Gwladys Street Community Primary and Nursery School

Pupil premium strategy statement:

1. Summary information						
School	Gwladys Street Community Primary and Nursery School					
Academic Year	2018/19	**Total PP budget**	£215,000	**Date of most recent PP Review**		September 2017
Total number of pupils	407	**Number of pupils eligible for PP**	40% 163	**Date for next internal review of this strategy**		November 2018

2. Current attainment																				
Attainment for: 2017-2018 Whole school		*Pupils eligible for PP (your school)*									*Pupils not eligible for PP*									
		Y1		Y2		Y3		Y4		Y5		Y1		Y2		Y3		Y4		Y5	
		E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE
% achieving expected standard or above in reading, writing and maths		67	20	55	16	66	3	42	15	43	4	69	23	70	22	59	14	63	22	71	10
% achieving expected standard or above in reading		73	20	55	19	66	64	62	19	64	14	69	23	74	37	64	18	67	41	77	29
% achieving expected standard or above in writing		67	20	61	16	66	3	53	19	54	7	69	35	74	26	64	18	63	26	71	29
% achieving expected standard or above in maths		80	27	65	19	69	14	65	15	67	7	73	31	74	26	65	18	74	26	77	26

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Social and emotional wellbeing of children
B.	Maths skills for reasoning and application and times tables.
C.	Limited vocabulary range
D.	Communication skills
E.	EAL number of children have increased and may have no English at all and many have never been to an educational establishment
External barriers *(issues which also require action outside school, such as low attendance rates)*	
F.	Attendance for PP lower than non PP children. PP attendance just over 92% compared with whole school attendance over 95%
G.	Social and deprivation area of the school – many PP children have Ehats or CIN plans and work with Learning Mentors
H.	Social Mobility – high number of admissions throughout the year

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Effective baseline data identifies specific areas of development to ensure strategic implementation of targeted interventions to support individual's needs. Clear exit assessment to measure progress can be measured accurately supported by concrete data. 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. Detailed base line and exit data. Deatailed analysis of data used to inform next steps. Higher number of PP pupils achieving National Expectations at the end of KS1 and KS2 due to barriers being removed.

B.	Higher % of pupils in Y2 and Y6 achieving the National expectation and diminishing the difference between school, Local and National data for Mathematics.	Children can make better progress in Mathematics <mark>Higher number of PP pupils achieving National Expectations at the end of KS1 and KS2.</mark> Increase in combined % in both Key Stages. Children have better future prospects.
C.	Pupils using a wider range of meaningful vocabulary across the curriculum and use this to support their understanding in Reading and apply in Writing.	A rich range of vocabulary used across the curriculum. Year 2 and Year 6 to create vocabulary booklets to support their learning. Pupils using this language verbally. Higher % of pupils achieving expected standard in writing and reading. Children have better future prospects. Higher % of pupils achieving Greater Depth at the end of Key Stage Assessments. <mark>Disadvantaged children reach 80% in expected level for reading and writing through the school.</mark>
D.	Children become confident to communicate their thoughts, needs and feelings expressively and receptively from an early age.	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. <mark>90% of PP children are able to pass the phonic screening test in year 1.</mark> PP boys reach the expected level.
E.	EAL pupil access the curriculum and a higher % achieve the expected standard at the end of each Key Stage.	Clear Baseline assessment for EAL pupils on entry with targeted interventions to support their needs. Teachers report on EAL pupils progress and standards in Pupil Progress meetings. PP children are able to communicate with their peers and adults effectively. PP children's development is at the expected at the stage.
F.	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. <mark>Number of disadvantaged children being late will decrease by 60%.</mark>
G.	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. <mark>Parent and pupil surveys.</mark>
H.	Pupils entering school at different points through the academic year make rapid progress to diminish the difference between 'home grown' pupils.		Clear tracking system for new admissions. Previous school data to be acquired quickly to support teaching and learning.

5. Planned expenditure

Academic year	**2018/19**

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?
Effective baseline data identifies specific areas of development to ensure strategic implementation of targeted interventions to support individual's needs.

Clear exit assessment to measure progress can be measured accurately supported by concrete data. | Baseline assessment to be completed by teaching staff to identify specific needs of individuals. This will allow strategic planning of interventions to support the needs of the pupils and allow groups to be built around these specific needs.

Calm Central staff to share activities with class | 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.

On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of | New assessment tool to be implemented to assess pupils on entry to ensure targeted approach to interventions. Exit assessment to be completed and data analysed to determine the effectiveness of the intervention.

