

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gwladys Street Community Primary and Nursery School
Number of pupils in school	372 (September 21) 406 (September 22)
Proportion (%) of pupil premium eligible pupils	51.3% (September 21) 50% (September 22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	Yearly September 2022, 23 and 24
Statement authorised by	Ms N Booth – Head Teacher and Mr K Craney – Chair of Governors
Pupil premium lead	Mr P Wolstencroft-Moore
Governor / Trustee lead	Mr S Huthwaite

Funding overview

Detail	Amount (2021-22)	(2022-23)
Pupil premium funding allocation this academic year	£236,685	£246,530
Recovery premium funding allocation this academic year	£17,968	£25,955
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£254,653	£272,485
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

At Gwladys Street Community Primary and Nursery School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, resilient and socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

How we aim to achieve this:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.
- Class teachers will identify through the class pupil premium plan specific measurable intervention and support for individual pupils which will be reviewed at least termly.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Employ additional teaching staff to allow 'Catch up' teaching to take place in identified year groups.

- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support through Calm Central to enable pupils to access learning within and beyond the classroom.
- Providing the wider community with training, access to agencies and support i.e Fareshare

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Gwladys Street is a large, friendly, two form entry primary school with capacity for 102 pupils in our Nursery. The school is steeped in history and generations of families and children have continued to attend since the school first opened its doors 1912.

Gwladys Street Community Primary and Nursery School is located in the Walton area of Liverpool within the County ward.

Based on the deprivation indicator, Liverpool is ranked one of the highest level of most socially deprived areas within the country (2019) With Liverpool considered the 4th **most deprived local authority in England** (previously ranked 7th in 2015)

Liverpool has the second highest number of areas in the most deprived 10% nationally (145 out of 298).

Parts of Everton, Kirkdale and County are among the top 1% most deprived in the country Liverpool's rankings nationally, based on average score for the seven indices that comprise the overall domain, are:

- Income — 4th
- Employment — 5th
- Education, Skills and Training — 29th
- Health Deprivation and Disability — 3rd
- Crime — 22nd
- Barriers to Housing and Services — 280th
- Living Environment — 5th

Of the two supplementary indices that have been produced, Liverpool is ranked 4th most deprived for Income Deprivation Affecting Children, and 8th most deprived for Income Deprivation Affecting Older People nationally.

Some 48% of our residents, and 57% of our children, live in the most deprived 10% areas in the country.

Most deprived local authorities based on Rank

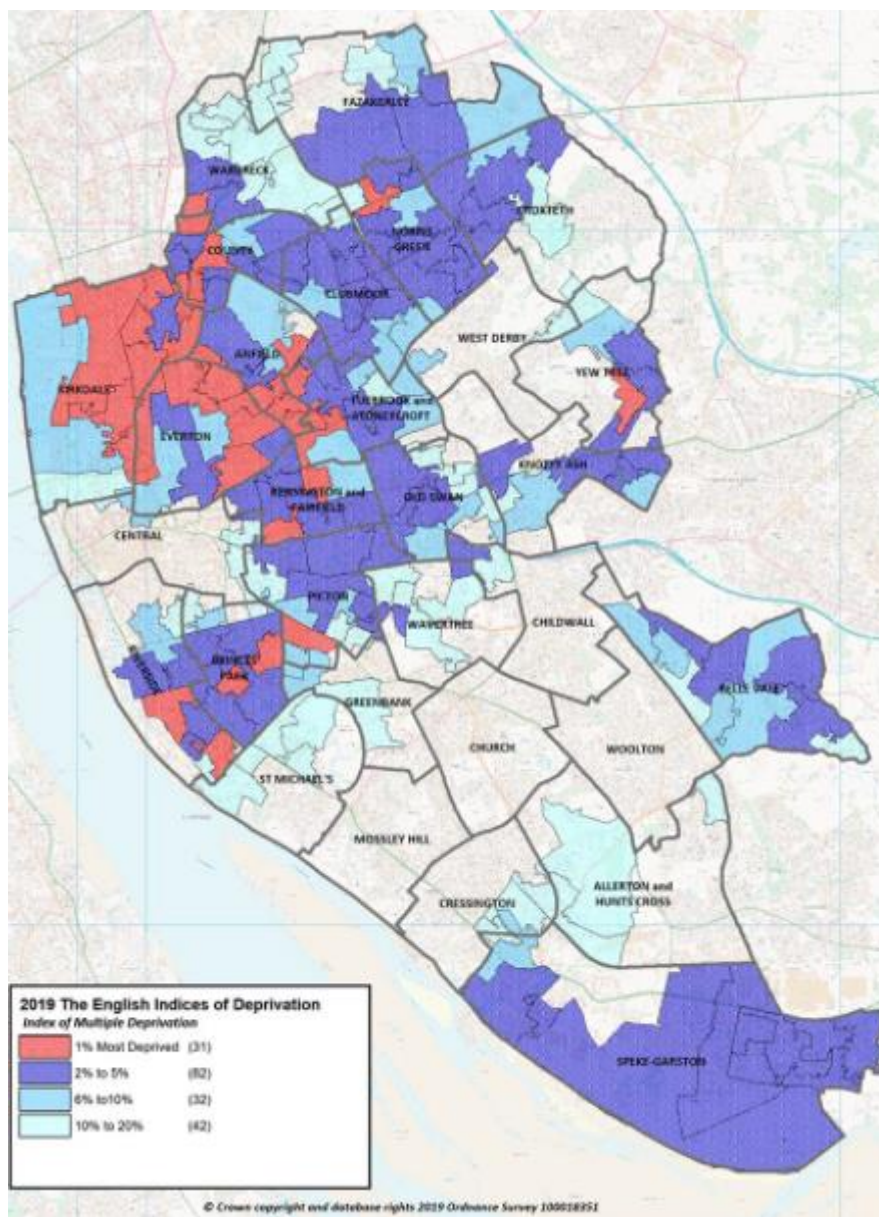
1. Blackpool
2. Manchester
3. Knowsley
4. Liverpool
5. Barking and Dagenham
6. Birmingham
7. Hackney
8. Sandwell
9. Kingston upon Hull
10. Nottingham

