

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Gladstone Park Primary				
Academic Year	18/19	Total PP budget	£242,880	Date of most recent PP Review	07/19
Total number of pupils	618 plus 58 in Nursery	Number of pupils eligible for PP	184 (29.8%) Nursery not included	Date for next internal review of this strategy	07/20
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected standard or above in reading, writing & maths			79%	70%	
% making expected progress in reading (as measured in the school)			90%		
% making expected progress in writing (as measured in the school)			100%		
% making expected progress in mathematics (as measured in the school)			98%		
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Language barrier for some children who arrive in school with no English				
B.	Lack of consistent prior education for many in year admissions due to circumstances beyond parental control				
C.	Opportunities to access extra-curricular activities due to financial constraints				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	None				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	
A.	Little or no gap at ARE between PP and Other children			Gap narrows	

B.	Accelerated progress for some children to be at ARE	Higher % of PP children attain ARE than previous years
C.	All PP children have equal access to additional curriculum areas e.g. on-line resources, trips etc.	As per outcome
D.	PP children have a safe place to talk through concerns/worries and behaviour improves	Less behavioural issues for PP children

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Teachers to identify PP children in class and ensure they are targeted in every lesson	PP pupils make at least expected progress in all year groups	Over 80% of pupils made at least expected progress in all classes with some making better than expected progress	Targeting PP children in every lesson ensures they do not lose focus and are clear of teacher's expectations – these being high Teachers were able to identify those needing additional support at an early stage and adapt as necessary	-
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Identify PP children to be prioritised for targeted interventions (Reading Recovery, Maths etc.)</p>	<p>PP children make better than expected progress in targeted areas in order to close any gap</p>	<p>There was no gap between PP and other pupils at ARE in the school overall. Any gap that existed was minimal at ARE and was less as the children moved up the school.</p> <p>The gaps were at GD</p>	<p>Interventions requiring home support e.g. Reading Recovery need careful monitoring with parents to ensure they do their part.</p> <p>These interventions also benefited other children who were part of the groups</p>	<p>£130,500</p>
<p>Identify pupils to attend 'support groups' before or after school using ICT</p>	<p>Children with no internet access at home have equal access to online support programmes</p>	<p>Maths: Maths Whizz club was well attended at all sessions and all children made accelerated progress using the programme</p> <p>Reading: Bug Club was well attended before school and all children made good progress using the online programme</p>	<p>Very successful intervention. Maths Whizz very popular and so rolled out to whole school at a massively reduced negotiated deal of £12 per pupil (normal private rate £200)!</p> <p>Extend number of sessions at school</p>	<p>£3000</p>
<p>Additional Year 6 teacher (mornings only) to support targeted children in Reading, Writing and Maths</p>	<p>Identified children make accelerated progress to attain ARE in Reading, Writing and Maths</p>	<p>70% of pupils attained ARE in all 3 areas and more Pupil Premium pupils attained ARE in individual subject areas than previous years.</p> <p>Other children within the group also made better than expected progress resulting in greater attainment at ARE than previous years</p>	<p>This was a successful intervention and will be continued next year. In addition, some of the teacher's time will be used to support Pupil Premium children attain at the higher level in order to narrow the gap at the higher end.</p>	<p>£42,000</p>

Employ an EAL Assistant to support children with limited English who are also Pupil Premium	Children's language acquisition is accelerated in order that they can access the National Curriculum earlier than	The majority make accelerated progress in language acquisition. The children who don't are those who have additional needs. 87% of pupils who started at a very early level made better than expected progress.	This was extremely successful but there is a need for even more support. All children, regardless of pupil premium eligibility, benefited from this intervention as they were able to be more involved in the classroom at an earlier stage than they might otherwise have done.	£22,300
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Subsidising school educational visits, including Year 5 residential	All children have equal access to learning and curriculum is fun and exciting	All children were able to go on all trips and no trip was cancelled due to lack of funding. Every child attended at least one trip or experienced an outside visitor in school every half term – some never having been out of the local area before	Will continue approach next year and will also give other parents the opportunity to pay for more than 1 child (this was offered by a few parents last year)!	£6,000 approx
Provide subsidised after school activities and homework club after school	All children to have access to supporting activities to foster a love of school and learning	More children will experience activities that they develop a liking for which the school can then foster and support beyond school were applicable	Regular attendance is not a guarantee and a greater commitment needs to be given by parents and carers to support children in attending. Accessing interest groups beyond school is harder than previous years due to local authority cut backs	£6,000

