



"Learning to Succeed"

Gladstone Road Primary School

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North Yorkshire, YO12 7DD

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Revised Pupil Premium Strategy Statement Summer 2021

The Pupil Premium Grant is allocated for the educational benefit of pupils at the school, to address inequality and disadvantage. The school uses the funding to provide interventions and support for its disadvantaged pupils.

Gladstone Road Primary School - Summary Information					
Academic Year	2020/21	PP budget 2020/21	£350549	Date of most recent PP Review	June 2021
Total number of pupils	742	Number of pupils eligible for PP June 21	297	Date for next internal review of this strategy	Summer 2 'Leaders' Impact' Report to Governors

Indicative Funding 21/22	Number of eligible pupils	Amount per pupil	Total
Pupil Premium / Ever 6	250	£1,345	£336250
Service Pupils	6	£310	£1860
LAC Pupil Premium	0	£2,345	£0
Total			£338,110

Statement authorised by	Mr Garry Johnson
Pupil Premium leads	Miss Vicky Gill & Mrs Steph Boddy
Governor lead	Ms Jane Pepper



Disadvantaged pupils' performance - progress overview for last academic year (based on 2019)

Measure	Score
Reading	-1.67
Writing	-2.74
Maths	-2.9

Disadvantaged pupils' performance – attainment overview for last academic year

Measure	Score		Measure	Score	
Meeting expected standard at KS2 Combined	30%	-24%	Meeting expected standard at KS1 Combined		
Meeting expected standard at KS2 Reading	48%	-20%	Meeting expected standard at KS1 Reading	71%	+8%
Meeting expected standard at KS2 Writing	45%	-30%	Meeting expected standard at KS1 Writing	65%	+11%
Meeting expected standard at KS2 Maths	48%	-16%	Meeting expected standard at KS1 Maths	62%	-4%
Meeting expected standard at KS2 SPAG	52%	-20%			
Achieving high standard at KS2 Combined	0%	-8%	Achieving high standard at KS1 Combined		
Achieving high standard at KS2 Reading	14%	-15%	Achieving high standard at KS1 Reading	9%	-13%
Achieving high standard at KS2 Writing	2%	-9%	Achieving high standard at KS1 Writing	3%	-8%
Achieving high standard at KS2 Maths	2%	-19%	Achieving high standard at KS1 Maths	6%	-7%
Achieving high standard at KS2 SPAG	2%	-19%			

Revised Pupil Premium Expenditure Action Plan 2020-21

Barriers	Desired Outcome	Teaching Priorities	Actions	Targeted Academic Support	Wider Support	PP Funded Resources	Predicted Expenditure	Success Criteria	Monitoring Milestone
Pupils have regressed as a result of COVID	For pupils who are entitled to Pupil Premium, especially Low Prior Attainers and High Prior Attainers, to make accelerated progress so that they reach the expected attainment for their prior attainment group.	<p>Quality First Teaching which is rooted in expert knowledge of systematic synthetic Phonics</p> <p>Implement systems for coaching class teachers so they develop their subject knowledge, which then impacts on pupil progress in core subjects.</p> <p>Implement a new tracking system and curriculum to effectively track and support pupils in receipt of Pupil Premium.</p>	<p>Raise the profile of Disadvantaged children across school through staff meetings. Differentiated Planning, marking and focused parental feedback</p> <p>Targeted Interventions</p> <p>Access to 'The Hub' for nurture and bespoke learning support</p> <p>Focused monthly progress analysis</p> <p>Learning Mentor Support</p>	<p>ATA assigned to every class each morning to provide one-to-one interventions/small group interventions.</p> <p>Target pupils in receipt of Pupil Premium and Support the class teacher in delivering high quality Wave 1 teaching through the consolidation and application of skills.</p> <p>Focus group/individualised teaching</p> <p>High quality internally provided CPD for Support Staff.</p> <p><i>Ref. EEF/PP Review – Focussed spending on Wave 1 teaching recommended</i></p>		<p>'The Hub':</p> <ul style="list-style-type: none"> • 3 x Teaching Assistants • HLTA • Teaching resources <p>2 x Learning Mentors</p>	£314k	Curriculum is bespoke and matched to need and gaps in knowledge Interventions accelerate progress	Monthly triangulation of books, teaching and assessment data carried out by the Phase Leaders
School closures has negatively impacted on pupil's wellbeing, routines and left gaps in their support plans	For the pupils who are entitled to Pupil Premium who have social, behavioural or emotional barriers to learning, to make as much progress as other pupils.	<p>Lessons to be broad, balanced and engaging to ensure that pupils enjoy their learning experiences.</p> <p>Correct pitch and challenge of lessons to give pupils success, confidence and resilience.</p> <p>PHSE sessions used to support a positive view of school</p>		<p>Targeted Inclusion Team Support, including Learning Mentor Intervention and access to 'The Hub' for nurture and bespoke learning support</p>		<p>Inclusion Support Officer</p> <p>ATA support in class</p> <p>Staff CPD</p> <p>Resources</p>		Reduction in behaviour incidents Increased parental engagement Positive Pupil Voice Feedback evidenced	Summer 2 Leaders' Impact Report
20% of PP pupils are persistent absentees	Raise attendance for all pupils to 96% PA to decrease to be inline if not below national (10.9%), England (8.2%).		<p>Early Help support from the Attendance Team</p> <p>Targeted Inclusion Team Support, including Learning Mentor Intervention and access to 'The Hub' for nurture and bespoke learning support</p>	<p>ATA assigned to every class each morning to provide one-to-one interventions/small group interventions linked to classroom teaching.</p>	<p>Learning Mentors to support the attendance of pupils in school, including Early Help intervention. Targeted places at breakfast club and lunchtime clubs.</p>			Improved attendance, particularly unauthorised absence and lateness Families engaging with the Early Help offer	

