

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Gwladys Street Community Primary and Nursery School
Pupils in school	397
Proportion of disadvantaged pupils	46.17%
Pupil premium allocation this academic year	£238,107
Academic year or years covered by statement	2019-2020
Publish date	September 2019
Review date	November 2020
Statement authorised by	The Governing Body of Gwladys Street Community Primary School
Pupil premium lead	Mr Paul Wolstencroft-Moore
Governor lead	Mr John Atkinson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.11
Writing	+2.68
Maths	-1.3

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	55%
Achieving high standard at KS2	7%
Measure	Activity
Priority 1	Improve the outcome for pupils in Reading through training and the use of purchased reading materials to address comprehension skills.
Priority 2	Improve the attendance of pupils in school in particular middle attaining, pupil premium pupils and SEND through the use of Breakfast Club, Attendance bus and purchased EWO meetings with parents.

Priority 3	Ensure all staff access training and use only purchased intervention programmes.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class and intervention teaching interventions.
Projected spending	<b>£114,849</b>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National average and above progress scores in KS1 and KS2 Reading.	September 2020
Progress in Writing	Achieve National average and above progress scores in KS1 and KS2 Writing.	September 2020
Progress in Mathematics	Achieve National average and above progress scores in KS1 and KS2 Mathematics.	September 2020
Phonics	To at least maintain scores in line with or above National expectations.	September 2020
Other	Attendance to be on line with National Standards of 97% for PA	September 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To improve standards and progress (from starting points) in Reading.
Priority 2	To improve the quality of provision in EYFS to ensure children achieve their full potential.
Priority 3	To improve provision and management of pupils with special educational needs
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class and intervention teaching interventions.
Projected spending	<b>£50,580</b>

## Wider strategies for current academic year

Measure	Activity
Priority 1	Maintain Calm Central as a provision to support and nurture pupils and to measure the impact of Calm Central through the use of data analysis on academic achievement.
Priority 2	Creating and embedding a Magic Breakfast Club
Barriers to learning these priorities address	Improve attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	<b>£72,678</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure time is provided for Teacher training and alterations to timetable to ensure appropriate time is allocated to Reading, Reading through the curriculum and being reassessed for the Reading Quality Mark and retaining the Gold award.	Allocated Staff Meetings and INSET days and allocated SLT time to support with Reading
Targeted support	Ensuring intervention time is allocated to supporting reading through a purchased programme, precision teaching and a new reading comprehension programme to measure progress.	Member of staff identified to support and train staff to be released 1 afternoon per week
Wider strategies	Engaging with families facing most challenge to engage in workshops to support their children	Identify and provided outreach programmes for parents.

