

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Gladstone Primary Academy				
Academic Year	2019/20	Total PP budget	£182,160	Date of most recent PP Review	05/09.2019
Total number of pupils	606	Number of pupils eligible for PP	138	Date for next internal review of this strategy	16/12/2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths KS2	45 (+16)	70
% achieving the expected standard in Reading at the end of KS2	52 (+18)	80
% achieving the expected standard in Writing at the end of KS2	59 (-7)	83
% achieving the expected standard in Maths at the end of KS2	55 (+8)	81
% achieving expected standard or above in reading, writing & maths KS1	40 (+21)	No data
% achieving the expected standard in Reading at the end of KS1	60 (+22)	79
% achieving the expected standard in Writing at the end of KS1	40 (+21)	74
% achieving the expected standard in Maths at the end of KS1	60 (+10)	80
% passing Year 1 phonics screen	53 (+11)	85
% achieving GLD at the end of Reception	75 (+15)	No data

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low Literacy skills in first language, creating a barrier to developing deeper language skills in second language
B.	Low percentage of children working at age-related expectations in writing (42%)

C.	Low percentage of pupils working at age-related expectations in reading (52%)
D.	Low percentage of pupils working at age-related expectations in mathematics (49%)
E.	Well below starting points for children entering reception (69% well below in communication and language, 76% well below in Literacy – Early Excellence data)
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
F.	Low attendance (93.2%) including extended periods in country of origin. Attendance for White European PP children was 82% in 2018-
G.	Limited experiences beyond locality which lowers aspiration, limits vocabulary and inhibits the ability to contextualise reading
H.	Lesson observations indicate that mathematics subject knowledge needs to be developed across the Academy (49% of PP children
I.	High mobility – mobility across the academy is in excess of 20%
4. Intended outcomes (<i>specific outcomes and how they will be</i>)	
A.	Secure First Language . Assessed through first language assessments.
	Success criteria Bilingual club is started Participants demonstrate improved Literacy levels in first language Parent voice demonstrates they are able to support their child Parent voice demonstrate that they feel engaged with the Academy

<p>B.</p>	<p>Increase the percentage of children working at age-related expectation in Writing from 42% to 60% across the Academy. To be measured through internal assessment checkpoints.</p> <p>Power English is embedded across the Academy</p>	<p>The percentage of pupils working at age related levels in writing increases from:</p> <p>In Y1 from 50% to 67%</p> <p>In Y2 from 38% to 63%</p> <p>In Y3 from 37% to 53%</p> <p>In Y4 from 55% to 68%</p> <p>In Y5 from 42% to 57%</p> <p>In Y6 from 36% to 64%</p>
<p>C.</p>	<p>To improve outcomes in Reading (increase percentage of pupils</p>	<p>The percentage of pupils working at age related levels in reading</p>
<p>D.</p>	<p>To increase the percentage of PP children working at age-related expectations across the Academy.</p> <p>To develop the use of success steps to support mathematical understanding.</p> <p>To develop staff subject knowledge.</p>	<p>The percentage of pupils working at age related levels in Mathematics increases from:</p> <p>In Y1 from 58% to 75%</p> <p>In Y2 from 50% to 69%</p> <p>In Y3 from 58% to 68%</p> <p>In Y4 from 64% to 77%</p> <p>In Y5 from 38% to 68%</p> <p>In Y6 from 39% to 64%</p>

E.	Pupils achieving a good level of development is at least 80%	<p>Pupil premium children benefitting from intervention are identified by the end of the Autumn term</p> <p>Interventions achieve accelerated progress so that all targeted pupils achieve a good level of development.</p>
F.	<p>Increase attendance for pupil premium children from 93.2% to 95%. A key group within this are Roma families whose attendance was 89%. The Academy had an increase in Roma families from 5% to 20% last year and needs to ensure that the way that it works develops to effectively support this significant group.</p>	<p>Overall Attendance of PP increases from 93% to 97%</p> <p>Persistent absence decreases from 18% to 8%</p> <p>Attendance for 'white European' pupils increases from 89.2% to 97%</p>
G.	Provide a wide range of extra-curricular activities that at least 90% of pupil premium children participate in	<p>Attendance increases to 97%.</p> <p>Pupil engagement and well-being survey demonstrates that 100% of pupil premium children feel happy and safe in the Academy.</p>
H.	Staff subject knowledge in mathematics is deepened.	Targeted pupils make accelerated progress
I.	Increased stability to the Academy population. This will be measured through mobility data.	<p>Pupil voice demonstrates that PP children enjoy</p> <p>Mobility data demonstrates a more stable school population</p>

