

Pupil premium strategy statement – Glascote Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------------|
| Number of pupils in school | 277 |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2026-2028-2029 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Michelle Powell |
| Pupil premium lead | Eva Bowers |
| Governor / Trustee lead | Peter Armitage |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £116,655 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | 0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £116,655 |

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. 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, including reading and maths. 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.

Through a broad, balanced and holistic curriculum, including learning outside the classroom, we aim to provide children with opportunities that they may not normally experience.

Our approach will be responsive to common challenges and individual needs, rooted in robust standardised assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Demographic and Context

Glascote Academy is a school located in Tamworth, Staffordshire. We have a PAN of thirty, however we have taken up to sixty children when there has been the need. We currently have two Year Two classes and two Year Three classes, two Year Four classes and two Year Five classes. All of the others are a single cohort.

The school serves an area of socio-economic deprivation with a high proportion of pupils being eligible for current FSM (28%) and Pupil Premium (28%) both higher than the National of 24.6% (FSM June 2024). 21% (58 pupils) with SEN support is higher than the national average 13.6%, plus 2.9% (8 pupils) with EHCPs, and a further 1.4% (4 pupils) in draft form, 1.1% (3 pupils) EADPR. Combined is 5.4% (EHCP National 4.8% - June 2024). As a school we have children from various ethnic backgrounds, white British, and white and black Caribbean; however, we have 10.8% of our children with EAL (Eastern European, Hong Kong). At its last graded inspection (February 2025) Glascote Academy was deemed 'Good' in all areas. The academy has continued to respond to post-pandemic challenges within the school, which include increased complex safeguarding issues and challenges with parental aspiration and attitudes. The highest levels of deprivation within Glascote are Education & Skills (refers to low levels of education and skills attainment in children, young people and adults) at 13.5%

of the neighbourhood's overall (IMD) deprivation score., 9.3% is Crime which reflects the risk of experiencing personal or property-related offences. (sources: [How deprived is Tamworth 003E? | Local Deprivation Explorer 2025](#)).

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Weakness in learning behaviours e.g. lack of independence, resilience and perseverance. |
| 2 | Social, emotional and behavioural problems affecting overall well-being and progress. |
| 3 | Gaps in learning due to school closures or poor attendance, this is for all children including the disadvantaged. |
| 4 | Specific additional needs including those being supported as SEND e.g. Speech and Language |
| 5 | Closing the gap between advantaged and disadvantaged pupils across all core subjects. |
| 6 | Poor or low attendance |
| 7 | Home learning environments for children accessing remote learning and homework. |

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 learning behaviours will be targeted through supported wider experiences; Outdoor Learning; and the schools reward system including Afternoon Teas | Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers, Outdoor Leaders and School/Trust Leaders |
| Clear progress against starting points. Quality First Teaching; Timely interventions through Closing the Gap, | Pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose |

| | |
|---|--|
| targeted afternoon interventions and support, additional reading with the reading manager, 1:1 counselling with Hope Leader | attainment is below age-related expectations starting to catch up |
| Additional needs supported effectively (including medical conditions) through the use of Quality First Teaching, pre-teaching, Well-being groups and specific nurture groups. | Children with additional needs are supported effectively through the school's SEND practice and Wellbeing Ethos, with recognition of and support for any additional factors that PP children face. |
| Children can access learning at home. | A higher percentage of children complete homework set through workbooks provided. Parents are able to log reading at home through the digital reading log. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | The overall attendance rate for disadvantaged pupils will be in line with non-disadvantaged pupils. (School target equal to or above national [96%]. The percentage of disadvantaged pupils persistently absent to be in line with non-disadvantaged) |