Most deprived local authorities based on Score

1. Blackpool
2. Knowsley
3. Liverpool
4. Kingston upon Hull
5. Middlesbrough
6. Manchester
7. Birmingham
8. Burnley
9. Blackburn with Darwen
10. Hartlepool

Most deprived local authorities based on the Proportion of LSOAs in the most deprived 10% nationally

1. Middlesbrough
2. Liverpool
3. Knowsley
4. Kingston upon Hull
5. Manchester
6. Blackpool
7. Birmingham
8. Burnley
9. Blackburn with Darwen
10. Hartlepool



Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of pupils and the number of persistent absentees
2	<i>Low Communication and Language on entry to school</i>
3	Early Phonics and Reading low on entry
4	Gaps in learning in Mathematics, Reading and Writing with low starting points
5	Pupils on entry to school having low self-help skills
6	An increase in high levels of poor mental health and wellbeing
7	Poor social, emotional and physical health in pupils
8	An increase of pupils beginning school with EAL
9	Mobility of pupils
10	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attendance and reduce persistent absentee rates	Attendance to be 97% or above in line with National expectations
Improve attainment and progress in phonics	At least 85% of pupils achieve the end of year phonics check in Year 1
Improve attainment and progress in Reading by Key Stage 2	Attainment and Progress to be at least in line or above National by Key Stage 2
Improve attainment and progress in Writing by Key Stage 2	Attainment and Progress to be at least in line or above National by Key Stage 2
Improve attainment and progress in Mathematics by Key Stage 2	Attainment and Progress to be at least in line or above National by Key Stage 2

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost 2021-22	Budgeted cost 2022-23
£63,626	£66,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for staff in Communication and Language, Phonics, Mathematics and Foundation subjects</i></p> <p>School are in the process of joining an English Hub</p> <p>Teacher CPD on Speech and Language from SaLT team</p> <p>Feedback to pupils Teachers and support staff will spend lessons prioritising feedback to pupils through live marking to celebrate success and to respond to misconceptions.</p>	<p>EEF - Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>+6 months progress</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher</p>	2, 3, 4, 5

	<p>or someone taking a teaching role, or from peers</p> <p>School has purchased and joined a number of teaching schemes and trained staff in the implementation of these. These have included Neli Early Language Intervention, RWI, Power Maths, Mastery of Number and Maths Hub training and Opening Worlds</p>	
<p><i>CPD and specialist support for EAL pupils</i></p> <p>The school has adopted NASSEA assessments and tracking to support our EAL pupils and teaching staff have received CPD to support</p>	<p>EEF - Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Support and training from MTAS, EAL lead and LSA in assessment, monitoring and supporting pupils.</p>	2, 3, 4, 5, 8, 9
<p><i>Recruitment of additional staff to support Teaching and Learning of individual pupils</i></p> <p>We continue to use members of staff to provide 1 to 1 or small group intervention. Staff complete termly provision maps and identify purchased interventions to support the needs of the pupils Staff to work with small groups of pupils</p>	<p>EFF - On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Identified pupils to have additional adult support to allow them to remain within the school setting and make progress towards their targets</p>	5, 6, 7, 8, 9

