

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Glasshoughton Infant Academy
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	15 funded (7 in school and 4 EYPP, 8 Year Three)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Claire Wilson Acting Headteacher
Pupil premium lead	Michelle Atkinson
Governor / Trustee lead	Barbara Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
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	£21,210

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 at least expected progress and achieve high attainment across all subject areas through a progressive, sequential and coherently planned curriculum, driven by high aspirations and experiences for all and focusing securely on automaticity and fluency consistency, to give all pupils the foundations they need to secure their learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential, including progress for those who are already high attainers.

We will consider and carefully identify the challenges faced by vulnerable pupils, such as those who have a social worker, have been 'looked after' at some point in their lives and pupils with SEND. The activity we have outlined in this statement is also intended to support their needs, using an 'assessment not assumption' process of identifying key activities to support the progress and attainment of all pupils.

High-quality evidence informed teaching and learning 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 improved alongside progress for their disadvantaged peers.

At Glasshoughton Infant Academy we have identified six priorities in response to common challenges and individual needs. 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 communication and language skills . It is also evident that pupils lack cultural capital indicated by the lack of breadth in their vocabulary, meaning that they are at a disadvantage when accessing and understanding their learning in the wider curriculum.
2	Our observations and discussions indicate that our children have low personal, social and emotional skills . They do not always recognise, or understand how to respond to their emotions and situations when they are faced with challenges both academically and personally.
3	Assessments, observations and discussions indicate that pupils have low basic English skills . Many children have not had experience of reading, sharing texts with adults and developing a love of reading. They then cannot draw upon their reading knowledge as a writer.
4	Assessments indicate that pupils have a lack of basic maths skills compared to their peers. Their knowledge of basic numbers and the number system need support and further development so that they can apply this to the four operations and develop their reasoning and problem solving skills within mathematical concepts.
5	Our observations and discussions indicate that many of our children live in households where family members have complex issues with their mental health and emotional wellbeing , which impacts upon the child. We pride ourselves on ensuring we spend time supporting the adults in the home in order to be able to look after the child to the best of their ability.
6	Our attendance data indicates that pupil premium children's attendance is lower than non-pupil premium children and the school target of 97%. There is an attendance gap between pupil premium children and non pupil premium children.

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
Oracy skills across the curriculum improve as a result of a sequentially and coherently planned curriculum, with vocabulary at its heart.	Assessments and observations indicate significantly improved oral language and skills. Children are able to speak confidently, like experts, across the curriculum using tier 2 and tier 3 vocabulary. This is evident when triangulated with other sources of evidence, including planning, book scrutiny, pupil voice and lesson observations.
Our pupil premium children's attainment in reading is in line with their peers and national attainment.	KS1 reading outcomes show that 40% of pupil premium children meet the expected standard.

Our pupil premium children's attainment in writing is at least in line with their peers and National attainment.	KS1 writing outcomes show that 40% of pupil premium children meet the expected standard.
Our pupil premium children's attainment in mathematics is in line with their peers and national attainment.	KS1 mathematics outcomes show that 60% of pupil premium children meet the expected standard.
Our pupil premium children are confident and able to express themselves. They can manage their feelings, behaviours and emotions in a range of situations.	From observations and pupil voice children are engaged in their learning. They display positive behaviours that impact within the classroom.
Our pupil premium children attend school in line with their peers and meet the school target.	Data for pupil premium children shows that they attend school in line with their peers at least meeting the school target of 97%. Persistent absence decreases as a result of the work carried out with families and children.