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: £49,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Quality first teaching for all children which includes Social, Emotional and | Raised awareness of barriers faced by children. Providing children with stimulating experiences, broadening their opportunities of the wider world. Allowing experiential learning and encouraging and maintaining aspirations. | 1,2,3,4, 5 |

| | | |
|---|--|--------------|
| <p>Behavioural development promoted through the curriculum and through School life – Support from Inclusion Leader for class teachers and TA's.</p> | <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Quality first teaching for all children, including assessment for learning and introduction of new collaborative learning approaches. Children to be assessed for instant misconceptions in lessons through a range of strategies, including Random Reporter, (Cold Calling) Mini plenaries and the use of whiteboards. Whole school to adopt the Collaborative Learning Approaches as used in FFT Success for all Phonics and Reading.</p> | <p>Collaborative Learning Approaches EEF</p> | <p>3,4,5</p> |
| <p>Improvement in reading, writing and GPS skills- FFT Success for All Phonics and reading Scheme/Jungle Club Spelling and Routes to Reading/Reading age appropriate books KS2. CPD for all staff centred on</p> | <p>Raise children's academic ability with specific key interventions – reading, writing, GPS Phonics Teaching and Learning Toolkit EEF</p> | <p>3,5</p> |

| | | |
|--|--|-----|
| areas of School Improvement. | | |
| <p>Improvement in Maths skills- Continued implementation of Rock stars Times Tables (IT based) to include use at home Fidelity to White Rose Maths Scheme, including use of White Rose Maths app to use at home. Teacher release time to embed key elements of White Rose Maths and draw on others expertise. CPD for all staff centred on areas of School Improvement.</p> | <p>Raise children's academic ability with specific key interventions and maths lessons – Times tables (arithmetic) Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 3,5 |
| <p>Improvement in reading comprehension skills - Implementation of new Reading Structure in Key stage one and introduction of Jane Consadine Reading Scheme in Key Stage Two. CPD for all staff centred on areas of School Improvement.</p> | <p>Raise children's academic ability with specific key interventions – guided reading focused skills Reading Comprehension EEF (educationendowmentfoundation.org.uk)</p> | 3,5 |
| <p>Robust Standardised Assessment- Purchase of standardised diagnostic assessments, including end of term</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> | 5 |

| | | |
|---|--|-------|
| White Rose Math's assessments. | Diagnostic assessment EEF | |
| <p>Phonics- quality first teaching of phonics with fidelity to FFT Success for All Phonics Scheme. Children access books that match their phonic abilities.</p> <p>Children to each have a paper copy of shared reader to take home, as appose to online version.</p> <p>CPD for all staff centred on areas of School Improvement.</p> | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds Phonics Toolkit Strand Education Endowment Foundation EEF | 3,5 |
| <p>Ensuring there is continued growth in learning and teaching, investing in the NPQ's and Incremental Coaching. This means educators in school are building and developing their knowledge from the same evidence-based frameworks.</p> <p>We will fund teacher release time to embed key elements of guidance.</p> | <p>The programme uses the latest evidence-based learning and shows schools how to put findings into practice in the school setting.</p> <p>NPQLTD teacher training course Ambition Institute</p> | 1,2,5 |

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

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Closing the gaps to aid children’s learning - Early Intervention with Morning interventions, using First Step Phonics, The Lightning Squad Tutoring Programme; Reading Quest; afternoon support to include 1:1 reading and appropriate closing the gap sessions.</p> | <p>Raise children’s academic ability with specific key interventions – TA precision teaching</p> <p>One to one tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 3,5 |
| <p>Timely intervention within children’s learning to prevent gaps widening - Early Intervention with children through initiatives such as CtG groups, First step Phonics, Reading Quest)</p> | <p>Early intervention and preventing gaps will support progress.</p> <p>Adaptations and scaffolding up will ensure that all needs are effectively met.</p> <p>Teaching Assistant interventions EEF (educationendowmentfoundation.org.uk)</p> | 3,5 |
| <p>Narrowing the gap in reading and promoting a lifelong love of reading for reading’s sake and as a tool for reading to learn- Regularly extra 1:1 reading with Reading/ comprehension/phonics/ language skills with Reading Manager, ensuring fidelity to the reading/phonics schemes.</p> <p>Use of online reading diary to support reading at home.</p> | <p>Early intervention and the use of interesting reading materials will support progress.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading Comprehension EEF (educationendowmentfoundation.org.uk)</p> | 3,5 |
| <p>Improved attendance, less persistent absences, improved parent partnership. Support community</p> | <p>School staff will ensure that trends in attendance will continue to rise and contact with parents will aid the understanding of how attendance impacts upon learning and life chances.</p> | 6 |

