

Pupil premium strategy statement – Gwladys Street Community Primary and Nursery School

Three Year Plan 2024 - 2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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
Pupil premium funding allocation this academic year	£282,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£282,680

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

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 levels 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)

For Average Score, Liverpool is considered the 3rd most deprived of 317 local authority areas. It was ranked as the 4th most deprived in 2015, having previously been ranked the most deprived in 2004, 2007 and 2010.

For Average Rank, Liverpool is considered the 4th most deprived local authority in England (previously ranked 7th in 2015).

For proportion of Lower-layer Super Output Areas (LSOAs) in the most deprived 10% nationally, Liverpool is ranked 2nd most deprived (previously ranked 4th).

145 of 298 LSOAs (49%) in Liverpool are in the most deprived 10% nationally. 48% of the city's residents, and 57% of its children, live in these LSOAs. 31 LSOAs are in the most deprived 1% in England.

Liverpool has one LSOA, located in Anfield electoral ward, in the top 10 most deprived LSOAs, and seven that are in the top 100 most deprived out of 32,844 in England. Of these, three are located in Anfield, two in Everton, one in County, and one in Tuebrook and Stoneycroft.

Liverpool City Region is ranked as the most deprived of England's 38 LEP areas.

Table 1.1 - Liverpool's rankings of average scores for the IMD in 2019 and 2015, and for the separate domains which make up the overall IMD score

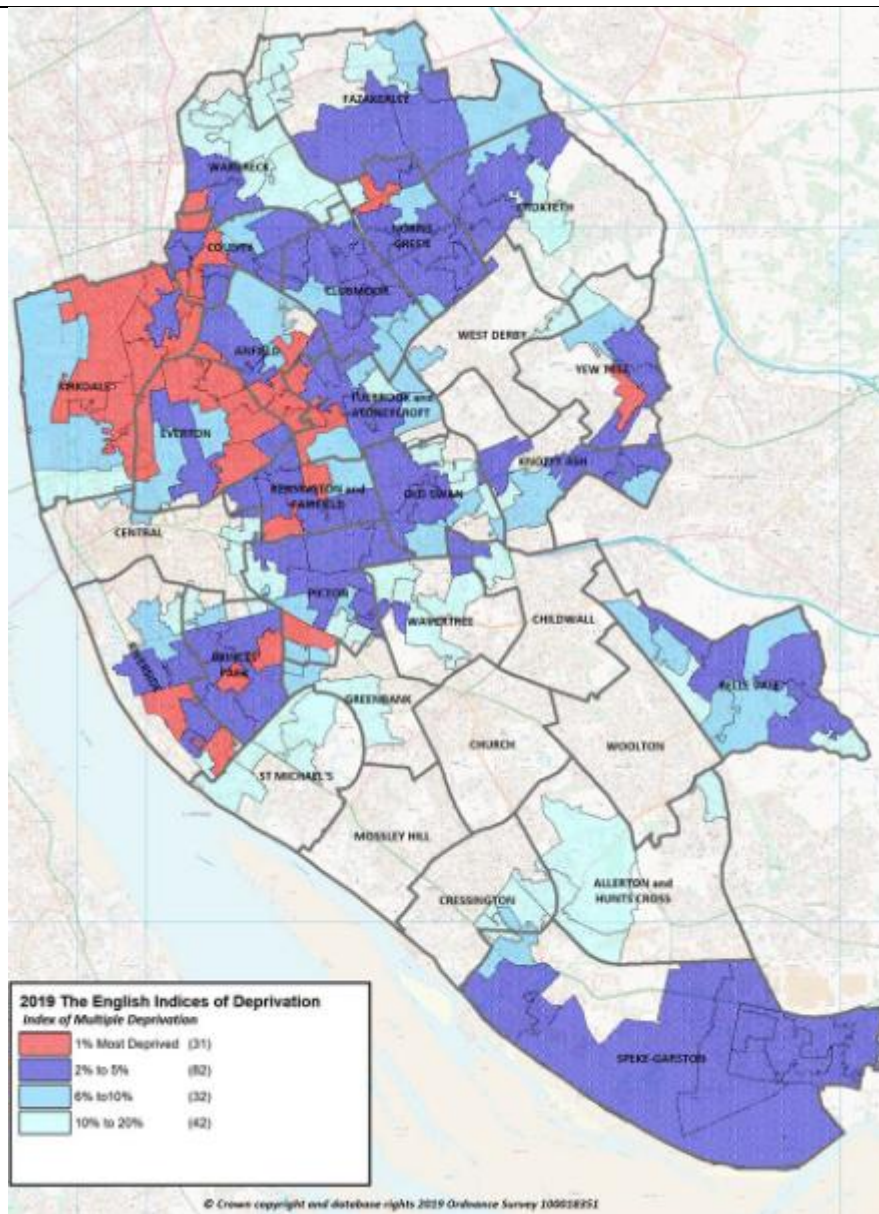
	2019	2015
Index of Multiple Deprivation	3 rd most deprived	4 th most deprived
Income	4 th	5 th
<i>Income Deprivation Affecting Children</i>	4 th	8 th
<i>Income Deprivation Affecting Older People</i>	8 th	8 th
Employment	5 th	5 th
Education, Skills and Training	29 th	35 th
Health Deprivation and Disability	3 rd	3 rd
Crime	22 nd	40 th
Barriers to Housing and Services	280 th	290 th
Living Environment	5 th	24 th