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost 2021-22	Budgeted cost 2022-23
£64,303	£56,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Catch up Teachers to be recruited to teach within class and release Classroom Teachers to deliver purchased interventions. (2021-2022)</i></p>	<p>EEF - On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Small Group Tuition - Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	2, 3, 4, 9
<p><i>Targeted intervention programme planned and mapped out using purchased interventions termly using data to analyse impact</i></p> <p><i>In house tracking system created to monitor frequency of interventions</i></p>	<p>EEF - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months)</p>	2, 3, 4, 7, 9
<p><i>Early SEND identification and intervention SENDCo (0.5)</i></p> <p><i>Early help identified using SENISS, SENDCo observations and other outside agencies to ensure</i></p>	<p>Support identified early to support the needs of individuals and ensure the required support is obtained for each pupil</p>	2, 3, 4, 5, 6, 7

support is provided at the earliest opportunity		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost 2021-22	Budgeted cost 2022-23
£126,724	£162,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Calm Central – Pupils identified as needing social, emotional and wellbeing support receive a programme of support</i></p> <p>Whole School CPD – ROAR training, Mental Health Champions, Mindfulness</p> <p>Sensory circuit resources purchased and used daily for identified pupils</p> <p>2022 – Gwladys Street has become an Attachment and Trauma informed school working alongside Hope School. All staff have had CPD and specialist training for senior leaders.</p> <p>Calm Central used to support pupils with Attachment and Trauma in small groups or individual check ins.</p>	<p>EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	6, 7

<p>School is in the process of developing sensory rooms to support individual and groups needs.</p>		
<p><i>Attendance officer role (0.5) aimed at working with EWO, parents, pupils and classes to improve attendance through incentives</i></p> <p><i>Breakfast Club provided for identified groups</i></p> <p>Bus passes purchased for individuals and families to improve attendance</p> <p>New and improved systems in place for tracking groups of pupils.</p> <p>Regular meetings with EWO, Attendance Officer and parents.</p>	<p>EEF - Parental engagement has a positive impact on average of 4 months' additional progress.</p>	<p>1, 9</p>
<p><i>Behaviour Mentor (0.5) aimed at working directly with individuals to improve behaviour and reduce exclusions</i></p> <p>Calm Central Team/ Inclusion Lead used to identify individuals and groups needing additional support to improve behaviour and attitudes towards learning</p>	<p>EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p>	<p>5, 6, 7</p>

Total budgeted cost 2021-22	Total budgeted cost 2022-23
£254,653	£285,452 (over spend of £12,967 from school budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

69% of Year 2 pupils achieved the Year 1 Phonics Check in 2020-21

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Neli	Elklan
Accelerated Reader	Renaissance
Power Maths	Pearsons
Opening Worlds	Christine Counsell and Steve Mastin, in association with Haringey Education Partnership (HEP)
Times Table Rockstars	TT Rockstars
Learning by Question	Learning by Question

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Through the use of 1 to 1 or small group interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Supported pupils in narrowing the gap and identified more specific support for the academic year 2021-22

Further information (optional)

To support our pupils within our school the additional support below is provided for both pupils and families;

- *Fareshare weekly foodbank in school*
- *National School Breakfast Programme*
- *Families needing support, staff trained to provide support through EHATS*

Part B: Review of the previous academic year (2021-22)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Key Stage 2

Data from tests and assessments identify gaps between disadvantaged pupils in Reading, Maths and GPS for pupils working at the Expected Standard and Greater Depth. The attainment of the school's disadvantaged pupils in 2021/22 was below our expectations however, all disadvantaged pupils made at least expected or outstanding progress from their starting points. Our analysis against standards suggests that the reason for this is primarily the ongoing impact of COVID-19 and we continue to implement actions to address these gaps in pupils learning.

Key Stage 1

Analysis of Key Stage 1 data indicates that the gap between disadvantaged and non is narrowing. Both in Reading, Writing and Maths the percentage gap is less than 4%, however we understand that more work needs to be done to raise standards in Key Stage 1 to meet National Expectations. Again, the impact of COVID-19 on Key Stage

1 pupils has been significant due to missing fundamental learning opportunities in the Early Years Foundation Stage – The building blocks to all learning.

Early Years Foundation Stage Profile

Although our end of year data did not meet National Expectations, we can report that in all areas of the EYFSP, Disadvantaged pupils achieved better than our non-disadvantaged pupils. From this success, we need to share good practice and identify what has worked well to support disadvantaged pupils in Key Stage 1 and 2.

Absence among disadvantaged pupils in 2021 was 88.71% compared to 89.92% whole school attendance (Gap of 1.21%). Comparing 2021 data to 2022 data (Autumn) disadvantaged percent has improved to 91.77% narrowing the gap between whole school (92.74%).

2021 data indicates that persistent absence was 79.93%. Comparing this to 2022 Autumn data of 89.5% an increase of 9.57%.

We recognise the gap is still not meeting National Targets of 97% or above but school data is indicating that there are improvements in attendance and that robust strategies within the school are supporting attendance. This will continue to be a whole school priority.

Since the pandemic, a high proportion of pupils have needed support with wellbeing and mental health and this is why the school have become an Attachment and Trauma informed school.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes (in blue) to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

Funding was spent on individual assessments to support pupils' needs. The findings from this was then used to provide tailormade interventions and support in the classroom.

The impact of that spending on service pupil premium eligible pupils

Reading Age Autumn 2021 – 10 years 10 months

Reading Age Autumn 2022 – 12 years 1 months **Progress of 1 Year 3 month**

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.