| | | |
|--|---|---|
| <p>projects to help parents to engage with education – School staff to contact families whose anxieties and concerns may be affecting attendance; Staff to follow revised attendance policy. Malachi referrals for home support Parent coffee mornings and workshops with the Inclusion lead.</p> | <p>The revised attendance policy will be fully implemented in all respects.</p> <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> | |
| <p>Homework support- workbooks sent home with children – CGP/White Rose Homework Journals Use of the electronic reading diary to support reading at home. Implementation of new reading reward scheme.</p> | <p>The quality of the task set appears to be more important than the quantity of work required from the pupil.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> | 7 |

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

Budgeted cost: £37,555

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Build “cultural capital” through the importance of vocabulary and development of foundational knowledge - Access to visits/trips: Y6 residential trip KS2 overnight stay Class trips</p> | <p>Equality of access for all pupils; raising confidence and self-esteem; opportunity to visit somewhere they have never been and access activities that they have never done. Opportunities that will widen cultural and linguistic experiences</p> | 1,2 |

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|--|--|-------|
| Whole school theatre trip/Traveling workshops. | | |
| Lunch provision - Implementation of supervised play opportunities for children at break and dinner time (Sports coach; extra lunchtime staff; equipment) | Improved lunch time activities and enjoyment of free time. Checks made through questionnaires, pupil voice and parent voice. | 1,2 |
| School Farm - Timetabled slots on school farm; nurture groups; community groups (outdoor leader and farm learning support) | Equality of access for all pupils; opportunity to excel in a vocational way which will raise confidence and self-esteem and support academic achievement EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 1,2,4 |
| Children to be more self-aware and raised self-esteem through outdoor nurture | Children to be given skills to help with development of self and cooperation/teamwork. Staff know how to support children's emotional well-being through the use of the outdoor area. This will aid academic ability. Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1,2,4 |
| School Forest area - Timetabled slots on in forest area; nurture group: Eco Schools award (outdoor leader) | Equality of access for all pupils; opportunity to excel in a vocational way which will raise confidence and self-esteem and support academic achievement EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 1,2,4 |
| Children to be more self-aware and raised self-esteem through Emotional | Children to be given skills to help with development of self. Staff know how to support children's emotional well-being. This will aid academic ability. Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1,2,4 |

| | | |
|---|---|-------------------|
| <p>Coaching- Work 1:1 with Inclusion Leader to aid well-being of children;</p> | | |
| <p>Emotional Coaching – all staff to receive either a refresher or new training on the importance of emotional coaching. Use of the MHST (Michelle Page)</p> | <p>Staff know how to support children’s emotional well-being. This will aid academic ability. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1,2,4</p> |
| <p>Behaviour and Communication with parents- Marvellous Me app ensures parents are informed of what is happening in school, including quick links to resources. The app also works as a behaviour incentive for children with termly afternoon tea for the children with most thumbs up. Negative behaviour will be recorded on Arbor.</p> | <p>Parents engage with the school and are kept informed of what their child is learning. Children are motivated to show good behaviour for learning.</p> <p>Negative behaviour will be recorded on Arbor and weekly analysis will inform actions to reduce the number of incidents.</p> <p>Parental Engagement EEF (educationendowmentfoundation.org.uk)</p> | <p>1,2,7</p> |
| <p>Quality first teaching for all children which includes Social, Emotional and Behavioural development</p> | <p>Raised awareness of barriers faced by children. Providing children with stimulating experiences, broadening their opportunities of the wider world. Allowing experiential learning and encouraging and maintaining aspirations.</p> <p>Arts participation Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,2,3,4, 5</p> |

| | | |
|--|---|------------|
| <p>promoted through the curriculum and through School life – Support from Inclusion Leader for class teachers and TAs. Thumbs Up system; Afternoon Teas; Whole school music lessons including music therapy sessions lessons. Music exams Y6</p> | | |
| <p>Contingency fund for acute issues.</p> | <p>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.</p> | <p>All</p> |

Total budgeted cost: £116,655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For impact on pupil outcomes, see Whole School Data Booklet.

