



# Gwladys Street Community Primary and Nursery School

## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Gwladys Street Community Primary and Nursery School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£225,925	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	365	<b>Number of pupils eligible for PP</b>	140 38%	<b>Date for next internal review of this strategy</b>	November 2021

2.	3.	4. Current attainment -																							
<b>Attainment for: 2018-2019 Whole school</b>		<i>Pupils eligible for PP (your school)</i>												<i>Pupils not eligible for PP</i>											
		Y1		Y2		Y3		Y4		Y5		Y6		Y1		Y2		Y3		Y4		Y5		Y6	
		E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE	E	AE
<b>% achieving expected standard or above in reading, writing and maths</b>		33	5	65	12	48	5	42	16	56	9	46	7	67	8	43	17	47	11	66	21	46	13	54	21
<b>% achieving expected standard or above in reading</b>		38	10	71	12	52	9	45	19	69	25	68	11	62	4	46	29	58	11	69	35	50	17	71	46
<b>% achieving expected standard or above in writing</b>		38	10	76	12	70	13	48	16	63	13	54	14	62	4	46	17	74	21	69	24	50	17	62	29
<b>% achieving expected standard or above in maths</b>		38	10	71	12	65	13	55	19	66	19	60	14	67	4	49	20	47	21	69	24	58	21	67	25



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5. 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> )		
<b>A.</b>	Loss of education due to Covid-19 pandemic – School closed in March 2020 and fully reopened to all pupils in September 2020.	
<b>B.</b>	Social, emotional wellbeing and physical health of children is low due to National lockdown and social distancing.	
<b>C.</b>	Early phonics and reading skills are low on entry.	
<b>D.</b>	Poor Speech and Communication skills on entry to school.	
<b>E.</b>	EAL number of children have increased and may have no English at all and many have never been to an educational establishment	
<b>F.</b>	High % of pupils beginning school with SEND	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>G.</b>	Attendance for PP lower than non PP children. PP attendance just over 92% compared with whole school attendance over 95%	
6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Pupils catch up on lost learning and make rapid progress towards meeting National expectations. Effective baseline data in September 2020 to identify specific areas of development to ensure strategic implementation of Quality first Teaching and targeted interventions to support individual's needs.</p> <p>Clear exit assessment to measure progress accurately supported by concrete data.</p>	<p>Detailed base line and exit data. Detailed 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.</p>
<b>B.</b>	<p>Pupils settle back into full education after lockdown ensuring that pupils Social, Emotional, Personal and Physical Health is given the highest priority in all aspects of school life.</p> <p>Effective baseline data identifies specific areas of development to ensure strategic implementation of targeted interventions to support individual's needs.</p>	<p>Children are able to adjust behaviours Children are able to use self regulating strategies to support their own emotions. Children retain more friendships Children have less fall-outs</p>



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	<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>Children need less support in class time to resolve friendship issues</p> <p>Children are confident about themselves.</p> <p>Detailed base line and exit data.</p> <p>Deatailed analysis of data used to inform next steps.</p> <p>Higher number of PP pupils achieving National Expectations at the end of KS1 and KS2 due to barriers being removed.</p>
<b>C.</b>	<p>Pupils accessing phonics earlier and being secure in their sounds to support their early reading. School meets at least National targets in end of year phonics screening (82%) for Y1 and Y2.</p> <p>Improve Reading across the whole school so that it promotes accelerated progress in all areas of the curriculum.</p>	<p>Higher % of pupils achieving expected standard in phonics in Year 1 and Y2</p> <p>Pupils in Key Stage 2 achieving at least National of 73% in reading (2019)</p> <p>Disadvantaged children reach 80% in expected level for reading and writing through the school.</p> <p>Higher number of PP pupils achieving National Expectations at the end of KS1 and KS2 due to barriers being removed.</p>
<b>D.</b>	<p>Children become confident to communicate their thoughts, needs and feelings expressively and receptively from an early age.</p>	<p>PP children make better progress in reading so that their writing is influenced by this</p> <p>PP children can achieve well in spelling</p> <p>Children enjoy reading and can talk enthusiastically about a book they are enjoying</p> <p>PP children achieve in line with non-PP children.</p> <p>90% of PP children are able to pass the phonic screening test in year 1.</p> <p>PP boys reach the expected level.</p>
<b>E.</b>	<p>EAL pupil access the curriculum and a higher % achieve the expected standard at the end of each Key Stage.</p>	<p>Clear Baseline assessment for EAL pupils on entry with targeted interventions to support their needs.</p> <p>Teachers report on EAL pupils progress and standards in Pupil Progress meetings.</p> <p>PP children are able to communicate with their peers and adults effectively.</p> <p>PP children's development is at the expected at the stage.</p>



