



Gwladys Street Community Primary and Nursery School

Pupil premium strategy statement:

1. Summary information					
School	Gwladys Street Community Primary and Nursery School				
Academic Year	2016/17	Total PP budget	£238,000	Date of most recent PP Review	n/a
Total number of pupils	423	Number of pupils eligible for PP	168	Date for next internal review of this strategy	April 2016

2. Current attainment		
Attainment for: 2015-2016 Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	42.9%	70.4%
% achieving expected standard or above in reading	66.2%	77.0%
% achieving expected standard or above in writing	55.4%	75.7%
% achieving expected standard or above in maths	57.3%	76.3%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social and emotional wellbeing of children – accessing mindfulness training so children have many strategies to give them resilience and behaviour to improve.
B.	Development of vocabulary to support with writing and grammar – PP children’s writing lower than non-pp children.
C.	Maths skills for reasoning and application and times tables.
D.	Handwriting and spelling

E.	Poor reading skills of phonics	
F.	Communication skills	
G.	EAL number of children have increased and may have no English at all.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
H.	Attendance for PP lower than non PP children. PP attendance just over 92% compared with whole school attendance over 95%	
I.	Social and deprivation area of the school – many PP children have EHCPs or CIN plans and work with Learning Mentors	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Better transitions through the key stages in school and primary/secondary transition.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues Children are confident about themselves. Through surveys pupils are able to know how to solve their problems.
B.	Children make expected or better attainment in writing.	Children can make better progress in writing. Children can make better progress in grammar punctuation and spelling Children are able to write across the curriculum. Children have better future prospects. Disadvantaged children reach 70% at expected level for writing.
C.	Children make expected or better attainment in maths.	Children are able to learn their basic skills in maths knowing their timetables in the correct year group. Children are able to apply their written calculations to reasoning and explanation problems. Children are confident and enjoy maths. Children have better future prospects. Disadvantaged children reach 80% in expected level for maths through the school.
D.	Children are able to use a joined script and spell the expected words.	Children take pride in their work. Children are able to spell using a range of suffixes, prefixes Children are able to use their phonic knowledge confidently.

		<p>Children are able to use dictionaries. Children have better future prospects. All children make at least three stages progress in RWI freshstart.</p>
E.	PP children's reading improves in line with non-pp children and diminishing the difference between PP and non PP for phonic screening and end of stage results.	<p>PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children. 90% of PP children are able to pass the phonic screening test in year 1.</p>
F.	Children become confident to communicate their thoughts, needs and feelings expressively and receptively.	<p>PP children are able to communicate with their peers and adults effectively. PP children's development is at the expected at the stage.</p>
G.	EAL number of children have increased and may have no English at all.	<p>EAL children will feel safe in school and will be able to communicate confidently with their peers. EAL children will have full access to the National Curriculum.</p>
H.	Reduce the number of persistent absentees among pupils eligible for PP. PP attendance to be in line with national target.	<p>Attendance for the children is in line with national at 97% EWO involvement will not be needed. Number of disadvantaged children being late will decrease by 60%.</p>
I.	Parents engage with school for support. Supporting children outside of school so they are able to access the curriculum effectively.	<p>Parents/carers support school in completing EHATs Less referrals to careline Children are confident coming to school. Children have correct equipment for school. To engage socially outside of school. Parent and pupil surveys.</p>

