

## 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	Gladstone Primary Academy
Number of pupils in school	541
Proportion (%) of pupil premium eligible pupils	38.3%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Simon Martin (HT)
Pupil premium lead	Paul Fountain
Governor / Trustee lead	John Turner

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,200
Recovery premium funding allocation this academic year	£28,493
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,693

# Part A: Pupil premium strategy plan

## Statement of intent

*Our aim at Gladstone Primary Academy is that our pupils are given the opportunity to achieve through a knowledge rich curriculum.*

*Through a clear focus on quality first teaching, in a stage not age approach, our disadvantaged pupils will close the gap on non-disadvantaged pupils in the outcomes that they achieve and leave Gladstone Primary Academy ready for the next stage in their education. They will transition into children that read to learn across the curriculum and have a firm grasp of the fundamentals of mathematics. Our carefully sequenced curriculum will build their knowledge and develop a love of learning.*

*We want our disadvantaged pupils to have the same opportunities and experiences as other pupils*

## Challenges

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

Challenge number	Detail of challenge
1	Mobility and attendance – Many of our disadvantaged pupils come from families that have family members in other countries and family members that are seasonal workers. This often leads to poor attendance. PP attendance in 2018/2019 (pre pandemic) was 92.4%. Nationally, unauthorised family holidays account for 0.3% of absences. At Gladstone Primary it accounts for 3% of absences.
2	Previous schooling – 63% of the pupils inducted during the first half of the Autumn term of the Academic year 2021-2022 had no previous schooling. This creates a wide academic gap in both knowledge and learning behaviours.
3	Low levels of Literacy – both in English and in their first language. Some parents also have low levels of confidence in supporting their children with Reading. Attainment on entry data demonstrates that 100% of PP children are below the expected level in Literacy on entry to Reception at the start of 2021.
4	Cultural capital - limited experiences from beyond the locality does not provide our pupils with the supporting knowledge that can be used to access the curriculum as fully as their peers. 23% of PP children accessed extra-curricular clubs compared to 63% of non-PP in 2018-2019.

5	Phonics outcomes significantly below national averages. 30% of the current Y4 (the last year group to have an uninterrupted KS1) passed the phonics screening check by the time they finished KS1.
6	60% of PP children are still learning to read rather than Reading to learn by the end of KS2 (based on 2019 data) Internal data indicates that the gap between PP and non-PP in Reading age widened by 10 months during lockdown (PIRA tests and teacher assessment).
7	Recall of mathematical facts is well below the expected level (8% of PP children passed the times table check at the end of Y4 in 2021). Lesson observations demonstrate PP children are often calculating facts rather than recalling them. Book scrutiny and reviews of teaching slides demonstrate pupils are not given enough opportunities to increase their recall of key mathematical facts 100% of PP of below that expected level on entry to Reception for Numeracy (based on 2020 baseline).

## 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
Phonics gap closes to less than 10% for PP children compared to National outcomes	Phonics check in Year one shows a decrease of 25% in the gap to national outcomes in 2022. Phonics gap closes to 15% by 2023. Phonics gap closes to less than 10% by 2024. Phonics check at the end of Year 2 shows a decrease of 20% in the gap to national with outcomes rising to 55% pass rate for PP children in 2022. Outcomes rise to 65% by the end of 2023. Outcomes rise to 70% by the end of 2024.
The percentage of pupils passing the times table check rises to 75%.	% of PP children passing the times tables check check in 2022 to = 40%. In 2023 to = 55%. In 2024 to = 75%. Independence day activities are established in all classes

	Weekly data demonstrates improved outcomes throughout each year group (benchmark of 60% of pupils to achieve 90+% correct answers by the end of each year).
High quality staff CPD leads to learning that is cognitively 'digestible' and leads to the percentage of PP children working at the expected level for their age rises to 75% Reading, Writing and Maths	Scrutiny of slides and planning demonstrate lessons are not creating cognitive overload for pupils. Pupils are able to clearly articulate what they have learnt. Pupils are able to apply their learning across the curriculum. Outcomes rise from 42% (2019) to: 50% in 2022 60% in 2023 75% in 2024
The gap to national outcomes in Reading closes to less than 15% by the end of KS2	Lesson observations and planning scrutiny demonstrate good subject knowledge of progression in Reading  Outcomes at the end of KS2 rise from 46% (29%% below the national average 75% and 16% below the national PP average) to: 60% by the end of 2022 70% by the end of 2023 Above 75% by the end of 2024  The percentage of PP children working at end of year expectations across the Academy rises from 26% (assessments made post lockdown) to 55% in 2022 65% in 2023 75% in 2024
The percentage of pupils achieving the expected level in Reading Writing and Maths combined closes to within 10% of outcomes for all pupils nationally	Outcomes rise from 42% (2019) to: 50% in 2022 60% in 2023 75% in 2024