## Review: last year's aims and outcomes

Aim	Outcome																																																																																																
<p>Effective baseline data identifies specific areas of development to ensure strategic implementation of targeted interventions to support individual's needs.</p> <p>Clear exit assessment to measure progress can be measured accurately supported by concrete data.</p> <p>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.</p>	<p>42 pupils have accessed Calm Central over the year. 24 (57%) of these pupils have made measurable progress academically in Reading and Maths.</p> <p>Below is an example of how data is collected for individuals to identify interventions and actions needed.</p> <table border="1" data-bbox="528 611 1406 1059"> <thead> <tr> <th>Total Difficulties Score (1)</th> <th>Emotional Symptoms (1)</th> <th>Peer Problems (1)</th> <th>Conduct (1)</th> <th>Hyperactivity Score (1)</th> <th>Prosocial (1)</th> <th>Total Difficulties Score (2)</th> <th>Emotional (2)</th> <th>Peer Problems (2)</th> <th>Conduct (2)</th> <th>Hyperactivity Score (2)</th> <th>Prosocial (2)</th> <th>Change in total diff.</th> <th>Change in Pro social</th> <th>% change in total diff</th> <th>%change in pro social</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>7</td> <td>0</td> <td>2</td> <td>4</td> <td>10</td> <td>11</td> <td>2</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> <td>-2</td> <td>-2</td> <td>-5%</td> <td>20%</td> </tr> <tr> <td>14</td> <td>4</td> <td>3</td> <td>2</td> <td>5</td> <td>10</td> <td>19</td> <td>7</td> <td>2</td> <td>2</td> <td>8</td> <td>8</td> <td>5</td> <td>-2</td> <td>13%</td> <td>20%</td> </tr> <tr> <td>13</td> <td>5</td> <td>1</td> <td>1</td> <td>6</td> <td>10</td> <td>8</td> <td>1</td> <td>1</td> <td>2</td> <td>4</td> <td>10</td> <td>-5</td> <td>0</td> <td>13%</td> <td>0%</td> </tr> <tr> <td>13</td> <td>1</td> <td>0</td> <td>3</td> <td>9</td> <td>6</td> <td>7</td> <td>1</td> <td>1</td> <td>1</td> <td>4</td> <td>5</td> <td>-6</td> <td>-1</td> <td>15%</td> <td>10%</td> </tr> <tr> <td>19</td> <td>4</td> <td>4</td> <td>5</td> <td>6</td> <td>5</td> <td>13</td> <td>2</td> <td>3</td> <td>3</td> <td>5</td> <td>5</td> <td>-6</td> <td>0</td> <td>15%</td> <td>0%</td> </tr> </tbody> </table> <p><b>Colour Key of areas of need</b>            Red – Action/ strategies needed            Yellow – Monitor            Green – No action needed</p>	Total Difficulties Score (1)	Emotional Symptoms (1)	Peer Problems (1)	Conduct (1)	Hyperactivity Score (1)	Prosocial (1)	Total Difficulties Score (2)	Emotional (2)	Peer Problems (2)	Conduct (2)	Hyperactivity Score (2)	Prosocial (2)	Change in total diff.	Change in Pro social	% change in total diff	%change in pro social	13	7	0	2	4	10	11	2	2	3	4	8	-2	-2	-5%	20%	14	4	3	2	5	10	19	7	2	2	8	8	5	-2	13%	20%	13	5	1	1	6	10	8	1	1	2	4	10	-5	0	13%	0%	13	1	0	3	9	6	7	1	1	1	4	5	-6	-1	15%	10%	19	4	4	5	6	5	13	2	3	3	5	5	-6	0	15%	0%
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<p>Higher % of pupils in Y2 and Y6 achieving the National expectation and diminishing the difference between school, Local and National data for Mathematics.</p>	<p><b>END OF KS1 (Y2 STATUTORY TEACHER ASSESSMENTS)</b></p> <table border="1" data-bbox="528 1283 1406 1668"> <thead> <tr> <th></th> <th colspan="2">15/16</th> <th colspan="2">16/17</th> <th colspan="2">17/18</th> <th colspan="2">18/19</th> </tr> <tr> <th></th> <th>Exp+</th> <th>GDS</th> <th>Exp+</th> <th>GDS</th> <th>Exp+</th> <th>GDS</th> <th>Exp+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>KS1 Mathematics</td> <td>55.8% (62%) (73%)</td> <td>13.5% (9%) (18%)</td> <td>72% (66%) (75%)</td> <td>16% (12%) (21%)</td> <td>69% (72%) (76%)</td> <td>22% (18%) (22%)</td> <td>70% (71%) (76%)</td> <td>22% (18%) (22%)</td> </tr> <tr> <td>KS1 RWM</td> <td>46.2% (47.8%) (60.3%)</td> <td>10% (3%) (8.9%)</td> <td>58% (53.2%) (63.7%)</td> <td>6% (5%) (11%)</td> <td>62.1% (60.2%) (65.4%)</td> <td>19% (8%) (12%)</td> <td>65%</td> <td>11%</td> </tr> </tbody> </table> <p><b>Maths Expected</b>            Gap between School and Local (1%)            Gap between School and National (6%)</p> <p><b>Greater Depth</b>            Gap between School and Local (+4%)            Gap between School and national (0%)</p> <p><b>KS1 Reading, Writing &amp; Mathematics combined data for Local Authority and National TBC.</b></p>		15/16		16/17		17/18		18/19			Exp+	GDS	Exp+	GDS	Exp+	GDS	Exp+	GDS	KS1 Mathematics	55.8% (62%) (73%)	13.5% (9%) (18%)	72% (66%) (75%)	16% (12%) (21%)	69% (72%) (76%)	22% (18%) (22%)	70% (71%) (76%)	22% (18%) (22%)	KS1 RWM	46.2% (47.8%) (60.3%)	10% (3%) (8.9%)	58% (53.2%) (63.7%)	6% (5%) (11%)	62.1% (60.2%) (65.4%)	19% (8%) (12%)	65%	11%																																																												
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Year 2 School Data

	Maths	
	Exp +	GD
Whole	32=70%	10=22%
Pupil Premium	15=68%	3=14%
NON Pupil Premium	17=71%	7=29%

Gap between Pupil Premium and Non is 3% for pupils achieving the expected standard.