5. Planned expenditure	
Academic year	2016/17
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
i. Quality of teaching for all	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Learning Mentor timetabled to offer social skills groups – eg. using circle time, social stories, throughout school and one to one session. Use of a quiet space in school to support positive behaviour management and resilience.	Social skills groups and Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. Social stories support ASD children to make sense of the world around them and how to interact with others. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. This can add 4 months – EEF based evidence.	I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training to support Learning Mentor. It is part of the SDP to support positive management behaviour strategies led by the Head teacher.	Head teacher Learning Mentors	May 2017
Children make expected or better attainment in writing.	Implementation of an interventions teacher specifically for writing. TAs to timetable interventions to support GPS and writing.	Writing is an issue for the current year 6. Year 3 and 4 need support with their use of grammar and spelling to follow on from RWI. Changes to the end of key stage 2 expectations – need to ensure more children become independent and able to write across the curriculum. Constant feedback on interventions can add +8 months on EEF.	Use of learning walks, book monitoring and PP intervention evaluations. Use of school tracker. Disadvantaged children's levels increase in each year so that progress is 85%.	Laura Clarke.	At pupil progress meetings – termly.
Children make expected or better attainment in maths.	Implementation of an interventions teacher specifically for maths for year 5 and 6. TAs to timetable interventions to support with maths. The maths quality mark to be achieved.	Children not achieving as well in maths. Changes to the national tests to focus more on reasoning and application. Children will be able to work in smaller groups and also to support with girls becoming more confident by providing safe environment for girls. Constant feedback on interventions can add +8 months on EEF.	Use of learning walks, book monitoring and PP intervention evaluations. Use of school tracker.	Paul Wolstencroft-Moore	At pupil progress meetings – termly.
Children are able to use a joined script and spell the expected words.	Introduction of discreet handwriting sessions at least three times a week. Use of new scheme. Teachers to ensure they are teaching new spelling	Books were showing children not being taught how to do a joined script discreetly. Children to take more pride in their work. Spelling to reach the new expected standards in key stage 1 and key stage 2.	Monitoring of books across the curriculum. Data and use of new spelling assessments. More children using pen and wanting to show books to others.	Laura Clarke.	Each half term.

	lists. Use of new spelling book for SIL.				
PP children's reading improves in line with non-pp children and diminishing the difference between PP and non PP for phonic screening and end of stage results.	Use of RWI and tracker. Children completing new assessments which support speed reading. Introduction of RWI freshstart for key stage 2.	RWI showed the impact from 37% in 2015 to 77% in 2016 for phonics screening test and school's PP children outperformed nationally in year 2 for resits. Reading for pleasure will continue to be a focus for the school. Inviting in authors, book people bus, using kindles. EEF states phonics and reading comprehension can add + 5 months.	Phonics champion tracks the children and trains the tas and staff. Ks 2 staff to observe LC and other KS1 staff. Children will be assessed in a 6 weekly cycle and tracked on the phonic tracker. LC to monitor and team teach with staff.	Laura Clark	At pupil progress meetings.
Children become confident to communicate their thoughts, needs and feelings expressively and receptively.	Use of speech therapist working with children in school and alongside staff putting into place specific programmes.	Speech therapist working mainly in early years as many children have delays in their speech. Due to the early intervention of the speech therapist, 2016 EYFS data showed that 62% of children achieved a GLD of which 75% of PP children achieved the standard. EEF states oral language interventions can add +5 months.	SENDCO to work alongside speech and language therapist to ensure correct children are being targeted. Teachers and TAs/key workers to have a programme produced by Speech and Language therapist and work with parents/carers. Refer to SALT as soon as possible to ensure children access the correct provision.	AMB/EYFS LEAD/EYFS staff/Speech and Language therapist.	Throughout the year as it is ongoing.
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.	Dates are set for the year. LSAs are employed in the afternoons to carry out intervention. This will be the 3 rd year of working the programme. I will role model in my assemblies but also support staff in inviting people in to speak to the children. I will attend those assemblies in class to show the children how I hold aspirations in high regard. I will see lessons in the Monitoring programme and interview children about purposeful learning.	Julie Norman	September 2016

<p>Reduce the number of persistent absentees among pupils eligible for PP. PP children's attendance to be in line with the national target.</p>	<p>Employan Attendance Officer to produce weekly reports. AO to promote attendance and punctuality. Work alongside the EWO and parents/carers. Introduction of milestones to celebrate achievements. Minibus to support with attendance.</p>	<p>AO is able to compare the different cohorts and work alongside families who have difficulties with absence. Many Pas are PP children. PP children need to be in school to be able to attend the interventions to support with their achievements, this will support with aspirations for the future. EWO will visit school regularly and support with the legalities of penalty notices and letters to parents. AO will identify children who are at risk of becoming a PA. AO will promote attendance in many ways, certificates, raffles, badges, attendance charts. Children who attend regularly achieve.</p>	<p>Deputy Head and Attendance Officer to meet weekly to discuss and identify cohorts and individuals and implement actions quickly for children. AO will be part of assemblies promoting attendance and sharing figures. Reports for governors show impact and analysis of figures.</p>	<p>AMB – Deputy Headteacher</p>	<p>Termly</p>
<p>EAL children to make better or expected progress.</p>	<p>School to have an EAL teacher who will work with teachers planning and supporting with resources. EAL teacher to work with groups and one EAL children to ensure they are able to communicate with their peers and access the curriculum. EAL teacher to work with EAL parents/carers to support them and engage them in school life.</p>	<p>EAL children will be able to access the Curriculum and make good or better progress. School's EAL children were in the top 10% of End of Key Stage 2 data 2016. EAL children are confident and able to make new friends and feel safe and part of school life.</p>	<p>EAL teacher will work with staff on assessing against the new criteria for EAL children to show progress. Otrack tracks their progress. Book monitoring, lesson observations show use of EAL resources.</p>	<p>Deputy Head and SLT.</p>	<p>Termly</p>

