

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

Detail	Data
School name	Gladstone Park primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	12 November 2021
Date on which it will be reviewed	November 2024
Statement authorised by	Head Teacher
Pupil premium lead	Angela Anterkyi
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,423.00
Recovery premium funding allocation this academic year	£21,895.00
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	£224,318.00

Part A: Pupil premium strategy plan

Statement of intent

At Gladstone Park Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning and actively engaging with family to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum. 27/74 (36%) of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school as well as using the support of external agencies such as Beanstalk for Reading. We have identified a small group of pupils who are not making the progress we would expect, despite this intervention, and so our strategy for 2021-24 focuses on the needs of this group.

We strive to ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment. We know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced family support facilitator/attendance officer who works in close partnership with the SLT in school.

Challenges

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

Challenge number	Detail of challenge
1	Due to the COVID-19 pandemic, the school was closed for a significant amount of time to some or all pupils. Many PP students were part of the in-school offer. No year group bubbles/ whole school closures have been put into place as yet (01.10.20) but this is not guaranteed as the academic year progresses. National data shows that disadvantaged students' rate of learning and progress is more significantly impacted by these school closures, despite virtual learning offers
2	A significant percentage, 73%, of PP students have English as an additional language. This can mean that communication and language skills are generally lower and can slow progress in subsequent years.
3	A large number of pupils eligible for PP join us with limited experiences outside of school. This is reflected in their understanding of the world, levels of speech and writing
4	PP pupils need to at least meet school minimum target of 96% and persistent absence rate (below 90%) to be reduced by 10%. This reduces their in-school hours and can lead to limited progress over the school year.
5	Pupil learning can be affected by emotional, behavioural and the need for improved parenting skills.

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
Attainment gap between Disadvantaged and other children is narrowed	<p>GLD attainment gap is narrowed to within 10% of other children</p> <p>Year 1 phonics gap is narrowed to the point of there being no gap</p> <p>KS2 data shows little or no gap between Disadvantaged and other children in Maths, Reading and Writing at ARE</p> <p>KS2 data gap at GD is narrower than in previous years</p> <p>Catch Up provision is made available to all who need it</p>

<p>After school provision available for children who have difficulty accessing support outside school</p>	<p>All disadvantaged children attend extra-curricular PE after school</p> <p>All disadvantaged children have access to homework club after school</p> <p>All disadvantaged have access to a suitable device to access online programmes provided by school</p> <p>All disadvantaged children have access to My Maths after school</p>
<p>Pupils who are eligible for PP are able to attend all school learning experiences (school-based workshops/ daily trips/ residential trips) to gain the full curriculum experience that the school offers.</p>	<p>PP funds subsidies the trip costs to ensure all pupils are able to attend trips.</p>
<p>Teachers are confident in differentiating the curriculum for pupils of different languages. The classroom ethos remains inclusive with a broad curriculum offered to support all individuals within the class.</p>	<p>Staff training delivered in school, by current staff members or external agencies is of a very high-quality and carefully targeted</p> <p>All staff members take part in professional development and the school coaching approach to support teachers with being able to meet the needs of all.</p> <p>The consistent pedagogical approach to teaching</p>
<p>Pupils and families with emotional, behavioural or mental health issues receive comprehensive support and advice.</p> <p>Targeted parents and families are well-informed about their child's progress and the curriculum that the school offers, along with any additional support that is in place.</p>	<p>Attendance of PP families to Parent Consultations</p> <p>Safeguarding Lead and Attendance Officer will be actively engaged in supporting families and working with the school in order to contact agencies where required.</p> <p>Children will have access to our Catch Up support</p> <p>Place2Be provides a safe space for pupils and families to discuss and address social, emotional and mental health concerns.</p> <p>The school will facilitate Parenting courses in English, Arabic and Somali</p>