Gap between Pupil Premium and Non for Greater Depth is 15%.

**END OF KS2 (Y6) STATUTORY TESTS**

	15/16		16/17		17/18		18/19	
	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
KS2 Mathematics	45%	4%	66%	10%	63.3%	14%	72%	17%
	(65%)	(15%)	(73%)	(21%)	(72.8%)	(22%)	(76%)	(25%)
	(70%)	(17%)	(75%)	(23%)	(76%)	(23%)	(79%)	(27%)

**Maths Expected**

Gap between School and Local (4%)

Gap between School and National (7%)

**Greater Depth**

Gap between School and Local (8%)

Gap between School and national (10%)

**END OF KS2 (Y6) STATUTORY TESTS AVERAGE SCALED SCORES COMPARISON**

	2015-2016	2016-2017	2017-2018	2018-2019
KS2 Reading	98.9 <i>101.6</i> <i>102.6</i>	100.3 <i>103.4</i> <i>104.1</i>	103.6 <i>104.3</i> <i>105</i>	100.9 <i>104</i> <i>104.4</i>
KS2 Mathematics	98.6 <i>102.3</i> <i>103</i>	101.6 <i>103.8</i> <i>104.2</i>	102.6 <i>104</i> <i>104.4</i>	102.4 <i>104.6</i> <i>105</i>

**END OF KS2 – PROGRESS SCORES**

	2015-2016	2016-2017	2017-2018	2018-2019
KS2 Reading	-1.56 Average	-1.98 Below Average	-1.31 Average	-2.11 Below Average
KS2 Writing	2.26 Above Average	1.77 Above Average	1.22 Average	2.68 Well above average
KS2 Mathematics	-2.32 Below Average	-0.76	-1.56 Average	-1.3 Average

Pupils using a wider range of meaningful vocabulary across the curriculum and use this to support their understanding in Reading and apply in Writing.

**KS1**

	%		Reading		Writing	
			Exp +	GD	Exp +	GD
22	48%	PP	14=64%	3=14%	15=68%	3=14%
24	52%	Non PP	17=71%	4=17%	17=71%	5=21%

Reading – School – Pupil Premium 64% achieving expected compared to Non Pupil Premium 71%. A difference of 7%

Writing – School – Pupil Premium 68% achieving expected compared to Non Pupil Premium 71%. A difference of 3%.

**KS2  
END OF KS2 (Y6) STATUTORY TESTS AND WRITING (TEACHER ASSESSMENT)**

	15/16		16/17		17/18		18/19	
	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
<b>KS2 Reading</b>	51% (61%) (66%)	9% (15%) (19%)	56% (69%) (72%)	12% (20%) (25%)	71% (71.7%) (75%)	18% (25%) (28%)	60% (70%) (73%)	17% (24%) (27%)
<b>KS2 Writing</b> <i>NB 2018 Writing TAs were moderated by the LA</i>	70% (62%) (74%)	19% (7%) (15%)	69.5% (71%) (76%)	24% (11%) (18%)	80% (74.4%) (78%)	27% (18%) (20%)	78% (68%) (78%)	34% (14%) (20%)
<b>KS2 SPAG</b>	55% (68%) (72%)	11% (19%) (22%)	63% (75%) (77%)	19% (27%) (31%)	78% (74.4%) (78%)	18% (31%) (34%)	67% (75%) (78%)	21% (31%) (36%)
<b>KS2 RWM Combined</b>	38.3% (46%) (53%)	4% (3%) (5%)	51% (58%) (61%)	2% (5%) (9%)	51% (60.8%) (64%)	8% (9%) (10%)	55% (61%) (65%)	7% (9%) (11%)

**END OF KS2 – PROGRESS SCORES**

	2015-2016	2016-2017	2017-2018	2018-2019
<b>KS2 Reading</b>	-1.56 Average	-1.98 Below Average	-1.31 Average	-2.11 Below Average
<b>KS2 Writing</b>	2.26 Above Average	1.77 Above Average	1.22 Average	2.68 Well above average

**Reading** – Below Average -2.11 compared to Local 0.15 and National 0.03

**Writing** – Well above average 2.68 compared to Local 0.21 and National 0.03

All staff display key vocabulary on all learning walls and share key vocabulary in each lesson linked to the pupils learning. Pupils from Year 1 to 6 have vocabulary books to support their learning.

