromcom 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 three tutor times a week in KS3 for shared reading. Book Buzz funding is allocated for all new DL Year 7 students. English and Maths Departments to introduce Sparx programme for KS3 students. Departments develop subject specific vocabulary sheets for students. CPD training on keywords and etymology. Explicit vocabulary teaching evident in learning walks. Extra lesson of English for KS4 students built into the timetable.

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 at key points each term. 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 via the daily presentation, evidenced through observations and Head of Achievement observations and walk feedback. Mindfulness also in assemblies.

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: £ 27605.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistently high-quality teaching & learning across all subjects. Staff CPD sessions.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3
Consistently high-quality teaching & learning	We have allocated an additional lesson of English and Mathematics into the Year 10 and 11 timetables. Whole school staff CPD has been focused on direct instruction using Rosenshine's principles. The mechanism we have used for this	1,2,3

<p>across all subjects. Staff CPD sessions.</p>	<p>is the Walkthru series which are centred around the key research into instructional principles. https://sites.google.com/view/walkthrusfullpackage/home This is coherent with the recent Ofsted feedback on effective maths teaching. Research and analysis overview: Research review series: https://www.gov.uk/government/publications/research-review-series-mathematics https://www.gov.uk/government/publications/curriculum-research-review-series-english The additional time has also been used to provide review and retrieval teaching to support students in their revision strategies.</p>	
<p>Consistently high-quality teaching & 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 & HODs new to role are involved in this support programme delivered by experienced members of staff. Research https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</p>	<p>1,2</p>

Progress			
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 Sparx programme. - Bookbuzz funding for Year 7 students in Autumn term.	MFK, JCR, GRF. JCR	1, 4
Reduced class sizes in Key stage 4	- Class sizes in Key stage 4 to be reduced where possible.	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) for Y10 and 11. 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 have extra Boost time each term in each subject allowing them time for focused interventions to improve exam outcomes.	SDJ, 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	CGS, HoDs, CAM	1
Disadvantaged Learners are discussed at exam meetings			
HoDs and teachers plan interventions for underachieving Disadvantaged Learners	-Exam review meetings and data drops challenge underperformance of Disadvantaged Learners and plan and monitor intervention strategies	RUM, CGS, MFK	1
Sharpen budget use			
Ensure spending more focused	-Money is spent supporting DL students where barriers are identified.	CAM, SLT	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
School Production	- School production each year should encourage participation of DLs in each area of the crew and cast.	GJR/ LF	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, uniform, basic equipment)	CAM	1, 2, 3

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

Budgeted cost: £ 27,958

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	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
Improve understanding of the challenges faced by our disadvantaged cohort	Pastoral Support Worker and Attendance team 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

<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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</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 <i>'5.2 times more likely to have pretended to their family not to need something.'</i> Addressing Educational Disadvantage, Marc Rowland (2021)</p>	<p>1,2,5,6</p>

Personalised Support			
Action	Success Criteria	Staff	Challenge number(s) addressed
Barriers identified for Disadvantaged Learners			
Barriers to Learning survey completed for Disadvantaged Learners	-Bromcom protocols shared with staff. - Survey barriers identified and shared.	CAM, Tutors	5, 6
Key Y10 and Y11 underachievers mentored			
Selected Y10 and Y11 Disadvantaged Learners mentored	-Y10 and Y11 students identified (1 in each tutor group) --Mentor meetings take place	CAM, NHA, 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 offered to students as and when required -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, mindfulness and mental health preparation for exam periods	CAM, NJC	1, 5, 6
Small group tuition	-Year 11 students to have small group boost sessions at lunchtimes. -Lexia and Toe By Toe to be used for targeted students twice a week. Supervised by LSAs.	JEB JCR SLH	1,5
Induction programme			
Disadvantaged learners build confidence before arriving. Involve parents	-Identify Disadvantaged Learners during transition visits -Induction programme built -Learners attend Glebelands to build resilience -Evaluate	OTJ/SLH LMA	2, 5, 6
Identify barriers early			

