



# Gwladys Street Community Primary and Nursery School

## Pupil premium strategy statement:

1. Summary information					
School	Gwladys Street Community Primary and Nursery School				
Academic Year	2017/18	Total PP budget	£222,000	Date of most recent PP Review	September 2017
Total number of pupils	423	Number of pupils eligible for PP	168	Date for next internal review of this strategy	April 2018
2. Current attainment					
<b>Attainment for: 2016-2017 Whole school</b>			<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			48.1%	73.4%	
% achieving expected standard or above in reading			56.3%	73.4%	
% achieving expected standard or above in writing			43%	62.1%	
% achieving expected standard or above in maths			58.9%	85.2%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> <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>C.</b>	Maths skills for reasoning and application and times tables.	
<b>E.</b>	Poor reading skills	
<b>F.</b>	Communication skills	
<b>G.</b>	EAL number of children have increased and may have no English at all.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>H.</b>	Attendance for PP lower than non PP children. PP attendance just over 92% compared with whole school attendance over 95%	
<b>I.</b>	Social and deprivation area of the school – many PP children have Ehats or CIN plans and work with Learning Mentors	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.

<b>D.</b>	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.	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. <b>90% of PP children are able to pass the phonic screening test in year 1.</b> PP boys reach the expected level.
<b>E.</b>	Children become confident to communicate their thoughts, needs and feelings expressively and receptively from an early age.	PP children are able to communicate with their peers and adults effectively. PP children's development is at the expected at the stage.
<b>F.</b>	EAL number of children have increased and may have no English at all.	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.
<b>G.</b>	Reduce the number of persistent absentees among pupils eligible for PP. PP attendance to be in line with national target.	Attendance for the children is in line with national at 97% EWO involvement will not be needed. <b>Number of disadvantaged children being late will decrease by 60%.</b>
<b>H.</b>	Parents engage with school for support. Supporting children outside of school so they are able to access the curriculum effectively.	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. <b>Parent and pupil surveys.</b>

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/18</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	The ThInc room to be operational for children to use with social and emotional needs. Learning Mentor will offer a range of groups and therapies.	There are 23% of children on the SEND register with Social and Emotional Needs. School is in a ward with high percentage of socio-economic deprivation with approximately 40% of children are receipt of PP funding. Many children deal with many emotional issues outside of school and need support in concentration, behaviour support and social skills.  <b>This can add 4 months – EEF based evidence.</b>	Children will be assessed for best therapy/group with a specific entry and exit criteria. ThInc Room will be developed in conjunction with HT, LM and children to ensure that it is used appropriately to support children so they can be included in the classroom. Exit criteria for support groups to show positive effect. Drop ins to lessons will show the class ethos It is part of the SDP to support positive management behaviour strategies led by the Head teacher.	Head teacher Learning Mentors	December 2017
Children make expected or better attainment in maths.	To continue with strategies implemented for the school's Silver Quality Mark. New Collins intervention scheme introduced to improve teaching of TAS. Understanding of next steps for TAs and how to diminish the difference.	PP children are beginning to do well in maths and the gap is diminishing. The school wants to continue with this momentum to ensure children are secondary school ready.  <b>Constant feedback on interventions can add +8 months on EEF.</b>	Use of learning walks, book monitoring and PP intervention evaluations. Use of school tracker.	Paul Wolstencroft-Moore	At pupil progress meetings – termly. Monitoring of books.
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. More boys to achieve in reading.	Use of RWI and tracker. Children completing new assessments which support speed reading. Introduction of RWI freshstart for key stage 2. Boys reading strategies.	RWI continues to impact on the school and the school wants this to continue. However many PP boys are not reaching the expected standard throughout the school and this needs to be addressed. Use of premier league readers, boys reading for pleasure, boys understanding of reading strategies and comprehension.  <b>EEF states phonics and reading comprehension can add + 5 months.</b>	Phonics champion tracks the children and trains the TAs and staff. KS2 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. Baseline of boys and reading ages to track progress.	Laura Clark	At pupil progress meetings. Monitoring of books.
Children become confident to communicate their thoughts, needs and	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. PP children outperformed non-PP children at the end of FS2 with 69% of PP children achieving standard.	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	AMB/EYFS LEAD/EYFS staff/Spec	Throughout the year as it is ongoing.