<p>Children become confident to communicate their thoughts, needs and feelings expressively and receptively from an early age.</p>	<p><b>EYFS</b> 54% of pupils in EYFS (Early Years Foundation Stage) achieved a Good Level of Development in Communication, Language and Literacy and Literacy and Reading.</p> <p><b>Year 2</b> Pupil Premium – 46% compared to Non Pupil Premium 62% (16% difference)</p> <p>Greater Depth Pupil Premium 12% compared to 15% Non Pupil Premium. Indicating that the gap is narrowing for higher attainers.</p> <p>The school has used a Speech and Language specialist across the school to work with identified pupils on a range of intervention including Lego Therapy and training other staff. Each child is assessed at the beginning and at the end of their program to measure impact.</p>																														
<p>EAL pupil access the curriculum and a higher % achieve the expected standard at the end of each Key Stage.</p>	<p>School have employed a full time teaching Assistant to support with EAL. Pupils are assessed and progress tracked using Nassea Assessment</p> <p><b>EYFS</b> 38% of EAL pupils achieved the expected standard.</p> <p><b>KS1</b></p> <table border="1" data-bbox="528 813 1406 898"> <tr> <td></td> <td colspan="2">Reading</td> <td colspan="2">Writing</td> <td colspan="2">Maths</td> <td colspan="2">Combined</td> <td>Science</td> </tr> <tr> <td></td> <td>Exp +</td> <td>GD</td> <td>Exp +</td> <td>GD</td> <td>Exp +</td> <td>GD</td> <td>Exp +</td> <td>GD</td> <td>Exp +</td> </tr> <tr> <td>EAL</td> <td>80%</td> <td>0</td> <td>80%</td> <td>20%</td> <td>80%</td> <td>40%</td> <td>80%</td> <td>0</td> <td>60%</td> </tr> </table> <p>80% of EAL pupils achieved the expected standard in Reading, Writing and Maths. With 20% achieving Greater Depth in Writing and 40% achieving Greater depth in Maths.</p> <p><b>KS2</b> Reading – 20% achieved the Expected Standard Writing – 80% achieved the Expected Standard Maths – 80% achieved the Expected Standard</p> <p><i>However, as a number of pupils begin school with no data due to being new to the country, they are not included in the progress measures.</i></p>		Reading		Writing		Maths		Combined		Science		Exp +	GD	Exp +	GD	Exp +	GD	Exp +	GD	Exp +	EAL	80%	0	80%	20%	80%	40%	80%	0	60%
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<p>Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Pupil Premium attendance to be in line with National target.</p>	<p>School has ensured robust actions working with the EWO. These include; x2 mini buses collecting Pupil Premium and Persistent Absentee children. Attendance has a high profile across the school by all staff. We provided a range of rewards such as attendance assemblies, trophies and visits. Teachers celebrate attendance and speak to parents of children regarding attendance. Pupils who miss school must also catch up on work. In addition, first day response is supported by additional calls from SLT members. Unfortunately, after implementing these measures, we continue to have a high number of PAs and therefore new policies and an attendance charter has been implemented.</p> <p>For Persistent Absentee children the Education Welfare Officer will become involved and the school will take legal action which includes 20 day penalty notices, holidays fines and in some cases Court action.</p>																														



<p>Parents engage with school for support. Supporting children outside of school so they are able to access the curriculum effectively.</p>	<p>The school continues to offer a wide range of open afternoons to look at their work, SEND afternoons and NSPCC workshops to support the needs of our community. We also hold a number of stay and play to engage families to develop relationships early in the pupils schooling. We also ask for parent volunteers to come and support in school.</p>
<p>Pupils entering school at different points through the academic year make rapid progress to diminish the difference between 'home grown' pupils.</p>	<p>The school continues to have a high % of joiners and leavers (36 pupils joined and 37 pupils left) throughout the academic year. To support this, we have implemented a number of strategies including supporting Basic Skills including IDL, Times Table Rock Stars, Numicon interventions, RWI fresh start and RWI interventions all provided by trained members of staff.</p> <p>We also employ a member of staff to provided support for pupils new to the country and a program of support is provided with a baseline and continual assessment to monitor academic progress.</p>