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: £15312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evaluate, refine and implement sequential and coherently planned tier 2 and tier 3 vocabulary across the school curriculum. This can support pupils to articulate key learning. Children learn to talk and learn from talk across all areas of the curriculum. Children use, understand, and extend their vocabulary impacting on their reading and writing skills. Tier 2 and tier 3 vocabulary is planned by subject leaders for every curriculum area and term to ensure progression across school with high expectations for all.	There is strong evidence that language provides the foundation to the curriculum. High quality interactions are important, it is not just talking to children. Approaches such as explicitly teaching vocabulary will have a positive impact on children. Collaborative learning develops not only language and knowledge but vital relationship skills. Academic Word List (AWL) (eapfoundation.com) Avril Coxhead – Academic Word List This is a tiered academic word list which plays an important role in creating vocabulary goals for language acquisition. Alex Quigley – Closing the Vocabulary Gap 'The issue of children having a limited vocabulary is quite challenging in scale and	1,3, 4

• Fund ongoing teacher training and release time along with working groups across the trust to embed. • Continue to work with parents to further support children, parents are clear about both tier 2 and tier 3 vocabulary, being taught across the curriculum. • Tiered language approaches used across subject areas so that children are making informed language choices. • Vocabulary is linked to the substantive and disciplinary knowledge within each subject so that it can be applied in context. • Language is modelled by all staff consistently across the curriculum so that children hear it continuously. • Displays within the school environment model key vocabulary so that children know where they can find further support with their learning.	subtly different from child to child. With the new bigger and harder curriculum at both primary and secondary school, the increased vocabulary and reading comprehension demand has risen considerably. Many children simply cannot access the full curriculum. In the early years, children can struggle to read at the same level as their peers, whereas at secondary school, many students are simply turned off by school after facing failure countless times daily as they cannot access the academic curriculum of school.' A broad and deep vocabulary is integral to every facet of learning. Thinking Moves A-Z (thinking-moves.com) Research shows that effective strategies for metacognition and self-regulation are very high impact for very low cost, can be worth the equivalent of an additional seven months' progress when used well and can motivate pupils to engage in, and improve, their learning. This can be particularly effective for low achieving and disadvantaged pupils. One-Pagers: Teaching Summaries — Jamie Clark Educational (jamieleeclark.com) Evidence based practice for educators who reflect on their practice and check their knowledge and understanding. Teaching WalkThrus Tom Sherrington provides evidence based Professional Development coaching and team planning through five individual steps.	
• Embed the progressive and coherently planned oracy framework through explicit teaching to support pupils to articulate key learning. • Thinking moves are now embedded across school and form a basis for the continuous development of pupils' metacognition. This is progressive from Nursery to Year 2. Children use them to explain their learning using taught vocabulary	The Oracy Framework, developed by Voice 21 and Oracy Cambridge, provides a structure to understand what constitutes good speaking and listening in different contexts. It encompasses physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech, and effective communication. EEF - Communication and language approaches EEF (educationendowmentfoundation.org.uk) Communication and language approaches which involve methods that support the linguistic aspects of communication, such as	1,3

• Voice 21 framework embedded across the curriculum. • Continue to work with parents. They are clear about metacognition strategies through the use of the Thinking Moves being used across the curriculum. • Oracy structures planned for and explicitly taught. • Staff use curriculum documentation that is sequentially and progressively planned to ensure that change is effectively implemented in small steps. • Oracy structures are modelled by all staff consistently across the curriculum so that children hear it continuously.	teaching and modelling vocabulary and language. These approaches simultaneously support both cognitive and linguistic aspects of communication, such as interactive reading or collaborative talk. Support for the physical aspects of communication such as teaching and modelling social communication skills are also included <u>STAIRS Approach</u> Improving Early Education through everyday interactions EEF Improving early education through high-quality interactions EEF Improving the quality of early education matters: it's positive for every child, and especially important for socio-economically disadvantaged children. Research evidence tells us that high-quality interactions are the beating heart of effective early education. S – sharing attention T – Thriving together A – Avoiding frustration I – Important features need highlighting R – Reviewing Progress S- Self motivation <u>SHREC</u> The ShREC approach, as highlighted in the EEF guidance report Preparing for Literacy – the aim of the ShREC approach is to provide early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice. Sh - Share attention R – Respond E – Expand C – Conversation Language for Learning – Alex Bedford A language development framework that 'enables early years practitioners to effectively lead high-quality, structured conversations that sustain shared thinking.' The handbook takes inspiration from Joan Tough's research and is then entwined with cognitive and neuroscience research. This compliments the SHREC approach.	
Enhancement of our English teaching and curriculum	Evidence shows that producing high quality writing does not just take place during one	1,3