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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
Introduce Power learning across the Academy	Strong pedagogical approaches will be used in English and Maths	Children are showing collaborative and independent working which is enabling them to deepen their understanding. Only 2 power cycles have been completed in Maths and 1 in English so progress data cannot be used at this point.	Pedagogy is in place. Training for all staff to further develop their subject knowledge to align with pedagogical approach.	£30000
2 teachers in Y2 received mathematics CPD from the Cambridgeshire Maths hub to develop their mastery teaching	To improve outcomes at the end of KS1 by 10%	Outcomes in Mathematics rose to 60% (up 10%).	Deep subject knowledge is a vital component to good and outstanding teaching. Where quality CPD has been provided, accelerated progress can be seen. To improve Maths outcomes across the Academy, further high quality mathematics CPD is required. The Mathematics Leader was provided with CPD and resources this year to be in a position to deliver this training in 2019-2020	£4000
Maths Lead received	Maths Lead will be able to	The Pedagogy has been established in most classrooms. Lesson observations	Having only completed 2 cycles, there have already been measurable impacts both in end of	£1200
Reduced class size in Year 6	Accelerate progress to	There was an increase of the percentage of PP children achieving expected in	Mobility had an impact as 2 targeted pupils left the Academy before they took the SAT tests	£20000

ii. Targeted support				
Action	Intended outcome	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
Pupil premium TA appointed KS1	Outcomes to increase at the end of KS1 from 38% in reading, 19% in writing and 50% in maths to 79% in reading, 74% in writing and 80% in maths (national non PP data)....	At the end of the first year using this targeted support, outcomes at the end of KS1 rose to 60% in Reading (+22%), 40% in Writing (+21%), 60% in maths (+10%) and 40% combined (+21%).	This strategy will continue. The class teachers need to ensure that there is clear communication so that pre-teaching enables the targeted pupils to access their learning at the expected level. Revisiting key concepts was the focus more than pre-teaching over this year.	£20000
TDET Maths Lead to support targeted children in Y6	All targeted pupils would achieve the expected standard in mathematics. To increase	Outcomes in mathematics rose from 47% to 55%. All targeted pupils reached the expected standard.	The target group was relatively small. Potential for the TDET lead to work with a larger group of pupils through the Power Maths structure. Progression for PP children throughout the school needs to be accelerated to ensure there are fewer gaps arriving in Year 6. Power maths has been adopted by the Academy to support the accelerated progress that is required.	£5000
Tas to ensure every child reads every day	Outcomes in reading demonstrate at	Outcomes at the end of KS2 were 52% (up 18%) Outcomes at the end of KS1 were 60%	Combined with embedding power English, the high focus on reading is benefiting on Pupil premium children. Further investment in the	£4.000

REAL project in EYFS	To increase the percentage of PP pupils working at GLD to at least 70%	The percentage of PP children who achieved GLD rose to 75% (+15%)	This was an effective program which will be repeated next year	£3000
Early Words together	To increase the percentage of PP pupils working at GLD to at least 70%	The percentage of PP children who achieved GLD rose to 75% (+15%)	Communication with parents and other staff members was not always effective which lead to some activities not taking place. The impact means that this that this support will be repeated next year.	£5000
iii. Other approaches				
Action	Intended outcome	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
Pupil premium champion appointed	Pupil premium children will be more positive about school and show increased aspiration.	79% of pupil premium children demonstrated through the pupil voice survey. Following the enrichment activities that pupils experienced, 62% of the children changes the job that they aspired to.	Pupils can demonstrate more positive attitudes to school. There is a group of 12 PP children who had very low attendance last year. Greater correlation needs to be explicitly made to them about how they will get more from school the more they attend school. Key performance measure for the Pupil Premium champion in 2019-2020 will be the attendance data for these pupils.	£10000
Family liaison officers to support	Support families before they	.11 PP children were supported through Early Help.	Early support enables families to avoid crisis points. Some families need further support to	£10,000
Family cafes	To increase the number of	We had 253 family members attend the family cafes. This is 40% of the number	The time of day impacted greatly on the number of families that attended. The last 30 minutes	£1500
Music Tuition	That all pupil premium	Pupil voice data conducted by the Pupil premium champion demonstrates that all	This will continue as although it is a difficult impact to quantify, pupil voice indicates a rise in	£6900

Outward Bound and other trips	100% of pupil premium	All pupil premium children experienced at least one trip of visit over the course of	All pupil premium children took part in educational trips and visits.	£15000
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6. Planned expenditure

Academic year **2019-2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued Mathematics CPD to embed power teaching pedagogy and increase subject knowledge (Barrier D)	The percentage of pupils working at end of year expectations will be at targeted percentages (see section 4 intended outcomes)	2 Year 2 teachers were provided mastery training through the Cambridgeshire maths hub, to improve outcomes in maths in Year 2 Lesson observations demonstrate success steps can be more processed based than mathematically based, a sign that subject knowledge needs deepening.	Monitoring of power slides to ensure success steps are supporting pupils' mathematical understanding	Maths Lead	Half-termly