Parents engage with school for support. Supporting children outside of school so they are able to access the curriculum effectively.	Learning Mentors to break down barriers between home and school. Learning Mentors to find engaging activities to support families within and outside of school. Ehats will be completed and reviewed effectively.	Children achieve well at school when parents/carers are involved in their learning. Children will feel safe that school and home are giving consistent messages and finding ways to engage them to have future aspirations. Parental involvement can add +3 months – EEF.	Ehats show that parents/carers able to access appropriate support. Children are confident in the classroom through lesson observations. Children make good or better than progress evidenced throughout Otrack. Activities are well attended in and out school.	Learning Mentors.	April 2017
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6. Review of expenditure

i. Targeted support

Desired outcome	Chosen action/approach	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
Reduce the number of persistent absentees among pupils eligible for PP. PP children's attendance to be in line with the national target.	Employ AO and use of minibus to target disadvantaged children to attend school on time.	Attendance for Pupil Premium children - 2015/16 attendance 92.77%, 2016/17 an increase of year 93.35% however school had a fortnight of severe sickness – attendance without this would have been 93.41%	This was a successful approach and the attendance officer was praised during the LA review of the many strategies that are employed. Attendance Officer meets with her line manager, Deputy Head weekly to discuss different approaches and how to support pupil premium children. Mini bus to continue to pick up children each day.	£15478 for AO Minibus picking up PP children for school = £7200

Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Employa Learning Mentor to work with SEND/PP children.	63% SEND children are also PP children. Learning Mentor has engage with many agencies to support children – YPAS, Seedlings, Earnest Cookson, Social Inclusion. Supported families and conducted Ehats. Social and emotional groups, transition for ASD children.	Although exclusions are not reduced significantly, school now has many agencies involved with children, Learning Mentor working with more families for support. Learning Mentor has now attended training for a ThINC Room to support needs. This room will provided a better place for children's emotional needs and therapy as many outside agencies no longer available.	£30,461 for LM £525 for Thinc room training.
Children make better attainment in writing.	Interventions led by teachers in year 2 and 6. RWI freshstart employed in Years 3,4, 5 and 6. Staff to attend moderation and standardised meetings with LA/school in another LA and across the whole school.	EKS2 96.7% of Pupil Premium children made expected and above progress in writing. At the end of the Year 2 84% of PP children made expected and above progress.	Through the intervention planning of the school, all writing interventions will be taught by the class teacher and RWI Fresh Start to continue.	RWI freshstart- £5000 £11830 for a teacher. £38, 200 teacher assistants to deliver GPS, RWI freshstart, IDL.
Children are able to use a joined script and spell the expected words.	Discreet handwriting lessons at least 3 x a week.	For greater depth this year, children in yr 2 and 6 must have joined handwriting as part of the standard. Children across school are now following joined script. GPS result for KS2 was 63%. This is 10% more than last year's score for the school. Year 6 consistently used the spelling book from SIL.	Spelling book from SIL needs a more consistent approach and this will be launched in September across the school by Mrs Berry. Handwriting will be continue to be taught discreetly but a non-negotiable for all staff to write in the school scheme for marking and modelling with children.	£100 for spelling and £200 for handwriting scheme. £19, 100Teacher assistants to deliver handwriting intervention.
PP children's reading improves in line with non-pp children and diminishing the difference between PP and non PP for phonic screening and end of stage results.	RWI continues to have a big impact on the children's learning of phonics. There is a TLR phonics champion.	Year 1 Phonic screening results this year for the school was 79%. Pupil Premium children 72%/20% who did not pass have SEND. RWI fresh start – 88.2% of PP children from years 4 to 6, made one or more group progress from their starting point, with 64.7% making more than 2 groups progress. PP children PP children in years 4 to 6. Out of 12 children in Year 2 resitting Phonics screening, 25% were PP. 66% of these children passed the screening (2/3).	TLR for phonics champion to continue for RWI and introducing RWI freshstart for years 3,4,5 and 6. TLR holder to continue to analyse impact and monitor regularly.	£1300 TLR £5000 RWI resources. £19,900 teacher assistants reciprocal reading interventions, guided reading interventions