planning with a particular focus on writing. • In house CPD refining and applying the writing strategy and sequence, using a range of concrete and practical approaches to support learners. • Staff use sequentially and progressive writing planning across school to ensure effective implementation. • Planned writing lessons are objective led whereby children are given the time to practice and rehearse before being expected to apply. • Writing is planned for a purpose. • Writing takes into account all curriculum areas so that children can communicate their learning in all subjects. • Funding teacher release time to embed key elements and develop teaching and learning elements further. • Coaching and team planning of writing sequences of learning led by Subject Leader. • Handwriting development across school to develop fluency due to improved automaticity of letter formation. • Staff use a systematic synthetic approach to phonics that progressively builds each year to develop confident children who can transfer their knowledge sounds into their writing.	lesson. Children need to be taught to plan and monitor their writing. Children need to be supported through high quality modelling of a structured approach before they can independently write. Improving Literacy at KS1 EEF Teaching the concept of a sentence – MrNickHart (wordpress.com) We can be better at sequencing a curriculum for early writing that includes finer conceptual progression for what a sentence is so that those who don't pick up the concept from language rich environments at home can learn it and have opportunities open up before them when in education. Alex Quigley – Closing the Writing Gap Closing the Writing Gap Evidence based approaches are used which make writing accessible for all, bridging the gap. This follows seven critical steps and addresses challenges which students may face. The Writing Scale untitled (clpe.org.uk) Evidence shows that to become a successful reader and writer, an individual needs to develop and sustain the means to play four related roles: code breaker, meaning-maker, text-user, and text critic. This is the conception of literacy learning that informs the Writing Scale approach. The complex and individual patterns of progress have been distilled into, what we hope, are accessible and informative scales.	
Enhancement of our maths teaching and curriculum planning. • In house CPD applying the new maths strategy and	Professional development should raise the quality of teacher's knowledge of maths, how children learn and effective mathematic pedagogy. Children need to develop a secure knowledge and	4

curriculum maps, to support learners. • Staff use sequentially and progressive maths planning across school to ensure that change is implemented effectively. • Funding teacher release time to embed key elements. • Coaching and team planning and teaching of maths sequences of learning led by Subject Leader. • Problem solving and reasoning are a part of every maths lesson so that pupils apply their knowledge regularly. • Fluency lessons planned at least twice weekly to develop children's automaticity in maths. • Further development of two step problem solving skills • Concrete, pictorial and abstract approach used consistently across maths units of work to support children's knowledge. • Numbers are linked to measure so that children apply and deepen their knowledge of the four operations across all areas of maths.	understanding of early mathematics as a basis for their learning. Improving Maths in the Early Years and KS1 EEF Maths No problem: Fluency means that learners can do more than just memorise procedures. To be truly fluent, a child understands the meaning of the operations and their relationships to each other, they have a large knowledge bank of number facts, and a deep understanding of the base ten system. NCETM Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths.	
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Support and instructional coaching for staff to ensure children achieve their potential - embedding the sequentially and coherently planned curriculum, ensuring support in place for children is effective or signposting for children. • In house CPD developing pedagogical practices and staff knowledge and understanding of these, including time to rehearse, practice and refine. • Develop expert teaching principles developing a toolkit of pedagogical practice • Funding teacher release time to hold subject surgeries across the year led by subject experts including:- release time to carry out monitoring of subjects, pupil voice with a focus on children using a range of resources to articulate their learning, triangulation of planning. • Funding time to release coach and coachees in the development of instructional coaching and use of the coaching cycle to develop pedagogy and expert teaching principles across the curriculum.	High quality teaching includes investment in professional development, training and support for early career teachers. Through professional dialogue further support can be put into place to ensure teaching and learning improves the outcomes for pupil premium children. Effective Professional Development EEF (educationendowmentfoundation.org.uk) One-Pagers: Teaching Summaries — Jamie Clark Educational (jamieleeclark.com) Evidence based practice for educators who reflect on their practice and check their knowledge and understanding. Teaching WalkThrus Tom Sherrington provides evidence based Professional Development coaching and team planning through five individual steps. Jim Knight Instructional coaches partner with teachers to help them improve teaching and learning so students are more successful. (Knight 2007) With that in mind, effective coaches will embark on a collective dialogue where ideas and guidance will be offered but always in the interests of supporting the coachee to achieve their goal.	1,2,3,4,5,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17503.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted speech and language programme in the Early Years closing the gap in children's spoken language and understanding of speech conventions.	Oral language skills have a positive impact on pupils' language skills and ability to access the curriculum. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language Interventions EEF	1,3,4