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<b>F.</b>	Pupils SEND needs are identified as early as possible to provide specialist support for pupils and teachers to ensure pupils make at least expected progress.	Clear procedures are in place to identify SEND needs and provide the required support. All SEND pupils receiving tailored support and making at least expected progress
<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>



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7. Planned expenditure					
Academic year	2020/21				
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?
<p>Pupils make rapid progress to catch up on lost learning and meet National expectations.</p> <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>Baseline assessment to be completed by teaching staff to identify specific needs of individuals and identify gaps in learning from the previous year. This will allow strategic planning of quality 1<sup>st</sup> teaching and interventions to support the needs of the pupils.</p> <p>Interventions using purchased programmes to be complied</p> <p>Data tracked and analysed to show progress of interventions.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial</p>	<p>Purchased materials used to ensure raw scores can be transferred to scale scores to allow progress to be measured throughout the year. Data will be analysed to identify gaps and catch up materials used to support learning. Staff to highlight catch up taught.</p> <p>Purchased online resources used as interventions to monitor progress.</p>	<p>Assessment Lead - CD Class Teachers</p>	<p>December 2021</p>



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		<p><b>One to one tuition can add +5 months</b></p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><b>Small group tuition can add +4 months</b></p>			
<p>Pupil transition into school and have the necessary skills to support their emotions thus reducing the number of behavioural incidents and exclusions.</p> <p>Increase in physical/ outdoor learning to support pupil wellbeing.</p> <p>Remove barriers to learning.</p>	<p>All staff trained to use ROAR strategies.</p> <p>Calm Central staff to support teachers with mindfulness sessions and workshops.</p> <p>Pupil to be trained to use supportive strategies such as mindfulness breathing, ROAR thermometers.</p> <p>Calm Central to work with individuals or groups to support wellbeing and emotional needs.</p>	<p><b>Social and emotional learning</b></p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>Inclusion Team managed by TLR Inclusion Manager.</p> <p>As part of Pupil Progress meetings, wellbeing and emotional needs will be monitored.</p> <p>Clear entry and exit data to be collated, analysed and monitored for pupils accessing Calm Central alongside academic data.</p> <p>Behaviour logs (CPOMS) and exclusions to be monitored and reported on as part of Inclusion team's role.</p> <p>#GSPSOOutdoorLearning opportunities</p>	<p>Calm Central Staff</p> <p>Teachers</p> <p>SLT</p> <p>Inclusion team</p> <p>Inclusion Manger</p>	<p>At pupil progress meetings – termly. Monitoring of books.</p> <p>December 2021</p>



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	<p>Calm Central room to be developed in KS2 to allow pupils quick access to a calming space.</p> <p>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.</p> <p>Calm Central staff to share activities with class teachers so support can be mirrored in class.</p> <p>3 full time members of staff working with pupils.</p> <p>End of support assessment to be carried out and data analysed to identify impact and ways forward.</p> <p>Inclusion Manager to look at quantifiable ways to show educational progress in relation to support received.</p>	<p><b>Social and emotional learning interventions can add +4 months on EEF.</b></p> <p><b>Sports Participation</b></p> <p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.</p> <p><b>EEF +2 months</b></p>			
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	Increase in outdoor learning including work with Nature Friendly School, Active English and Maths.				
<p>% of Year 1 pupils achieving the end of Year phonics check at least in line with National expectations of 73%</p> <p>% of Year 2 pupils passing the phonic check in December 2020 and retakes in June 2021 in line with National expectations.</p> <p>Higher % of pupils achieve National Expectations by the end of each key assessment phase in Reading.</p>	<p>Baseline on entry in September 2020.</p> <p>Targeted support by class teachers to provided bespoke interventions to allow pupils to make rapid progress.</p> <p>Phonics Lead to analyse and monitor RWI and other data and support teachers.</p> <p>Additional home learning and guidance for parents to be provided.</p> <p>After school sessions implemented in the spring term to support individuals.</p> <p>Accelerated Reader (AR) programme to be purchased alongside new books to engage pupils in reading and track progress.</p> <p>Training of staff on data analysis and how to use AR effectively.</p>	<p>Phonics</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><b>EEF +4 months</b></p> <p>One to One tuition</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should</p>	<p>Through analysis and monitoring of data.</p> <p>Impact on reading standards.</p>	<p>Phonics Lead</p> <p>Teachers</p> <p>LSAs</p> <p>English Lead</p>	<p>At pupil progress meetings.</p> <p>December 2020</p> <p>June 2021</p>