ThInc Room will be further 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 and other strategies and interventions within school – e.g S&L | Head teacher Learning Mentors Class Teachers | December 2018 |

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.	teachers so support can be mirrored in class. End of support assessment to be carried out and data analysed to identify impact and ways forward. 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.	four months' additional progress on attainment. ==This can add 4 months – EEF based evidence.==	Drop ins to lessons will show the class ethos Interventions to be shared with class teachers so that there is continuity and consistent approaches. These will be observed during lesson observations and learning walks.		
Higher % of PP pupils in Y2 and Y6 achieving the National expectation and gap narrowing between school, Local and National data for Mathematics.	Using 'in house' data system, pupils (including PP) to be identified who are not achieving the expected standard for Mathematics. These children to receive tailored interventions to plug gaps using 'Securing Maths' program and Maths of the Day 'Active Learning' To continue with strategies implemented for the school's Silver Quality Mark. Quality Verbal feedback to be given to pupils during Mathematics lessons to provide instant support. Additional member of staff employed (Secondary Trained) and deployed into Y5 and 6 to work with mixed ability pupils.	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. Maths of the Day has had proven results in developing pupils resilience and enjoyment in Mathematics. ==Constant feedback on interventions can add +8 months on EEF.==	School Data system will identify pupils needing tailored support. Use of learning walks, book monitoring and PP intervention evaluations. Use of school tracker. Lesson observations to ensure high quality of teaching and learning for all pupils.	Paul Wolstencroft-Moore Class Teachers LSAs	At pupil progress meetings – termly. Monitoring of books.

Pupils using a wider range of meaningful vocabulary across the curriculum and use this to support their understanding in Reading and apply in Writing.	SIL and English Lead training on vocabulary across the curriculum. Teachers to plan strategies from SIL training into weekly lessons. All curriculum subjects to be taught with explicit links to language and vocabulary. Pupils to be introduced to wide ranges of vocabulary. All classes to have enamelling environments to support classes.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. EEF +5 months	Lesson observations will focus on language strategies. Learning walks will see rich vocabulary environments. EYFS settings will be language rich both indoor and outdoor.	English Lead Teachers LSAs	At pupil progress meetings. Monitoring of books.
Children become confident to communicate their thoughts, needs and feelings expressively and receptively from an early age.	Use of speech therapist working with children in school and alongside staff putting into place specific programmes. Implementation of Makaton to support early communication within EYFS and KS1. Weekly sign to be introduced by SALT. Implementation of Chattybats in EYFS as an assessment and intervention on entry.	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. 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.	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. Use of pivats for children in lego therapy. Data analysis of Chattybats intervention to show impact.	AMB/EYFS LEAD/EYFS staff/Speech and Language therapist. Mrs Greenall	Throughout the year as it is ongoing.

EAL pupil access the curriculum and a higher % achieve the expected standard at the end of each Key Stage.	School to employ an EAL LSA who will work with teachers and supporting with resources. EAL LSA to work with groups and one EAL children to ensure they are able to communicate with their peers and access the curriculum. EAL LSA to work with EAL parents/carers to support them and engage them in school life. Interpreter support purchased to support EAL parents during meetings and to support younger pupils starting in school. Track pupils through assessment	Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. ==EEF states +5 months==	EAL LSA 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
Reduce the number of persistent absentees among pupils eligible for PP. PP attendance to be in line with National target.	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. SLT to rigorously monitor the work of the EW.	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

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. Wider opportunities planned across the school for parents and carers to take part in pupils learning.	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 2018

Pupils entering school at different points through the academic year make rapid progress to narrow the gap between 'home grown' pupils.	Intervention mapping to identify pupils so that they receive additional support and guidance. Early Assessments of new pupils through referrals to SENDCo to identify specific learning needs. Tracking systems used to track the performance of specific groups to identify gaps. Inclusion Manager and SENDCo to identify specific needs of new pupils and ensure targeted interventions are implemented to improve pupil outcomes.	A collaborative (or cooperative) learning approach involve pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. Some collaborative learning approaches put mixed ability teams or groups to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving different kinds of organisation and tasks. Peer tutoring can also be considered as a type of collaborative learning, but in the Toolkit it is reviewed it as a separate topic. EEF + 5 months	School Data systems to track SENDCo to work closely with class teachers and Admissions to identify needs quickly SEND register to track pupils Intervention mapping will track support Lesson Observations and Learning Walks will observe high quality teaching	Teaching staff	Pupil Progress meetings Lesson Observations

6. Review of expenditure September 2019				
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**

7. Additional detail