



Gladstone Road Primary School

Pupil premium strategy statement

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

Number of pupils in school	740
Proportion (%) of pupil premium eligible pupils	38%
Academic years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	20 th September 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Miss Gill & Mrs Boddy
Governor lead	Mr Moss & Mr Munro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,665
Recovery premium funding allocation this academic year	£37,265
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£382,930

Part A: Pupil premium strategy plan

Statement of intent

At Gladstone Road Primary School, we have high expectations for all pupils and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential. In order to achieve this, we engage in a range of strategies to provide support to individuals so that they can overcome any barriers to learning.

Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders are committed to ensuring that all of our disadvantaged pupils, receive quality first teaching in every lesson and upskilling our teachers is at the heart of our strategy. For those disadvantaged pupils who have not achieved as well as their peers with similar starting points, they receive frequent intervention and daily support. This includes both academic intervention and targeted support for pupils' wellbeing so that are able to access lessons. Where needed, we provide support for families too so they can also support us in ensuring their child is in school and ready to learn.

The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge	Detail of challenge
1	On average, lower attainment and slower progress rates made by Pupil Premium/Disadvantaged pupils. The impact of COVID-19 has meant that this gap has widened for a number of Disadvantaged pupils.
2	43% of persistent absentees are in receipt of Pupil Premium funding.
3	50% of all Safeguarding incidents are with pupils in receipt of Pupil Premium. Total Safeguarding incidents for the Academic year 2020-21 = 274. Safeguarding incidents for the Academic Year 2020-21 for PP children = 138 (72 children).
4	Some pupils show weaknesses in learning behaviours. These pupils lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve
5	Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.

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
Pupils to make progress so that they reach the attainment for their prior attainment group.	<ul style="list-style-type: none"> • Quality First Teaching which is rooted in expert knowledge of systematic synthetic Phonics. • Progression of knowledge and skills in both writing and mathematics. • Targeted pupils are supported and tracked closely to ensure they make accelerated progress and 'catch-up' or exceed prior attainment standards. • Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. • Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.
Raise attendance for disadvantaged pupils to 96%. PA to decrease to be in-line if not below national (13.1%).	<ul style="list-style-type: none"> • Disadvantaged pupils to receive day 1 response if absent or late i.e. follow up phone call from the Inclusion Team, Home visit, welfare check with the child whilst absent / upon return. Early Help needs or support in school implemented e.g. friendship group intervention, alarm clocks provided, parenting classes etc. • Continued monitoring by the Attendance Lead and weekly follow up reviews at the Inclusion Team meeting to ensure continued attendance improvement and further intervention applied if required. • Children with poor attendance or lateness regularly attend breakfast club. • Teaching staff provide catch-up teaching to plug gaps when a child has been absent.
Ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.	<ul style="list-style-type: none"> • Identify concerns early through the monitoring of CPOMS, provide help for children and families, promote children's welfare and prevent concerns from escalating. • Inclusion Lead Teacher to work alongside class teachers and parents to put in place 6-week programmes/Early Help referrals and provide ongoing support to remove barriers. • Learning Mentors to work on targets identified for pupils in need of Early Help. • Relax Kids provision to target PP and support feelings of safety, stability and mental wellbeing.
Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.	<ul style="list-style-type: none"> • Our carefully sequenced and progressive curriculum will provide pupils with an exciting and challenging curriculum. • Staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a range of social, cultural, enrichment and sporting experiences within and outside of the school day. • Access to TTRockstars will be offered to children who need support during lunchtime so that they can use the internet and devices that are available in school. • Children will have weekly opportunities to change their fluency reading and 'reading for pleasure' library book. These books are taken home daily.

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

Budgeted cost: £57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching which is rooted in expert knowledge of systematic synthetic Phonics.</p> <p>Progression of knowledge and skills in both writing and mathematics.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p><i>EEF/PP Review – Focussed spending on Wave 1 teaching recommended</i></p> <p>8 days of CPD for Teachers to include:</p> <p>Training for 'The Write Stuff' – A whole school approach to the teaching of writing</p> <p>Training for 'Little Wandle' – A whole school approach for the teaching of phonics</p> <p>Training for Mathematics – TRG training for teacher (NCETM)</p>	1 and 5

Targeted academic support

Budgeted cost: £191,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ATA assigned to every class each morning to provide one-to-one interventions/small group interventions.</p> <p>High quality internally provided CPD for Support Staff.</p> <p>Targeted Reading Intervention – Y2/Y3 group</p> <p>Lightening Squad Targeted Reading Intervention across Y2-KS2</p> <p>EYFS Speech & Language Programme – NELI for EYFS/Y1</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p><i>EEF/PP Review – Focussed spending on Wave 1 teaching recommended</i></p> <p>3 days of CPD for support staff to include: Writing, phonics and maths input</p> <p><i>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</i></p> <ul style="list-style-type: none"> • Small group tuition (+4 Months) • Teaching assistant intervention (+4 Months) • Oral Language Intervention (+6 Months) • Phonics (+5 Months) 	1

Wider strategies

Budgeted cost: £132,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Lead Teacher to work alongside class teachers and parents to put in place 6-week programmes/Early Help referrals and provide ongoing support to remove barriers.</p> <p>Engagement with parents regarding barriers to learning – call teacher phone calls.</p> <p>Learning Mentors to work on targets identified for pupils in need of Early Help.</p> <p>Rigorous absence follow-up procedures and welfare checks, including home visits in place.</p> <p>Learning Mentors to support the attendance of pupils in school, including Early Help intervention.</p> <p>Targeted places at breakfast club and lunchtime clubs.</p> <p>Relax Kids to target PP and support feelings of safety, stability and mental wellbeing.</p>	<p><i>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Parental Engagement (+4 Months) • Behaviour interventions (+4 Months) • Social and emotional learning (+4 Months) 	2, 3 and 4
<p>Educational visits/residential subsidised to improve the progress and attainment of the given curriculum area.</p> <p>Exposure to wider literature and opportunity to foster a love of reading.</p> <p>After-school clubs linked enriching pupils' experiences.</p>	<p><i>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Physical Activity (+1 Months) 	1 and 5

Total budgeted cost: £380,900

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.

Desired Outcomes <i>(These outcomes were modified as a result of the COVID19 Pandemic)</i>	Impact
Pupils to make progress so that they reach the attainment for their prior attainment group.	Isolation and school closures as a result of COVID19 impacted on the progress of many of the disadvantaged pupils. Planned interventions did address the gaps but were not fully completed. Regarding reading interventions, end of KS1 data shows that 91% of PP pupils passed the PSC by the end of the key stage. This is in-line with national standards.
Support families where needed, including Early Help and to continue to develop and maintain positive relationships.	Families had access to specific resources to support their child's development. This included many families starting the Early Help process and working with school staff to complete actions plans linked to their area of need.
Maintain and improve pupil's engagement with learning and emotional well-being.	Pupils were able to communicate with others during daily online learning sessions. Class teachers and Learning Mentors contacted individuals to provide further support where needed.
Ensure pupils are prepared for potential school/bubble closures as a result of Covid19.	Pupils were able to access online learning and were able to continue to make progress against their individual starting points. Children who did not engage as well with remote learning were contacted regularly and other solutions offered. The children benefitted from additional pastoral support and intervention when they returned to school. Parents/carers were supported by school. All pupils were able to access remote learning when needed at different points in the year. This included loaning laptops where needed.
Attendance of disadvantaged pupils is at least in line with national expectation.	Pupils' attendance was 94.5% (slightly below national). Parents of persistently absent pupils did engage and improvements were seen over the year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
N/A	N/A

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A