Review 2024-2025

88 children on roll at Glascote Academy were allocated Pupil Premium Funding (E6 and FSM). This constituted 29% of the total school's population.

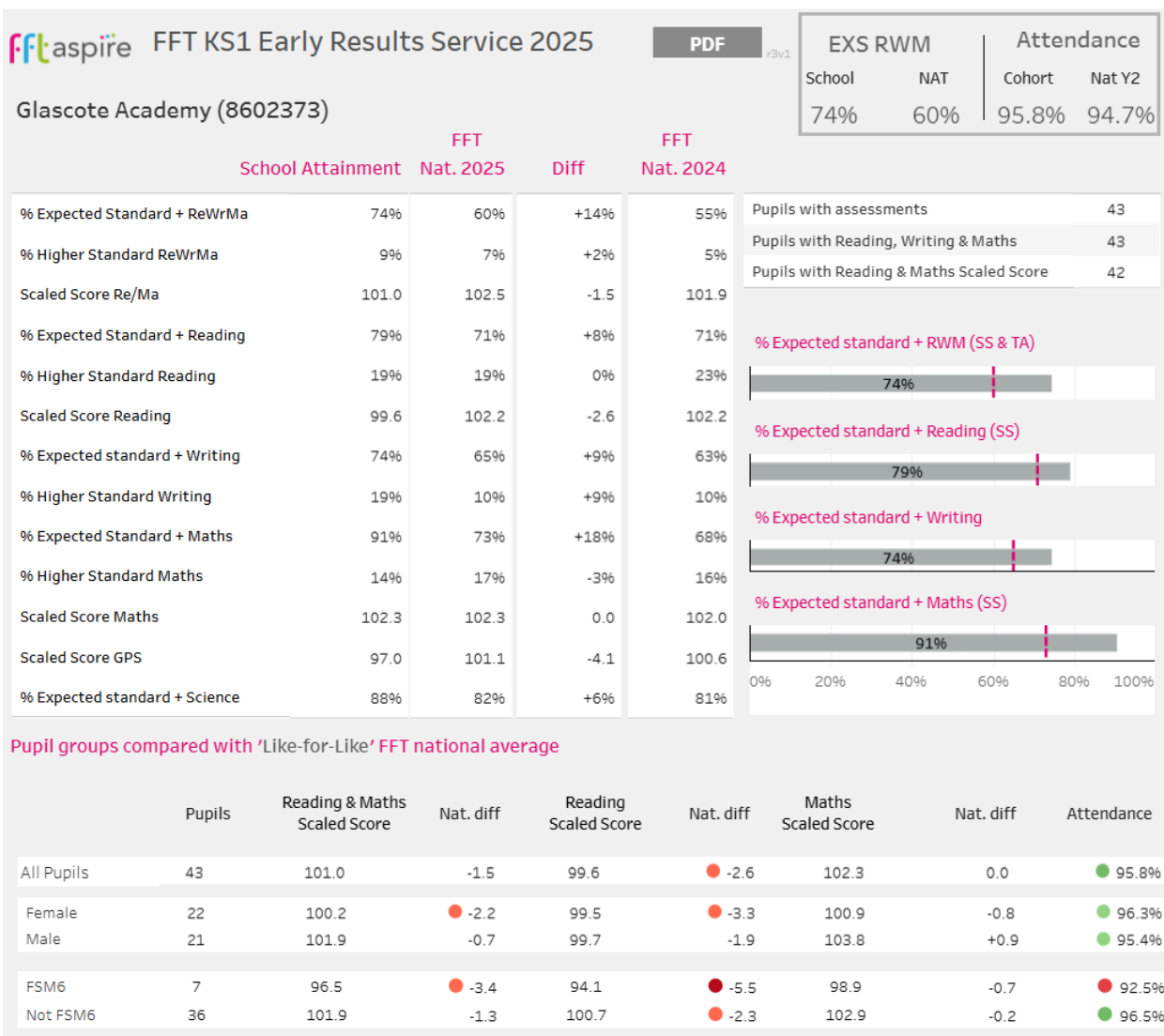
Teaching

The teaching and learning has been supported through the use of CGP books, these have been used to close gaps and support home learning. FFT Success for All Phonics has supported the teaching of Phonics in EYFS, Key stage one and lower key stage two, staff have all undertaken phonics CPD for this programme. The use of the updated PiRA and PUMA papers, alongside the Reading Assessment Programme have ensured a robust standardised assessment system. The use of the Marvellous Me app is promoting an incentive to the correct learning behaviours, as well as a tool for communication to parents. Staff have participated in CPD sessions for reading and maths, this has then been followed up with rigorous monitoring by the subject leaders. Times Tables Rockstars has been accessed for all children years one to six and in school tournaments have promoted a love of learning through this app.

Data for Key Stage 2 Pupil Premium vs Non Pupil Premium compared to LA

| Indicator | FSM Eligible: FSM Eligible | | | Not FSM eligible | | |