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional one to one support for teacher's requiring support with planning to cater for the variety of needs presented in a class – particularly PP with additional EAL needs	PP children with additional EAL needs find learning more of a challenge due to the obvious language barrier. Addressing this through careful planning and resourcing is essential	2
Teaching and Learning CPD. Assistant heads to monitor	High quality teaching is key to pupil learning. Teachers will embark on intense training on Cognitive Theory and Memory Curriculum Members of SLT will embark on Instructional Coaching training through the Apprentice scheme (18 months)	2
Mental Health First Aid Training for some staff	MHFA will teach staff to listen, reassure and respond, even in a crisis – and even potentially stop a crisis from happening. They will learn to recognise warning signs of mental ill health, and develop the skills and confidence to approach and support someone	5

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

Budgeted cost: £154,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths support – small group with specialist	There are children who have basic skills gaps in knowledge and these children	1 and 2

teacher who is also able to speak Arabic	need addressing in order for higher level learning to take place	
School visit/activity subsidy to support attendance/participation in all additional activities	Excursions and in school activity days bring learning alive and encourage learning We want to invest PP in ensuring that our pupils have experiences that they may not get and ones which will provide them with the vocabulary and experiences that will enhance their learning. Specialist teachers will enthuse and engage the children and ensure they make progress.	3
Reading Recovery for identified children	Identified children who receive this one-to-one support develop as more fluent readers and writers	1
Writing Intervention – daily writing groups with specialist teacher	Being able to write confidently and well is a key part to learning. Supporting identified children is important, at an early stage, to avoid gaps emerging later in school life.	1

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

Budgeted cost: £ 60,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for PP pupils at least meets the school's target of 96%. –Attendance officer/Deputy Head to monitor. The number of persistent absentees among PP pupils is reduced by at least 10%.	Children who do not attend school regularly are more likely to: Struggle to keep up with schoolwork. In a busy school day, it is difficult for schools to find the extra time to help a child catch up. Miss out on the social side of school life. Poor attendance can affect children's ability to make and keep friendships; a vital part of growing up.	4
Employ the services of Place2Be service for identified children, drop-in sessions for all children and family support programme for identified families	Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.	5

<p>Mental Health First Aid trained staff available to all children</p>	<p>Identifying early signs of children struggling with their mental health provides support for the child and enables the school to support the child as well as source external expert support. Children with good mental health will have the resilience to tackle much better with life events</p>	<p>5</p>
<p>Accommodate and facilitate Positive Parenting courses in school</p>	<p>Children entering school from a positive place will be more ready to learn than others. Therefore, supporting our parents in this is a benefit for the child emotionally, mentally as well as physically.</p>	<p>5</p>

Total budgeted cost: £224,318

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.

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?

Review: last year's aims and outcomes

Accelerated progress in Reading and writing	<p>Due to Covid, the accelerated target was not met and was adapted to make 5 or more steps of progress (expected over a year would be 6 steps)</p> <p>The range of progress in Years 1-6, for PP children, varied (based on 5 steps of progress). All year groups were above 50% with the range being from 58-89% in Reading and up to 89% in writing.</p>
Accelerated progress in maths	<p>Due to Covid, the accelerated target was not met and was adapted to make 5 or more steps of progress (expected over a year would be 6 steps)</p> <p>The range of progress in Years 1-6, for PP children, varied (based on 5 steps of progress). All year groups were above 65% with the range being from 65-90%</p>
Little or no gap at ARE between PP and Other children	There were no formal assessments but, based on Teacher Assessment, there was a gap between PP and non-PP

	children for 2020/21. However, for the two years prior there was no gap and, in some cases the PP children exceeded non-PP children at ARE.
Phonics	82% of pupils in Year 1 passed the phonics screen test (administered in November of Year 2)
All PP children to have access to additional learning opportunities e.g. trips, online resources	Trips were halted during Covid. Access to online resources was even more essential and we were able to distribute a laptop to all PP children who had no alternative access. This enabled all students in this group access live teaching, online resources and school provided resources throughout lockdowns, periods of self-isolation and throughout the year in general
All PP children to have a safe place to talk	Place2be was available to all vulnerable children, including all PP children who requested it or were referred by teachers. Online sessions were held throughout. In school provision was also available, when safe to do so, with additional group and class sessions being held

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
Nessy Pre-Dyslexia screening	Nessy
Sandwell Maths tests	GL Assessment
White Rose Maths	White Rose Maths
Rising Stars	Hodder Education

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.