## 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: £123,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
McKie Mastery Approach in Maths and English	Learning behaviours and meta-cognition are a fundamental part of the 'McKie Mastery' approach Collaborative learning approaches + 5 months (EEF toolkit) Feedback + 6 months Reducing class size +2 months	2 and 3, 5, 6, 7
Purchase of Reading books that link to the phonics teaching in McKie Mastery.	Phonics +5 months (EEF toolkit) An audit of the books available for our pupils demonstrated that new books were needed to support the acquisition of phonics	5
'Independence day' to be established to increase the percentage of pupils that can recall known facts at age-expected levels through small group and paired work.	Peer tutoring +5 months (EEF toolkit)  Collaborative learning approaches + 5 months (EEF toolkit)  Scrutiny of planning and analysis of internal tests demonstrate that pupils do not have enough opportunities to revisit key mathematics skills thereby ensuring that the knowledge is embedded in long term memory and uses less working memory when reasoning.	7
Staff CPD to develop deeper understand of mental models and cognitive overload	Mastery Learning +5 months (EEF toolkit) All staff will focus on this area of CPD as part of their Continuous Development targets this year.	2
Feedback on power slides to ensure	Mastery Learning +5 months (EEF toolkit)	2

lessons do not reach cognitive overload.	All staff will focus on this area of CPD as part of their Continuous Development targets this year. Feedback +6 months	
Reading opportunities to be planned into the whole curriculum, so that pupils read information from books rather than being told information from a screen	Reading comprehension strategies +6 months (EEF toolkit) Reading across the curriculum identified as key next step from OFSTED inspection (2017)	3 and 6
Timetable restructures to give more time to curriculum subjects other than Literacy and Maths to support greater Reading and Writing opportunities across the curriculum	Extending school times + 3 months (EEF toolkit) Reading across the curriculum identified as key next step from OFSTED inspection (2017)	3
Impact project - providing all Year 4 pupils with an ipad to support in class and home learning	Homework + 5 months (EEF toolkit) Individualised instruction +4 months (EEF toolkit) Impact data will be gathered from across TDET Academies.	3, 5, 6, 7

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for Year 2 pupils who are below the expected standard in number	Small group tuition +4 months EEF toolkit School led tutors qualified through school led tutoring training on National Tutoring Program portal.	7
<i>DSR - targeted daily support Reading small group interventions.</i>	Small group tuition +4 months EEF toolkit Reading comprehension strategies +6 months Evidence from previous plan that pupils made between 6 and 10	6

	months progress using this intervention.	
<i>Phonics catch up tutoring</i>	Small group tuition +4 months EEF toolkit School led tutors qualified through school led tutoring training on National Tutoring Program portal.	5
<i>Fluency tutoring in KS2</i>	Small group tuition +4 months EEF toolkit School led tutors qualified through school led tutoring training on National Tutoring Program portal.	7
<i>Reading tutoring</i>	Small group tuition +4 months EEF toolkit Reading comprehension strategies +6 months EEF toolkit School led tutors qualified through school led tutoring training on National Tutoring Program portal.	6
<i>Reading buddies to provide one to one Reading support in KS1</i>	One to one tutoring + 5months EEF toolkit Buddies are trained by a specialist Reading recovery teacher.	6
<i>Early words together intervention in Reception</i>	Small group tuition +4 months EEF toolkit Internal data from previous year indicates that with a full year of face-to-face teaching, this could increase the percentage of pupils achieving GLD	3
<i>REAL project in Reception</i>	Small group tuition +4 months EEF toolkit Internal data from previous year indicates that with a full year of face-to-face teaching, this could increase the percentage of pupils achieving GLD	3 and 7

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged pupils provided with a laptop or tablet	Lockdown showed that 73% of PP children did not have access to their own IT device at home. This decreases their ability to apply metacognition to their learning from school whilst at home (+7 months) (EEF toolkit) and limits the tasks teachers can set as homework (+5 months) (EEF toolkit)	3,6 and 7
All school trips fully funded	Arts Participation +3 months (EEF toolkit) Equality of opportunity is vital for all pupils. Research has shown that the biggest factor in PP children not attending trips is financial.	4
All school clubs fully funded	Physical activity + 1 month (EEF toolkit) Arts participation +3 months (EEF toolkit) Equality of opportunity is vital for all pupils. Research has shown that the biggest factor in PP children not attending clubs is financial.	4
Musical tuition in KS2. All PP pupils to receive free musical tuition	Arts Participation +3 months (EEF toolkit) Pupil voice showed pupils' self-esteem rose from 2.4/5 to 3.9/5 following successful music tuition.	4
Bi-lingual club	Oral Language Interventions +6 months. (EEF toolkit) Limited impact measures available last year due to the pandemic. Will be impact measured through PIRA tests and teacher assessments. Wider impact on community engagement with the Academy could impact on attendance data.	3
<i>Induction classes</i>	Oral Language Interventions +6 months (EEF toolkit) Behaviour interventions +4 months (EEF toolkit)	2 and 3