<p>Embed pedagogy for Power English (Barriers B and C)</p>	<p>The percentage of pupils working at end of year expectations will be at targeted percentages (see section 4 intended outcomes).</p>	<p>Core Power teaching and learning is a whole-school model which integrates strong drivers of progress and achievement in very innovative ways. 1) Pupils are not automatically grouped by age but by where they are up to in their learning. 2) They all get feedback and encouragement at every stage of every lesson.</p>	<p>Snapshot monitoring of McKie Mastery</p> <p>Learning walks</p> <p>Book scrutiny</p>	<p>Power English Lead</p>	<p>Checkpoints 1, 2 and 3</p>
<p>Use QLA of targeted pupil</p>	<p>Increase the percentage of PP</p>	<p>Targeted teaching improves the quality of provision and the</p>	<p>Power English lead to be appointed</p>	<p>Power English</p>	<p>Checkpoints 1,2 and 3</p>
<p>Three question types to be explicitly taught to children (Barrier C)</p>	<p>To ensure children are able to answer questions understanding what is expected of them.</p> <p>To ensure all reading skills are covered, and children are familiar with all the different types of questions in different contexts.</p>	<p>Analysis completed by Reading lead identified these question types as a key area of development for our Pupil premium children</p>	<p>Power English lead to be appointed</p> <p>Link meetings between the Power English lead and the Assistant head BBS and GSS to monitor progress</p>	<p>Power English Lead</p>	<p>Checkpoints 1,2 and 3</p>

	To ensure inference questions in non-fiction				
Reading question type moderation in staff meeting each half-term with all staff (Barrier C)	To monitor the coverage of questions and ensure consistency. To identify strengths within the team and members of the team to support others. To share good practice, teams to work together following moderation to write questions for the following week.	Analysis completed by Reading lead identified these question types as a key area of development for our Pupil premium children	Power English lead to be appointed Weekly link meetings between Power English Lead and Assistant heads for BBS and GSS sites	Power English Lead	Half-termly

<p>Buddy-up system for teachers to work with other English teachers in the school, share practice</p> <p>(Barriers B and C)</p>	<p>To share good practice.</p> <p>To coach members of the team.</p> <p>To mentor members of the team.</p> <p>To ensure consistency.</p>	<p>Lesson observations and new staff members require the sharing of best practice to ensure PP children receive the best teaching</p>	<p>Snapshot monitoring</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Book scrutiny</p>	<p>Power English lead</p>	<p>Half-termly</p>
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Total budgeted cost £40,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Power Induction group to induct	Pupils will be assessed	High mobility has led to many pupils joining the academy with	At least monthly meetings to review impact and make any	EAL lead	Monthly
Bilingual classes to develop pupils'	Pupils secure their home	Research demonstrates that being secure in secure home	The Bilingual classes will be supporting the project	EAL lead	Monthly
Music tuition to be provided for all PP	To increase pupil self-esteem and	Providing pupils with enrichment in 2018-2019 lead	Designated music room created	Assistant Head	Termly
Pupil Premium enrichment activities	To increase PP pupils' positive views of	Pupil voice survey demonstrated 100% of PP children showed positive	Pupil premium champion to lead Monitoring by attendance	Pupil premium Champion	Half-termly

Daily supported reading (Barrier C)	To increase the percentage of pupils in KS1 working at e age-expected levels	Outcomes at the end of KS1 in reading rose by 22% for PP children. At the end of 2017-2018 16% of PP children were at age-related expectations in reading at the end of Year 1. Following the introduction of	Year two lead to monitor progress of pupils being supported. Impact data gathered at start and the end of the program. Monitoring of provision,	Year 2 Lead	Termly reviews
Before school/after school reading club led by	To explicitly teach reading skills.	This strategy was used in Year 6 in 2018-2019 which saw an increase in the percentage of	CDP has been provided for all TAs	Power English Lead	At the end of each power cycle
Every PP child heard read at least once a week in	To ensure all PP children are heard reading	Analysis by the Reading lead identified that 63% of PP children were not being heard	Monitored by class teachers Monitored by Power English lead	Power English Lead	Weekly
Identify children that need to read 1:1 with an adult (Barrier C)	To ensure that vulnerable children are reading 1:1 with an adult every day to enable them to make progress. To improve reading outcomes and progress of children.as listed in section 4	Analysis by the Reading lead identified that 63% of PP children were not being heard read at home every night.	Expectations clearly shared with pupils Expectations shared with parents (including via parents evening)	Power English Lead	Daily