Gwladys Street Community Primary and Nursery School sits within the County Ward of Liverpool which is 2nd most deprived ward within Liverpool.

Table A2 ranks Liverpool's Wards from 1 (most deprived) to 30 (least deprived) on each of the 7 thematic domains of the Indices of Deprivation. Table A3 shows indicative scores for each Ward against each domain.

Table A2 – Domains, Indices of Deprivation 2015: Liverpool Ward Ranking (by average score)

	Income	Employment	Education	Health and Disability	Crime	Barriers to Housing and Services	Living Environment
County	3	2	10	3	4	24	1



Challenges

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

Challenge number	Detail of challenge (these are ranked in no particular order)
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

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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Phonics Lead (TLR) to improve phonics across the whole school – 1 morning a week non-teaching Providing bespoke training for staff, leading phonics to 	<p>EEF – Teaching of phonics - +5 months progress</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,</p>	3 and 4

<p><i>ensure consistency across the school</i></p> <ul style="list-style-type: none"> • School to continue to access Training, CPD and Development Days with the Phonics Consultant. • Through the development days, Phonics Lead and Consultant to identify specific staff and groups to provide training, team teach sessions or additional CPD. • Phonics and Early Reading Lead to regularly analyse data and support staff. • Learning Support Assistants to be trained in the delivery of Fast Track Phonics to provide daily interventions to identified pupils. 	<p>particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	
<p>All EYFS staff to have training in ‘Magic story box’ approach</p> <p>Purchased scheme ‘Literacy Counts’ to be enhanced using this method of teaching.</p> <p>Monitoring through lesson observations and learning walks to measure the impact</p> <p>All teaching staff have Performance Management Targets set to improve Writing across the school</p>	<p>Early Literacy Approach +4 months progress</p> <p>Early literacy approaches typically increase children’s learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.</p> <p>Early literacy interventions seem to have impacts that transfer to other areas of the curriculum such as mathematics, where the average impact is + two months progress.</p> <p>Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds</p>	<p>2, 3, 4, 5, and 8</p>

	Careful monitoring of progress in reading is particularly important to target approaches effectively. For example, moving from knowledge of letter names and sounds to early phonics.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Teachers to receive additional CPD on providing feedback to pupils. As part of Gwladys Streets Marking and Feedback Policy, staff are expected to live mark and provide verbal feedback. Senior Leaders to focus on this during learning walks and lesson observations. Pupil voice to record how feedback has supported them in class. 	<p>Feedback +6 months progress</p> <ol style="list-style-type: none"> Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies. 	4, 5, 6 and 8

<p>All EYFS staff to have training in Neli and Wellcomm.</p> <p>All pupils on entry to Nursery and new to Reception to be screened.</p> <p>Pupils to be identified for SALT through the NHS and with the support of the SENDCo be referred.</p> <p>Interventions to take place for pupils falling below the expected standard for their age.</p> <p>Parents and Carers to be informed of any activities they can do at home.</p> <p>EAL Manager to assess all new to country pupils to identify SMART targets and interventions needed.</p>	<p>Oral Language interventions +6 months progress</p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. 	<p>2, 3, 5 and 8</p>
<p>Learning Support Assistants (LSA) audit of skills</p> <p>LSAs to be deployed to lead interventions where they have been trained.</p> <p>New LSAs to be trained in specific interventions after analysis of needs in the Key Stages.</p> <p>3 additional Learning Support Assistants employed to conduct interventions.</p>	<p>Teaching Assistant Interventions +4 months progress</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements 	<p>2, 3, 4, 5, 6, 7, 8 and 9</p>