	Well Comm speech and language toolkit: Delayed language skills lead to under-performance later in life. Well Comm helps you to identify pre-school and primary school children who are experiencing barriers to speech and language development so that you can support them early in their education journey.	
Daily reading fluency and comprehension intervention across school in place to close the gap between pupil children and their peers at all levels.	Reading comprehension strategies are high impact and alongside phonics are a crucial component of early reading. Children need to be explicitly taught to decode and comprehend carefully tailored to their needs so that it is effective without overwhelming them. Accuracy, automaticity and prosody are the vital components for children who are fluent and able to comprehend what they are reading. Reading Comprehension EEF Alex Quigley Reading rope	1,3
Additional phonics sessions targeted at disadvantaged pupils who require further support to meet age related expectations and close the average point score gap in line with their peers.	Systematic phonics approaches have a strong evidence base indicating a positive impact on pupils early reading skills. Phonics Toolkit Strand Education Endowment Foundation EEF: DfE By ensuring high-quality phonics teaching and improving literacy levels, the government wants to: give all children a solid base on which to build as they progress through school and to help them develop the habit of reading both widely and often, for both pleasure and information.	3
Targeted and bespoke writing sessions for pupils who require further support to communicate with English and across the curriculum.	Some children, even with high quality teaching will require some targeted literacy support through structured interventions. This should be matched to their needs and enhance their learning within the classroom. Improving Literacy at KS1 EEF Teaching the concept of a sentence – MrNickHart (wordpress.com)	3
Targeted and bespoke maths sessions for pupils who require further support.	High quality targeted support can help children learn maths. This can provide effective support for children through small group work. Small group support is effective when it is brief and regular links are made between the support and class	4

	work, experienced staff support the needs of children. Improving Maths in the Early Years and KS1 EEF NCETM	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,247.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted bespoke individual work to improve children's attendance at school.	It is vital that children are in school otherwise they cannot learn. Children need to be punctual as this can affect their health and well-being entering classrooms where learning has already started DfE, Education Hub Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.	6
Targeted bespoke individual and small group work to improve children's emotional health and well-being.	Children's emotional health and well-being need to be addressed so that it has a positive impact on their education journey. Children need a safe space whereby they feel safe and supported so that they can thrive and achieve their potential.	2,5
Engaging with the offer of the wider curriculum through the attendance at after school clubs and trips to improve children's emotional health and well-being, enrichment opportunities and further developing personal and social skills.	Children's emotional health and well-being are of the utmost importance. Giving children the opportunity to take part in enrichment activities alongside a variety of their peers promotes self-confidence, resilience and key social skills that. These skills can then be transferred into the classroom. There is a proven link between physical activity and the impact on health and well-being.	2,5
Contingency fund for acute issues including uniform, food parcels and equipment.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 43062.77

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 2024-2025 academic year.