	Observations from EAL lead from TDET identified good practice in both induction classes that were run in 2020-21.	
<i>Expansion of breakfast club to enable school led tutoring</i>	Small group tuition +4 months EEF toolkit School led tutors qualified through school led tutoring training on National Tutoring Program portal.	3, 5, 6 and 7
<i>Learning mentor support for individual pupils</i>	Behaviour interventions +4 months (EEF toolkit) Review schedule will be half-termly as part of the Academy integrated welfare meetings. Measures will include behaviour reports, attendance, and academic outcomes	2
<i>Attendance awards</i>	Termly award prize draws for those pupils with 100% attendance. Attendance of group targeted in 2019 is now 2% higher.	1

**Total budgeted cost: £ [243,693]**

## 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.

#### **Quality teaching for all**

##### **Continued Mathematics CPD to embed power teaching pedagogy and increase subject knowledge**

*Feedback from external monitoring (Claire Mckie) demonstrated that power slides were more closely linked to the children's learning and moved away from being activity focus. Analysis of pupil progress demonstrated that fluency and recall of key facts were not being acquired at the appropriate stage to support mathematical reasoning and will therefore be a focus of Mathematics Quality First teaching in 2021/22.*

##### **Use QLA of targeted pupil premium children to identify gaps**

*There was a clear link between QLAs and the areas that were being taught. QLAs were not based on the usual robust breadth of evidence as pre-covid due to extended periods of lockdown. Ongoing monitoring by power leads in 2021-22 to ensure planning matches the areas for learning identified through QLA.*

##### **Three question types to be explicitly taught to children**

##### **Reading question type moderation in staff meeting each half-term with all staff**

*CPD was delivered and evidence for the question types being used across the academy seen in lessons, planning and books. Power English lead identified through observation and scrutiny that quality first teaching will be further enhanced through further CPD that deepens understanding of progression in Reading to ensure that teachers can track back where needed to ensure prior learning is secure and extend where the opportunity arises. This will be a focus for 2021/22.*

Buddy-up system for teachers to work with other English teachers in the school, share practice

### **Targeted Support**

#### **Power Induction group to induct pupils new to the school**

*Pupils were inducted successfully when new pupils were admitted.*

*Impact measure through progress in Literacy is unreliable data due to the negative impact lockdown had on Literacy progress in 2020-2021. Observations both internal and external (TDET EAL lead in 2020-2021 and OFSTED in 2017) demonstrate good practice and therefore this will continue in 2021-2022.*

#### **Bilingual classes to develop pupils' security in their home language**

*Impact measure through progress in Literacy is unreliable data due to the negative impact lockdown had on Literacy progress in 2020-2021. Observations both internal and external (TDET EAL lead) demonstrate good practice and therefore this will continue in 2021-2022. Entry and exit data using iCan oracy assessments show strong improvement in both English and home language.*

#### **Music tuition to be provided for all PP children in KS2**

*Pupil voice showed pupils' self-esteem rose from 2.4/5 to 3.9/5 following successful music tuition.*

#### **Pupil Premium enrichment activities**

*After school enrichment activities returned in the Summer term but this was not long enough to have a measurable impact on wider attainment across the curriculum.*

#### **Daily supported Reading**

*This is an effective intervention. Internal data demonstrates that pupils made between 6 and 10 months progress using this intervention over the Summer term.*

Every PP child heard read at least once a week in school

Identify children that need to read 1:1 with an adult

*Achieved – internal impact data showed good progress over the Summer term (average 6 months over 3 month period) however lockdown impacted Reading and Writing with the majority of PP children showing little or no progress in their Reading on return to school leading to overall impact being low.*

**REAL project**

**Early Words Together**

*Previous data demonstrated good impact from these interventions. However, progress was limited due to absence, lockdown and covid restrictions. Projects to be run again in 2021 if conditions allow.*

**Other Approaches**

**Fully fund all enrichment activities**

*Enrichment activities were extremely limited due to the pandemic and therefore impact measures over the last twelve months are unreliable. This will continue to be an objective in 2021-22 as equality of access is vital for all pupils.*

**Attendance awards**

**100% school attendance trip**

*Attendance of group targeted in 2019 is now 2% higher.  
The 100% school attendance trip was not able to take place due to the pandemic.*

**Family liaison officer to meet families**

*Training was completed but due to covid restrictions the meetings with families were not able to commence.*

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## Further information (optional)

*Gladstone Primary Academy is participating in a project with the Local Authority, the EEF and a research school in Norwich to develop effective strategies for impacting on progress for disadvantaged pupils. This will lead to adjustments being made to the plan as research evidence is reviewed and feedback received from peer partners.*

*Gladstone Primary Academy is working in partnership with the NHS to provide mental health support to our pupils.*