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		<p>monitor progress to ensure the tutoring is beneficial.</p> <p><b>EEF +5 months</b></p> <p><b>Extending School Time</b> The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. <b>EEF +2/3 months</b></p>			
<p>Children become confident to communicate their thoughts, needs and feelings expressively and receptively from an early age.</p>	<p>Use of speech therapist working with children in school and alongside staff putting into place specific programmes.</p> <p>Use of Makaton to support early communication within EYFS and KS1. Weekly sign to be introduced by SALT via zoom (during Covid-19)</p>	<p>Pupils on entry to school have low CLL skills By implementing Language Links across the school, this will identify which pupils need 1 to 1 specific intervention with the Speech Therapist and which pupils need interventions provided by teachers and TAs. Use of small group lego therapy, creating more groups to improve children's listening skills, following instructions and use of concentration. (pupils within bubbles) Overall, studies of oral language interventions consistently show positive</p>	<p>SENDCO to work alongside speech and language therapist to ensure correct children are being targeted by analysis of Language Link data. Teachers and TAs/key workers to have a programme produced by Speech and Language therapist from Language Links and work with parents/carers. Use of data identifies pupils needing targeted support from SALT as soon as possible to ensure children access the correct provision.</p>	<p>SENDCO Teachers SALT</p>	<p>Throughout the year as it is ongoing.</p> <p>During Pupil Progress meetings</p>



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	<p>Implementation of Language Links across the school especially in early years and Key Stage 1 as an assessment and intervention on entry and support for parents</p> <p>Use of data from Language Links to track progress, identify pupils for specialist intervention and provided support for others which can be used within the classroom.</p>	<p>impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.  <b>EEF states oral language interventions can add +5 months.</b></p> <p>Parental Engagement          The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes  <b>EEF states Parental Engagement can add +3 months</b></p>	<p>Data analysis of intervention to show 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 to use Bell Foundation Assessment tool to assess pupils on admission and track pupils progress throughout the year.</p> <p>School to employ an EAL LSA who will work with teachers and supporting with resources.</p> <p>EAL LSA to work with groups of EAL children to ensure they are able to communicate with their peers and access the curriculum. (Identified</p>	<p>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.  <b>EEF states +5 months</b></p>	<p>EAL team will work with staff to implement the assessments 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>EAL Team          Teachers          Assessment Lead          SLT.</p>	<p>Termly          Through Pupil progress meetings.          End of year data</p>



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	<p>bubbles using school class data)</p> <p>EAL LSA to work with EAL parents/carers to support them and assess the need of each pupil on admission and engage them in school life.</p> <p>Interpreter support purchased to support EAL parents during meetings and to support younger pupils starting in school.</p> <p>Track pupils through assessment</p>				
<p>SEND pupil access the curriculum and a higher % achieve the expected standard at the end of each Key Stage.</p> <p>SEND needs are identified early and tailored support provided to allow pupils to make at least expected progress.</p>	<p>Inclusion Manager works with the SENDCo and inclusion team to track, monitor and discuss individual pupil concerns.</p> <p>Specialist support through Gold package from Educational Psychiatrist Early intervention through SENNIS support</p> <p>Non-teaching SENDCo to ensure targeted support is provided for pupils and families.</p>	<p>Early Years Interventions Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. <b>EEF impact +5 months</b></p>	<p>TLR Inclusion Manager supporting SENDCo and Inclusion Team</p> <p>Inclusion Manager reports to SLT the actions and impact</p> <p>All pupils are tracked through SEND register with actions recorded.</p> <p>Inclusion Manager tracks SEND data to show impact of interventions.</p> <p>Intervention Plan for whole school which is RAG rated</p>	<p>Inclusion Manager</p> <p>SENDCo</p> <p>Inclusion Team</p>	<p>Termly reviews</p> <p>Data Drops</p> <p>End of year assessments</p>



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	<p>Whole School approach to support SEND pupils</p> <p>SEND pupils are tracked through our termly assessment drops and interventions and specialist support is identified to reduce barriers.</p>				
<p>Reduce the number of persistent absentees among pupils eligible for PP. PP attendance to be in line with National target.</p>	<p>Attendance Officer to produce weekly reports. Data to be analysed and pupil attendance tracked. AO to promote attendance and punctuality. Work alongside the EWO and parents/carers. Introduction a range of incentives throughout the year to improve attendance. Minibus to support with attendance. Attendance to be monitored weekly and EWO and school to issue penalty notices when required.</p> <p>SLT to rigorously monitor the work of the EWO.</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 to work with 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>LM – Inclusion Officer</p>	<p>Weekly</p> <p>Termly report to Head teacher and Governors.</p>



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8. Review of expenditure September 2021				
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
9. Additional detail				