<p>Children become confident to communicate their thoughts, needs and feelings expressively and receptively.</p>	<p>Speech and Language therapist works mainly in FS 2, however also works with children across the school, introducing Lego Therapy, supporting parents with ASD, NHS referrals, Social Stories to use at home, writing reports for EHC plans, introducing PECS, keeping records. Sp and L therapist trained key workers on TalkBoost.</p>	<p>40% of children with SEND in EYFS reached GLD. 69% of Pupil Premium children. School achieved 62% overall. Lego therapy supports PP children with team work, communication and listening to instructions. Written records, which were successful in gaining one top up funding and one ehc assessment.</p>	<p>Lego therapy to have more than one group. To continue to work in EYFS and train more key workers in Talk Boost. To continue to work closely with SENDCo to target correct children. To continue to support parents/carers.</p>	<p>£17,380</p>
<p>EAL children to make better or expected progress.</p>	<p>EAL teacher has assessed all EAL children with new assessment criteria. EAL has had to prioritise needs of pupils due to many EAL children starting school. EAL teacher continues to support parents/carers. EAL teacher has worked with year 6 children for grammar test. EAL teacher continues to work with staff to make resources.</p>	<p>50% of Year 6 EAL children achieved the GPS, Writing, Reading and Maths expected level in year 6. The other 50% achieved maths, but also has SEND. EAL children in other year groups continue to make very good progress and in some cases accelerated progress.</p>	<p>School has now employed a part time EAL teacher. EAL teacher to continue to develop community links with parents/carers and how to support the children in school. EAL to continue to support making resources for EAL children in class, discreet group teaching, working with teachers and tas.</p>	<p>£17100</p>

<p>Children make expected or better attainment in maths.</p>	<p>School to achieve quality mark in maths. To implement more problem solving and reasoning for children. Interventions to plug gaps. Intervention teacher for years 5 and 6 for autumn term.</p>	<p>School achieved Silver in quality mark. Teachers books show children are answering a range of problem solving and reasoning questions. Intervention teacher ensured year 5 and 6 children gained confidence and able to apply taught skills. End of year 2 72% of PP children achieved expected and above – no different to PP children. End of Year 6 80% of PP children have made expected and above progress narrowing the gap to non-PP children.</p>	<p>To continue with the activities instilled during quality mark and planning and teaching of maths to continue to show problem solving and reasoning. Interventions to continue but to buy another maths intervention scheme to support tas.</p>	<p>£11830 – teacher. £38,200 TAs to deliver maths interventions, Picture Maths.</p>
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7. Additional detail

A new approach to intervention mapping was introduced in Spring 2017, to ensure all Pupil Premium children are catered for. This maybe through use of Learning Mentor, Speech and Language therapist, EAL teacher, Attendance Officer, RWI Freshstart, Teacher/teaching assistant intervention or clubs. All intervention provision maps are working documents, brought to pupil progress meetings with the Headteacher and evaluated at the end of the term. All teachers are responsible to keep a Pupil Premium file up to date, tracking pupil premium children and which intervention or support is needed. Mrs Berry and Mrs Gallagher-Baker continue to improve the systems to ensure that teachers take account of data, next steps and measure impact of funding.

TAs have had training to support interventions for PP children from Math and English Consultants in Autumn 2016, reciprocal reading through the Learning Network and Teaching Grammar by Mrs Berry Spring 2017, IDL training, First Number Counts Summer 2017. Mrs Berry and the TAs have written a school action plan using the EEF rag rated outcomes for effective use of teaching assistants. During the LA review in May 17, it stated:

‘TAs were well deployed and worked to a high standard during all lessons seen. They engaged flexibly with assigned groups of all abilities, either leading ‘challenge’ activities or offering effective support. They worked proactively in partnership with teachers to jointly manage all aspects of children’s learning and behaviour.’

Pupil Premium money has also supported some children with uniform needs, a discount on residential visits for year 4 and 6 (£10 per child - £20, only two families took up the offer) and books for children.

School continues to have a Pupil Premium champion – Mrs Berry, who will continue to monitor the data and Pupil Premium files.

Mrs Berry has met with the Pupil Premium Governor and will continue to monitor the use of Pupil Premium funding in the academic year of 2017/18.