<p>Quality non-fiction text provided by Encyclopaedia Britannica (Barrier C)</p>	<p>Use of high-quality non-fiction texts in English and other curriculum areas, using Destination Reader approach.</p> <p>Whole staff training provided by Encyclopaedia Britannica online on 3rd September for all teachers and Teaching assistants</p> <p>Login access provided for each member of staff</p> <p>Encyclopaedia Britannica shared with Parents at first parent cafe</p>	<p>Analysis by the reading lead identified interpreting Non-fiction texts as an area requiring development for pupil premium children.</p>	<p>Staff training took place on 4th SEptember 2019</p> <p>Family Cafes to share resource with parents</p>	<p>Power English Lead</p>	<p>Checkpoints 1,2 and 3</p>

REAL project (Barrier E)	80% of PP children to achieve GLD	Impact during 2018-2019 saw a rise in GLD of 15%	Reception staff to ensure home learning environment supports early learning goals	EYFS lead	Checkpoints 1, 2 and 3
Early Wprds Together (Barrier E)	80% of PP children to achieve GLD	Impact during 2018-2019 saw a rise in GLD of 15%	Pupil premium champion TA to run the program. Experienced at running the program previously.	EYFS lead	Checkpoints 1, 2 and 3
Total budgeted cost					£40000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fully fund all enrichment activities	All pupil premium children will fully participate in enrichment activities	Research demonstrates that enrichment activities can boost pupil self-esteem and can	Pupil Premium champion and Pupil premium TA will liaise with the Trust PE team to ensure PP children are accessing extra-curricular	Pupil premium champion	Every 10 weeks (following enrichment week)
Attendance awards	Attendance for pupil premium	Evidence from other primary schools with similar pupil	Launch assembly to raise profile	Attendance Officer	Half-termly
100% school attendance trip	PP children will be motivated to	2 year strategy where impact is intended to be greater in Year	Ensure that photos from the trip are placed on the	AH for pastoral	July 2020

<ul style="list-style-type: none"> • All staff receive training on supporting Roma families (18/09/19) and future dates tbc • DSL to attend training on Safeguarding ROMA families • Family liaison officer to meet families <p>(Barrier F)</p>	<p>Engagement with Roma community leads to decrease in persistent absence for PP from this ethnic group from 42% to 10%</p>	<p>Through attendance records on Integris</p> <p>Feedback from supported families</p>	<p>Ensure that staff have undertaken training to develop their understanding</p>	<p>Family Liaison Officer</p>	<p>Monthly</p>
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<ul style="list-style-type: none"> • Power induction group to begin • Children to be shown school routines • Children to be assessed so that they access the appropriate power group 	<p>That children are fully ready to be integrated into the Academy</p> <p>That the families understand the expectations of the Academy</p>	<p>Attendance figures for children new to the school</p> <p>Pupil Voice</p> <p>Parent Survey</p> <p>Pupil progress data</p>	<p>Monthly review meetings with Power induction leads and SLT to ensure this strategy is implemented well</p>	<p>EAL lead</p>	<p>Monthly</p>
<ul style="list-style-type: none"> • Attendance meetings to identify parents who may not be parenting their child so that they are in charge (attendance at 90-95%) • Meetings to be held with all parents to offer early help to ensure that they have the skills to get their child to school at least 95% of the • Assistant 	<p>Persistent Absence is reduced for targeted pupils by at least 50% so that overall PA is no more than 8%</p>	<p>Through attendance data on Integris</p>	<p>Team meetings between Assistant Head pastoral, Attendance Officer and Family liaison officer to review impact and discuss next steps</p>	<p>Assistant head Pastoral</p>	<p>Fortnightly at attendance meetings</p>

<p>D</p> <ul style="list-style-type: none"> • Bilingual club attended by R. Fazil • Parents provided with questionnaire in home language • Presentation given to parents on the importance of July • Parents rescore their questionnaire • Continued contact with parents through bilingual club. • Appointments made with all targeted parents for May 2020 to discuss their intentions 	<p>Reduce the number of White European PP pupils who do not attend the Academy during the last 5 weeks of term</p>	<p>Attendance data presented at fortnightly attendance team meetings</p>	<p>Bilingual club to be developed with support of TDET EAI lead</p> <p>Staffing for bilingual club to be appointed following formal interview process</p>	<p>Family Liaison Officer</p>	<p>Monthly</p>
Total budgeted cost					£60000
7. Additional detail					

There is a bias in this plan towards barriers C and F.

Attendance must improve for PP children if the gap is to close further to national non-PP. The group that has the lowest attendance is 'White European' PP. This group is largely made up of Roma families. The Academy is therefore focussed on developing strong links with these families to ensure attendance and therefore progress improves. The two main drivers for this are the new Power induction group and Bilingual club.

Academically there is a focus on reading. Gaps to national are largest in reading at the end of KS2. Strong reading skills will also have a positive impact on writing outcomes.

This plan is a working document. Therefore at this point £40000 is not yet allocated. As strategies are reviewed and next steps are identified, this will be allocated to meet the needs of our PP children.