feelings expressively and receptively.		Use of lego therapy, creating more groups to improve children's listening skills, following instructions. and use of concentration. EEF states oral language interventions can add +5 months.	Language therapist and work with parents/carers. Refer to SALT as soon as possible to ensure children access the correct provision. Use of pivots for children in lego therapy.	ch and Language therapist.	
Reduce the number of persistent absentees among pupils eligible for PP. PP children's attendance to be in line with the national target.	Employ an 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.	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.	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.	AMB – Deputy Headteacher	Termly
EAL children to make better or expected progress.	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.	EAL children show in whole school tracker that they achieve well at the end of ks2 when they have worked with the EAL teacher. 2016 data EAL children in top 10%. Last year 50% of EAL children achieved expected in RWM.	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.	Deputy Head and SLT.	Termly

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 September 2018

### 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
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Head teacher and Learning Mentor attended training to support pupils with Social and Emotional needs. School opened at Nurture base called Calm Central on school premises and employed a team of two	Since Calm Central 36 pupils have attended sessions up to July 2018, of these 36 children only 12 have continued into new academic year. Decrease of 66%. Pupils interviewed have noticed a change in their behaviour and how it supports their emotional needs. Exclusions have decreased by 30%.	Base will continue to develop and programmes personalised to the pupils. Staff are able to refine best practise and ensure impact is recorded to the same standard. Behaviour Learning Mentor to support more in the base and lead with planning.	Learning Mentor and two tas £50,695 Thinc Room training for HT and LM - £1000 (Loss of £6000 per year from rental income)