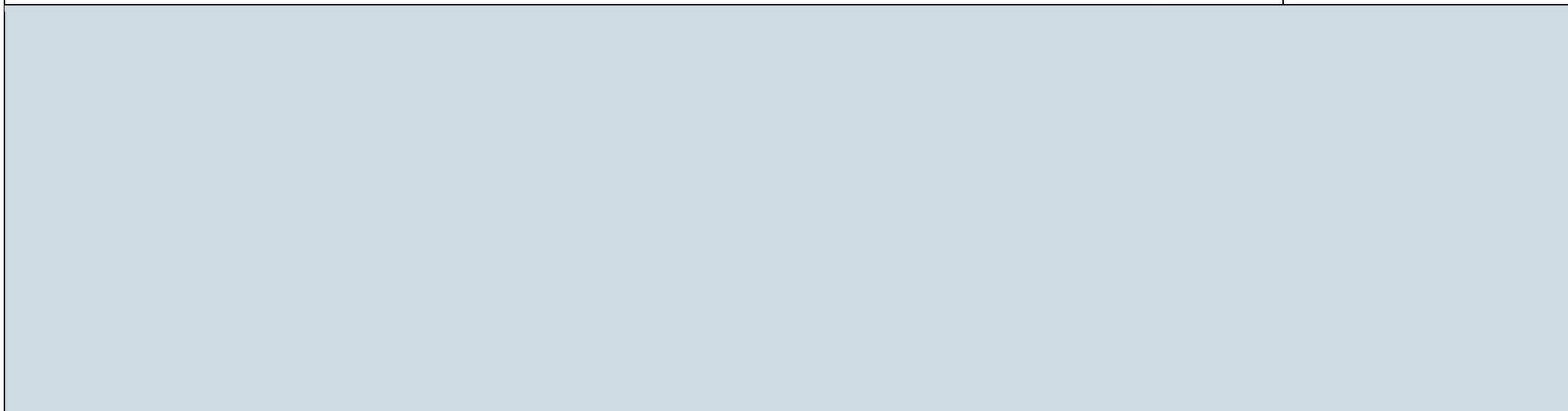
Place2be Counselling service and Art Therapy – prioritising PP children	All children feel that school is a safe place to be	8 of the 14 pupils who received either 1to1 Place2be counselling or Art Therapy made at least expected progress. The issues some of the children were addressed by counsellors/therapists and teachers reported that the children were more focused in lessons following sessions	All positive and will continue next year	£24,000
Free Breakfast Club	All children have a healthy start to the day	Children who would otherwise not have breakfast, have a good breakfast which prepares them for the day ahead	Uptake of free breakfast was good initially but then decreased. We then purchased additional resources to support the Breakfast club – this included an additional member of staff to encourage children and interact with them. We also extended an office staff member’s hours in order to accommodate children arriving earlier than expected. This then boosted numbers again.	£3,250
Attendance officer	All children attend regularly and punctually	The attendance of Pupil Premium children exceeds the national figure and is in line with other children	The attendance for Pupil Premium children was above national and in line with All children PP children: 95.73% - school (94.3% national) All children: 96.18% - school (95.8% national) The first day of absence calls are extremely effective as well as working with the EWO	£5,830

6. Planned expenditure					
Academic year	2019/20 (£229,680)				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Progress meetings focus on PP pupils	85% of PP pupils make at least expected progress in R,W and M	Some PP children receive little or no home support. By focusing on these pupils in pupil progress meetings no child will slip through the net. Any child below can be identified and supported in school.	SLT hold the meetings and middle leaders (Year group leaders) will be held to account termly	HT	Termly
Reading Recovery teachers will support beyond Year 2 and provide CPD to new staff, including LSAs	Struggling readers who join school after year 2 will receive support to catch up	Many pupils join from other schools and are below on arrival. Reading Recovery provides an excellent programme to quickly get these children to a good	SENCO and English lead will have regular termly meetings to ensure PP children are given priority targeted support	SENCO English Lead	Termly
Total budgeted cost					£0 as all using current
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Additional Year 6 teacher to target potential PP for ARE and GD (from Spring term)	The gap between PP and other remains negligible at ARE and narrows significantly at GD	Data from the last 3 years shows that the gap between PP and other at GD has not narrowed and that support is required to ensure no gap at ARE	Monitoring of data at pupil progress meetings	KS2 Coord HT	Termly Pupil progress meetings
Non-classed based teachers to run intervention groups with PP being given priority places – numbers Count, Maths Whizz, Year 6 small group classes	PP pupils make accelerated progress in order to attain ARE or GD depending on their starting point	Many of the PP pupils do not receive the necessary support outside of school in order to make the progress they are capable of. The last 2 years have shown that the children involved in these groups make accelerated progress even if some do not attain ARE	Data collection points – these pupils will be viewed after each data collection point and discussed with the relevant teachers	SENCO Maths Coord	Termly Pupil Progress meetings
Total budgeted cost					£197,800
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Place2Be – priority 1 to 1 weekly sessions given to PP pupils	Children have a place to express external concerns in a confidential setting enabling them to focus in school	Some PP children come with external issues that hinder their attention and having a safe place to talk and have 1 to 1 attention boosts their confidence and self esteem	Half termly meetings with class teacher to monitor child's focus and attitude in class	SENCO	At the end of the year and at annual Place2be meeting with team manager

Subsidise additional school visits and visitors as well as after school activities	All trips and visitors planned as part of the school curriculum can proceed due to the voluntary contribution being low and so being affordable to all. All children have equal access to after school activities	The cost of 'additional' elements to the curriculum cannot always be covered through the school budget. These elements bring an extra feature to the learning and make fun and exciting memories. They provide a launch or summary to learning	The voluntary contributions are accessible as evidenced by Parent Pay and no curriculum feature is cancelled due to lack of funds	Office Manager Year group leaders	Children will be able to talk well of their learning throughout the year and be excited about learning in the future
Provide free Breakfast Club for PP children identified in need	For all pupils to have a healthy start to the day in order for them to focus	Some children have been coming to school and having difficulty focusing. Through discussion it became apparent that too many were not having breakfast before school	Register of PP pupils attending Breakfast club - this will be referred during pupil progress meetings showing an increase in progress and class teachers reporting improved attention	Office staff Class teachers for referrals	Termly

Total budgeted cost £32,000



7.Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

We have several other initiatives that also occur – some supporting the above. These include:

- Attendance officer for first day of absence
- TA training in maths interventions to support the non-classed based maths teacher
- 5 minute box interventions – training and implementation supports maths and English
- Incidentals e.g. providing a laptop for those who have no access to one at home
- Bug club, My Maths and Maths Whizz on-line subscriptions

These are funded for all children who might need the support and comes from the school's main budget. There is inevitably Pupil Premium children within these groups

Total Expenditure ££229,800