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55% of all Safeguarding incidents are with pupils in receipt of PP Total: Spring term = 29 incidents / 24 pupils. PP: Spring Term = 16 incidents / 15 pupils).	To ensure that early identification supports the home environment for children, increasing a feeling of safety, stability and mental wellbeing conducive with learning.	Phase Leader to be released from class to become DDSL – all systems and processes support the early identification and support of families because more time can be given.	Early Help support from the Attendance Team Targeted Inclusion Team Support, including Learning Mentor Intervention and access to 'The Hub' for nurture and bespoke learning support	PL to work alongside class teachers and parents to put in place 6 week programmes/Early Help referrals.	Learning Mentors to work on targets identified for pupils in need of Early Help.		£22k	Reduction in behaviour incidents Increased parental engagement Positive Pupil Voice Feedback evidenced	Summer 2 Leaders' Impact Report
Low socio-economic demographic – limited Cultural Capital	Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence with commitment to ensuring they achieve or exceed end of year expectations. Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.	Quality First teaching to ensure pupils are accessing progressive curriculum which focuses on retrieval. Pupils cultural capital is enhanced through a planned reading spine Education visits linked to curriculum areas to enhance the learning experiences.	As lockdown restrictions ease, to plan trips and visits.	Educational visits/residentials subsidised to improve the progress and attainment of the given curriculum area.	After-school clubs linked enriching pupils' experiences.	Day visits - £2k General Enrichment Budget per year group –£12k Sports Enrichment - £7k = £21k		To ensure that all children have the opportunity to access the whole curriculum offer	Summer 2 Resources Committee Financial Report and link Governor visit form
					Total Predicted Expenditure		£357k		

Maths and English subject leads to deliver staff development training in the planning and delivery of challenge and meeting pupil needs.

Strategy aims for disadvantaged pupils/Teaching strategies for current academic year

Measure	Activity
All staff to use effective feedback and planned challenge to secure progress prior attaining pupils in Writing (Lower & Middle), Reading (Middle) and Maths (Lower& Middle)	In-house staff training in well evidenced strategies for effective feedback and marking. Maths and English leads to analyse the data for disadvantaged children and triangulate the teaching & learning to design support for individual teachers.
Planning and delivery of whole class teaching is informed by pupil need and identified gaps, to suitably challenge all pupils.	Maths and English subject leads to deliver staff development training in the planning and delivery of challenge and meeting pupil needs.
EYFS staff to continue to develop and use high quality interactions, provision and observations to secure progress for all pupils.	Secure up to date training for those staff working within the EYFS