	LSA to deliver workshops to groups and individual pupils		<p>Effective tool to provide instant support and this will continue next year, however entry and exit assessments need to be analysed in more detail and more connection with the class teacher.</p> <p>Techniques to be brought into the classroom to keep a link for the pupils to Calm Central and vice versa.</p> <p>To have a more planned approach across school for pupil yoga, peer message.</p>																																			
Children make expected or better attainment in maths.	<p>School achieved the silver grade for the quality mark to ensure maths is taught at a higher and consistent standard. Books monitored weekly and intervention placed quickly. Extra maths teacher gave guidance. Maths club for years 2 and 6.</p> <p>Consultant supported staff with planning and book monitoring.</p> <p>Teaching assistants/teachers from years 1 to 6 have led maths intervention groups using Collins throughout the year.</p>	<p>Standards in maths for summer 18.</p> <table border="1" data-bbox="752 638 1229 896"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Expected and above %</th> <th colspan="2">Above %</th> </tr> <tr> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>80</td> <td>73</td> <td>27</td> <td>31</td> </tr> <tr> <td>2</td> <td>65</td> <td>74</td> <td>19</td> <td>26</td> </tr> <tr> <td>3</td> <td>69</td> <td>65</td> <td>14</td> <td>18</td> </tr> <tr> <td>4</td> <td>65</td> <td>74</td> <td>23</td> <td>22</td> </tr> <tr> <td>5</td> <td>67</td> <td>77</td> <td>7</td> <td>26</td> </tr> </tbody> </table> <p>The pp gap across school is diminishing.</p>		Expected and above %		Above %		PP	Non	PP	Non	1	80	73	27	31	2	65	74	19	26	3	69	65	14	18	4	65	74	23	22	5	67	77	7	26	<p>Year 6 will not be set in the first part of the school year to ensure that all children see the expected standard.</p> <p>Children to learn more about financial management and understanding the purpose of maths.</p> <p>Continued approach for the teaching of reasoning and all year groups to do fluency at the beginning of every lesson.</p> <p>Vocabulary to continue to be a high priority.</p>	<p>Teacher costing for am in year 2. £31002</p> <p>TA interventions</p> <p>Quality Mark for school £300</p>
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<p>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. More boys to achieve in reading.</p>	<p>TLR phonics champion. Ensuring SLT members attended phonics training. New text book approach for teaching writing in school over 6 week blocks. Learning walks by HT and DH to ensure that phonics were taught consistently across KS1 teaching reading strategies and phonics. For older boys LFC involved with Premier reading and use of Reading Wise programme.</p>	<p>84% of children passed phonic screening. PP children who passed 75% compared to 88.9%  Reading for key stage 2 was 71% for expected and above.  PP children 64%  Reading for key Stage 1 64% for children expected and above.  PP children 55%</p>	<p>To keep tracking the children's phonics and ensure new staff are trained in the early part of the Autumn term to ensure consistency.  New assessment timetable set out for all staff to follow for consistency.</p>	<p>TLR costing £1920  Premier League programme - £2000  DH/AH on phonics screening course  TA interventions</p>
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<p>Children become confident to communicate their thoughts, needs and feelings expressively and receptively in Foundation Stage.</p>	<p>School buy in a Speech and language therapist two days a week. SENDCo works alongside therapist to highlight cases and also parents/carers to support at home with social stories, pecs and visual timetables. Wellcom – all children are assessed using the programme. School have worked with Warrington teaching alliance to support teaching in the Foundation Stages. They have trained staff on Talk for writing.</p>	<p>FS 2 GLD shows 54%. PP children achieved 64% compared to 52% as children accessed.          CLL strand shows:          PP 65% expected and above/18% above          Non PP 52% expected and above and 10% above showing that the PP children are outperforming as they have access to the Speech and Language therapist.          Speech and Language working with children on Lego therapy and trained other staff members in the organisation. She regularly supports parents to support at home and trained staff to use PECS in FS1.</p>	<p>Staff continue to track the PP children and work with the high level need children.          To continue to train staff for best practice in the classroom.          To ensure that non- PP children make the same progress and achieve standards.</p>	<p>Speech and Language - £17,380           Key worker interventions</p>
<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>School employed a part time an Attendance Officer to produce weekly reports. AO to promote attendance and punctuality. Work alongside the EWO and parents/carers. To celebrate achievements. Minibus to support with attendance for PP children. AO had support from DH and LM.</p>	<p>PP children attendance 92% despite all the attendance initiatives.          Many holidays were taken during academic year, however all were fined.</p>	<p>School to pay for more hours with EWO to support families to support with increasing attendance.          To continue to develop links with parents/carers to understand how absence affects progress.</p>	<p>£15,870          Minibuses £7250</p>

<p>EAL children to make better or expected progress.</p>	<p>School employed an EAL teaching assistant for three days a week. EAL children were grouped according to need to have 2 sessions a week. FS2 children were seen on base. Two year 6 EAL children taught specifically for grammar. All EAL children were assessed in line with new guidelines. Teachers were supported with resources and teaching ideas in the classroom. Parents were</p>	<p>EAL children make very good progress in school.            KS 2            Reading Exp and A 89%            Writing Exp and A 89%            Maths Exp and A              KS1            Reading Exp and A 80%            Writing Exp and A 60%            Maths Exp and A 60%</p>	<p>To continue to employ an EAL specialist as many EAL children are also PP.            EAL teacher to continue to work with Year 6 and 2 on grammar for tenses.            EAL teacher to engage parents further to support the needs of their children.</p>	<p>£17,323</p>
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## 7. Additional detail

Due to the high demand of PP children with SEND needs school has employed since September 17 a SENDCO for at least two days – who is non teaching. One day a week is paid for with Pupil Premium money due to the complex needs of the children. One day a week for the year is £9790.

TA interventions are also partially paid from school budget.