|---------------------------|----------------------------|----------------|-------|------------------|----------------|----------|
| | School (13)* | LA (2,419)* | | School (17)* | LA (7,430)* | |
| | | Gap | Value | Gap | Value | Gap |
| Reading Exp+ | 53.8% | ⊖ 7.8pp | 61.6% | ⊖ 34.4pp | 88.2% | ⊖ 27.4pp |
| Maths Exp+ | 38.5% | ⊖ 19.4pp | 57.9% | ⊖ 61.5pp | 100.0% | ⊖ 41.6pp |
| GPS Exp+ | 46.2% | ⊖ 13.9pp | 60.1% | ⊖ 36.2pp | 82.4% | ⊖ 33.8pp |
| Writing TA EXS+ | 53.8% | ⊖ 3.1pp | 56.9% | ⊖ 40.3pp | 94.1% | ⊖ 21.8pp |
| Reading High SS | 15.4% | ⊖ 5.1pp | 20.5% | ⊖ 31.7pp | 47.1% | ⊖ 21.5pp |
| Maths High SS | 7.7% | ⊖ 4.9pp | 12.6% | ⊖ 9.9pp | 17.6% | ⊖ 21.4pp |
| GPS High SS | 15.4% | ⊖ 2.8pp | 18.2% | ⊖ 8.1pp | 23.5% | ⊖ 19.1pp |
| Writing TA GDS | 7.7% | ⊕ 2.9pp | 4.8% | ⊖ 9.9pp | 17.6% | ⊖ 4.7pp |
| Reading Avg. Scaled Score | 102.8 | ⊕ 0.2 | 102.7 | ⊖ 3.8 | 106.6 | ⊖ 3.6 |
| GPS Avg. Scaled Score | 101.2 | ⊖ 1.5 | 102.6 | ⊖ 4.4 | 105.6 | ⊖ 5.4 |
| Maths Avg. Scaled Score | 099.0 | ⊖ 2.2 | 101.2 | ⊖ 6.6 | 105.6 | ⊖ 6.6 |
| RWM Exp+ | 38.5% | ⊖ 4.4pp | 42.9% | ⊖ 49.7pp | 88.2% | ⊖ 27.8pp |
| RWM High SS/GDS | 7.7% | ⊕ 5.5pp | 2.2% | ⊖ 9.9pp | 17.6% | ⊖ 0.7pp |

Data for Key Stage 1 Pupil Premium vs Non Pupil Premium compared to other FFT Schools