	<p>teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	
<p>Whole School CPD on Attachment and Trauma</p> <p>All staff to be trained in Positive Handling techniques to support the needs of some pupils with de-escalation techniques.</p> <p>Whole school to follow the routines of the day ensuring that every morning and after lunch pupils complete a whole group or individual check in to share their feelings.</p> <p>During these sessions, staff to teach mindfulness techniques to support their emotions and discussions around regulating our emotions.</p> <p>PSHE programme (Jigsaw) to be used across the school</p> <p>Individual or group sessions where behaviour needs supported.</p> <p>Support from Liverpool BIT team where individual bespoke support is needed.</p> <p>Nurture Base (2 adults) funded by school to be</p>	<p>Behaviour Intervention +4 months progress</p> <ol style="list-style-type: none"> 1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. 2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. 3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact. 4. When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school. 	<p>5, 6 and 7</p>

<p>used to support the needs of identified pupils.</p>		
<p><i>Early SEND identification and intervention</i> <i>SENDCo (fulltime)</i></p> <p>SENDCo non-teaching to support early identification of pupils with additional needs, complete paperwork and identify professionals to assess and provide support</p>	<p>Since our SENDCo has been non-teaching, our number of EHCPs have increased significantly due to the availability of the SENDCo to write these applications. These have led to the correct provision being allocated to these pupils to meet their specific needs.</p> <p>It has also allowed the SENDCo to complete observations of pupils to support staff in providing the required support.</p>	<p>2, 5, 6 and 7</p>
<p>Additional member of teaching staff employed to take One to One or small group interventions 1 day a week.</p> <p>Pupils to be selected using school data analysis and targeted interventions provided.</p>	<p>One to One tuition - +5 months progress</p> <ol style="list-style-type: none"> 1. 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. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. 3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support. 4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. 	<p>1, 3, 4, 5, 6 and 9</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to hold parent and carer sessions with their child for Maths and Phonics throughout the year. Teacher to provide examples of fun ways for parents to engage their child in learning at home.</p> <p>Parenting Courses to be offered for Phonics, Maths and English as an additional language provided by the Adult Learning Centre.</p> <p>Staff to share pupil learning on Seesaw, ClassDojo, Social Media and the school weekly newsletter.</p> <p>Class and Year group assemblies throughout the year to share learning.</p> <p>Stay and Play sessions for EYFS parents planned throughout the year to encourage early play and learning.</p> <p>Home learning weekly overview to be sent home with QR codes to Phonics sounds learnt and links to Numbots and Times Table Rockstars to</p>	<p>Parental Support +4 months progress</p> <ol style="list-style-type: none"> 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. 3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. 4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. 	<p>3, 4, 5 and 8</p>

encourage focused home learning.		
<p>Attendance officer role (0.5) aimed at working with EWO, parents, pupils and classes to improve attendance through incentives</p> <p>Regular meetings with EWO, Attendance Officer and parents.</p> <p>Designated Attendance Champion to support Attendance Officer</p> <p>Data to be analysed to identify trends and pupils/ parents needing additional interventions</p> <p>Attendance incentives to be implemented throughout the year to target individuals – monitoring of impact.</p>	<p>Parental Support +4 months progress</p> <ol style="list-style-type: none"> 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. 3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. 4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. 	1
<p>EAL Manager employed by the school to provide staff with support and guidance for pupils with EAL or new to the county.</p> <p>EAL Manager to assess pupils on entry to identify their starting point and provide targets for the class teachers</p> <p>EAL Manager to work with small groups of pupils to provide support and interventions</p>	<p>Oral Language Interventions +6 months progress</p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that 	2, 3, 4, 8 and 9

	<p>need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>Small Group Tuition +4 months progress</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 	
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Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for the previous year can be located on the previous 3 year plan on the school website.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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
Mastery of Number (EYFS – KS1) & (KS2)	North West Maths Hub

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.