2024-2025 Success criteria

KS1 reading outcomes show that 60% of pupil premium children met the expected standard.

- At GIA 100% of pupil premium children met the expected standard at the end of the year. **The last reported National benchmark was 54% in 2023. This is 46% higher than the National Benchmark.**
- At GIA 37.5% of pupil premium children met the greater depth standard at the end of the year. **The last reported National benchmark was 9% in 2023. . This is 28.5% higher than the National Benchmark.**

KS1 writing outcomes show that 40% of pupil premium children meet the expected standard.

- At GIA 100% of pupil premium children met the expected standard at the end of the year. **The last reported National benchmark was 44% in 2023. This is 56% higher than the National Benchmark.**
- At GIA 25% of pupil premium children met the greater depth standard at the end of the year. **The last reported National benchmark was 3% in 2023. This is 22% higher than the National Benchmark.**

KS1 mathematics outcomes show that 60% of pupil premium children meet the expected standard.

- At GIA 100% of pupil premium children met the expected standard at the end of the year. **The last reported National benchmark was 56% in 2023. This is 46% higher than the National Benchmark.**
- At GIA 50% of pupil premium children met the greater depth standard at the end of the year. **The last reported National benchmark was 8% in 2023. This is 42% higher than the National Benchmark.**

At the end of Reception 75%,3 of the 4 children eligible for Pupil Premium achieved a Good Level of Development exceeding National benchmarks

In Year 1 80%, 4 of the 5 children eligible for Pupil Premium passed the phonic screening check exceeding the National benchmark of 67% in 24/25. **This is 13% higher than the National Benchmark.**

In Year 2 100% of the children eligible for Pupil Premium passed the phonic screening check.

Data for pupil premium children shows that they have a higher attendance in school compared to all pupils and persistent absence for Pupil Premium children is lower than their peers.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	12	94.4%	92.6%	Above	Relative improvement	-
2023/24	19	93.1%	92.0%	Close to average	Relative decline	-
2022/23	21	92.8%	91.6%	Close to average	In line	-

Externally provided programmes

Programme	Provider
CPOMS	CPOMS

Further information

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

- Continuing to embed a range of cognitive science approaches in the classroom to ensure children know more, do more and remember more across the whole curriculum. [EEF Cognitive Science report](#) highlights the real impact on rates of learning in the classroom.
- Collaboration with a wide range of professionals as part of the IQM Centre of Excellence for Inclusion group.
- Continuing to utilise our Senior Mental Health Lead to embed the school Wellbeing group to support all of our school community. The group, made up of staff and parents, will continue to feed into school life at both a targeted and wider strategy level.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, aspirations and vital personal and social skills.
- Offering a wide range of visitors into school to support children's wider experiences in the curriculum and broaden their horizons through physical activity. Activities will also focus on building confidence, resilience, healthy relationships, aspirations and vital personal and social skills.
- Improving children's cultural capital through our curriculum drivers of aspirations and experiences through out of school visits e.g. to the Pantomime, to the seaside, African drummers visiting school, trip to the Yorkshire Wildlife Park, National Coal Mining Museum trip, local walks and utilising our community, farm into school and professionals giving talks about their roles.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated what has had a positive impact in the past and what needs to be put into place to address the current children within school.

We triangulated evidence from multiple sources of data including assessments, monitoring feedback, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges. As part of our approach to ensure the child's voice is used to drive the plan, the pupil premium leader meets with all pupil premium children to discuss their individual strengths and individual targets. This is linked to the feedback that they receive in class as well as them wanting to strive for success. Pupil Premium surgeries held with all class teachers, led by the pupil premium leader, at the beginning of each term, supports all colleagues to be clear on the plan for improvement and how this can be implemented effectively at an individual child level. We looked at a number of reports, studies and research papers about effective use of pupil premium, the im-

pact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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