Data for EYFS Pupil Premium vs Non Pupil Premium compared to LA

Glascote Academy (2373)

| Indicator | FSM Eligible: FSM Eligible | | | | All pupils not 'FSM Eligible' | | | |
|--|----------------------------|--------|-------|-------|-------------------------------|--------|-------|-------|
| | School | | LA | | School | | LA | |
| | Value | Gap | Value | Gap | Value | Gap | Value | Gap |
| Good level of development ² ● | 80.0% | +29.5% | 50.5% | -2.6% | 82.6% | +5.6% | 74.4% | -1.0% |
| Average no. ELGs at expected level | 15.8 | +3.7 | 12.1 | +0.8 | 15.0 | +1.0 | 14.8 | +0.2 |
| All: At least expected | 80.0% | +30.8% | 49.2% | -2.6% | 82.6% | +6.7% | 73.3% | +9.3% |
| Prime: At least expected | 80.0% | +19.7% | 60.3% | -7.0% | 87.0% | -0.4% | 80.4% | +6.6% |
| COM: At least expected ● | 100.0% | +34.4% | 65.6% | +8.7% | 91.3% | +15.3% | 84.7% | +6.6% |
| PSE: At least expected ● | 80.0% | +7.5% | 72.5% | -7.0% | 87.0% | -7.0% | 87.0% | 0.0% |
| PHY: At least expected ● | 100.0% | +26.8% | 73.2% | +8.7% | 91.3% | +12.3% | 87.7% | +3.6% |
| Specific: At least expected | 80.0% | +29.5% | 50.5% | -2.6% | 82.6% | +5.4% | 74.6% | +8.0% |
| LIT: At least expected ● | 80.0% | +27.0% | 53.0% | -2.6% | 82.6% | +3.6% | 76.4% | +6.2% |
| MAT: At least expected ● | 80.0% | +19.1% | 60.9% | -7.0% | 87.0% | -3.2% | 83.2% | +3.8% |
| UTW: At least expected | 100.0% | +34.8% | 65.2% | +8.7% | 91.3% | +14.4% | 85.6% | +5.7% |
| EXP: At least expected | 100.0% | +25.9% | 74.1% | +8.7% | 91.3% | +11.4% | 88.6% | +2.7% |

¹ An eligible pupil has a valid result in every goal. In PVI (private, voluntary and independent) settings only summer-born pupils are eligible.

² ● Good level of development = at least expected in all prime, literacy and mathematics goals.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 was below our expectations. We identified that some of the approaches, we used to boost outcomes for disadvantaged pupils had less impact than anticipated and interventions have been carefully planned out by the Inclusion Leader for the next academic year. All staff were made aware of their disadvantaged learners at the beginning of the year. Disadvantaged learners were made a focus of Pupil progress meetings with use of QFT strategies and accountability to support them making progress.

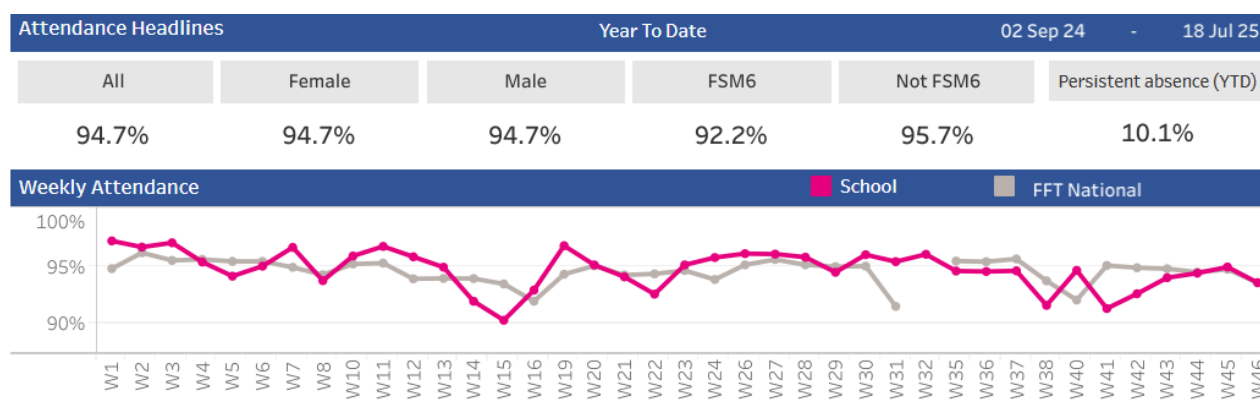
Bridging the gap for across all areas across the school is important. We are focussing on Quality First Teaching in order to achieve this. Over the coming years, we are using high quality CPD for our teachers and teaching assistants to ensure that all children make good or better progress.