DL students are identified in KS3	<ul style="list-style-type: none"> -Attendance is monitored and early intervention is offered in terms of support. - DL lists are updated and shared regularly, new DL students are flagged to staff. -HODs to monitor progress of DL students in KS3 compared to non DL progress. 	HOAs/ HODs	1, 2, 5, 6
Robust support for good mental health			
	<ul style="list-style-type: none"> -Mindfulness sessions in tutor times each week -Mindfulness time in assemblies. - Character Development sessions focus on planning and preparation -Kooth assemblies planned to further support students to develop good mental health by sharing strategies with them. - Heads of Achievement can refer students to the Mental Health Nurse Team in school in the Beacon Centre to give students a six week CBT counselling service. -Heads of Achievement can refer students to the pastoral support team for help with anxiety, stress and attendance issues. 	HOAs/ HODs	1, 2, 5, 6

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

Budgeted cost: £61,462.32

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 Attendance team to support with early interventions of those with identified persistent absenteeism, especially that of disadvantaged students. " <i>attitudinal/systemic</i> " problem with attendance. Addressing Educational Disadvantage, Marc Rowland (2021).	1,2,5,6
Improve understanding of the	Pastoral Support Worker and Attendance team to support with	1,2,5,6

challenges faced by our disadvantaged cohort	early behavioural interventions with identified disadvantaged students who are displaying “attitudinal/systemic” problem with behaviour. Addressing Educational Disadvantage, Marc Rowland (2021).	
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

Attendance			
Action	Success Criteria	Staff	Challenge number(s) addressed
Early intervention from Attendance meetings			
HoA meetings with SLT link instigate action for DLs bordering PA early	-Minutes show actions taken on DL before reaching 95% -DL PA equal to national average -PA and SA letters issued half termly	HoA, AAO, 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 by pastoral support worker to investigate absence and promote attendance, followed up by tutors and HoA if it continues.	Attendance officers, Tutors, PSW	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 2025 and emailed to non attenders. - Half termly communication to parents via letters and newsletter with regards to attendance regulations. - 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 pastoral support workers and ELSA to support students with wellbeing - Use of Wellbeing Room/ Nurture Hub to support students with wellbeing; strategies for resilience and for parent communication.	Attendance officers, PSW, HoA, CAM	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 Heads of Achievement fortnightly to discuss DL cohort attendance as a whole and oversee action plan.	Attendance officers, HoA, CAM	1, 2, 6

Total budgeted cost: £114,255

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 2024 to 2025 academic year.

At Glebelands School our proportion of students identified as disadvantaged learners is lower than average. We recognise that students identified as disadvantaged come from wide and varied backgrounds and circumstances. It is important to champion these students as individual learners and support and encourage both excellent attendance and attainment for each student. We recognise that we need to continue to improve academic outcomes for all disadvantaged learners. One particular area to focus on will be to further improve the attendance of disadvantaged learners. We have strived to sharply focus on communication with our families with regards to attendance. As a trend we are seeing improvement for students in all monitoring groups for attendance. In particular we have narrowed the attendance gap between disadvantaged and non disadvantaged learners. We will continue to work in improving this as part of our long term strategy. Students have the best chance of academic success in all year groups when attendance is excellent. Significant funding has been reserved to support students with attendance improvement and our pastoral team support offer and Wellbeing Room.

Attendance tracking in the academic year was carried out regularly with Heads of Achievement and Surrey Attendance Service to monitor attendance of all groups and intervention planned to improve attendance. The pastoral support team also worked with identified Disadvantaged Learners to work on strategies to get them into school on a more regular and full time basis where it was required.

Literacy and improving vocabulary has been a focus for recent tutor times across the school. In lower school the focus is on shared reading of key texts supported by resources championed by our English co-ordinator. This deft focus along with use of Sparx reader is aimed at improving literacy and student access to a wide range of literary texts. Revision focus for KS4 also makes use of Sparx for a number of subjects and also Tassomai as a monitoring platform.

Support for students at GCSE is also sharply focused with an additional period of English and Maths timetabled into the academic year for Year 11 students to ensure thorough classwork and exam preparation opportunities for all. Four timetabled tutor time sessions a week were also converted to teaching session boosts for option subjects which gave an additional 30 minutes fortnightly for revision focus and exam skills consolidation. Key disadvantaged students were also targeted for more bespoke interventions and support in English and Maths.

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
Activelearn (Pearson)	Pearson
Language Nut	Online platform
Lexia	Online platform
Sparx	Online platform
Tassomai	Online platform
Teach it	Online platform
Timetable Rockstars	Online platform
Toe By Toe	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.