We aim to achieve the outcome that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. The strategy will be reviewed annually and changes made changes to how we intend to use some of our budget.

Attendance:

Over the year we have continued to find attendance a barrier to learning. School staff have worked closely with parents promote attendance, as well as holding them to account. We have found that this year we have had an increased number of term time leave requests, although unauthorised these have still been taken. Attendance has formed part of our weekly Assemblies with rewards being given. Children with persistent absences were offered morning farm sessions to encourage them to come into school. Children who have missed learning due to absences are provided with additional time to catch up on key knowledge and learning that they have missed. We have employed the services of the EWW at County level this year. Non-FSM Attendance 2024-2025: 94.7
FSM Attendance 2024-2025: 92.2%

Attendance Year to date:



Interventions:

Closely tailored interventions for the most vulnerable children have meant key aspects of need could be focused upon. Short, sharp, focused activities which either reinforce, provide further practice, or pre-teach areas of learning, allow the embedding of key concepts. The continued use of the Hope Project throughout the year for wellbeing has meant that timely 1-1 interventions can address emotional needs, which in turn support learning and self-esteem/confidence. Nurture groups on the farm have supported children building relationships. The reading manager has continued to undertake additional reading sessions with both the vulnerable and disadvantaged children.

Wider Opportunities and Learning Behaviours

Children were presented with experiences that provided a real-life context to their learning in all areas. The re-introduction of school trips has allowed children to experience the curriculum away from the school environment. Trips have included West Midland Safari Park, Tamworth Castle, Cadbury World, Bishops Wood, Blist Hill, The

Think Tank, Wonderland Park, The Seaside, a whole school trip to Conkers and a Residential for Year Six. We also welcomed visitors into our school, including, members of the local community, and a World War Two Workshop . Most extra-curricular activities were free of charge to make them accessible for all children, including those who are disadvantaged. A parent survey was conducted to see why some pupil premium children did not attend clubs, with the majority being, because they did not need their child to attend a club. The children were able to access the curriculum through outdoor learning links as well as developing resilience and perseverance. The outdoor learning area was also used to provide nurture sessions for children, these were particularly beneficial to the children showing signs of anxiety or struggling to form relationships with peers. The children have thrived through their music sessions, especially performing for parents. The Year Six children have also sat a Royal College of London music exam. The outdoor leaders' evaluations show that children, including disadvantaged children show good progress with learning behaviours and that the children gain greater independence skills when learning outdoors.

SEND focus

Twenty one children at Glascote Academy who are Pupil Premium also have special needs/specific learning needs; this means outcomes and attainment for these children may be lower than that of their peers. However, through careful tracking of data (Arbor), use of learning plans, implementation of chronologies (Edukey) and use of practical resources like Busy Boxes, steps have been taken to enhance the progress of these learners in all areas of the schooling. Three children who are pupil premium and SEND now have an EHCP in place. These children have been accessing provision both outdoors on the farm and with recently purchased sensory and physical skills equipment and the introduction of our sensory room, The Hive.

Homework

A high percentage of children accessed home learning through CGP books, the parents also verbally fed back that the children enjoyed this form of homework and that as parents they felt they were able to support their child with their home learning more effectively. Homework has been reviewed in readiness for 2025-2026.