

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	504
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£279,760
Recovery premium funding allocation this academic year	£30,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£309,920

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	<p>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.</p> <p>Persistent absence is raised through seasonal work patterns. 6% of our disadvantaged pupils left the Academy at the end of June as their families follow seasonal working and did not return until the following term. A further 2% are affected by this pattern in September.</p>
2	<p>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.</p>
3	<p>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.</p>

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 were below the expected level on entry to Reception for Numeracy (based on 2020 baseline).
8	The Gap to national in Writing widened at both KS1 and KS2 (by 15% and by 9% respectively). Although this reflects a national trend, the widening of the gap requires key actions to address this during 2022-2023

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 to 25% in the gap to national outcomes in 2022 Gap was 31% 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. 56% pass rate achieved

	<p>Outcomes rise to 65% by the end of 2023.</p> <p>Outcomes rise to 70% by the end of 2024.</p>
<p>The percentage of pupils passing the times table check rises to 75%.</p>	<p>% of PP children passing the times tables check check in 2022 to = 40%. 53% achieved</p> <p>In 2023 to = 55%.</p> <p>In 2024 to = 75%.</p> <p>Independence day activities are established in all classes</p> <p>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).</p>
<p>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</p>	<p>Scrutiny of slides and planning demonstrate lessons are not creating cognitive overload for pupils.</p> <p>Pupils are able to clearly articulate what they have learnt. Pupils being able to articulate their learning remains a focus for 2022-2023. Curriculum reviews demonstrate that learning has been sequenced and broken into manageable chunks.</p> <p>Pupils are able to apply their learning across the curriculum.</p> <p>Outcomes rise from 42% (2019) to: 50% in 2022 60% in 2023 75% in 2024</p>
<p>The gap to national outcomes in Reading closes to less than 15% by the end of KS2</p>	<p>Lesson observations and planning scrutiny demonstrate good subject knowledge of progression in Reading</p> <p>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 58% achieved - on track 70% by the end of 2023 Above 75% by the end of 2024</p>

	<p>The percentage of PP children working at end of year expectations across the Academy rises from 26% (assessments made post lockdown) to</p> <p>55% in 2022 51% achieved – on track</p> <p>65% in 2023</p> <p>75% in 2024</p>
<p>The percentage of pupils achieving the expected level in Reading Writing and Maths combined closes to within 10% of outcomes for all pupils nationally</p>	<p>Outcomes rise from 42% (2019) to:</p> <p>50% in 2022 44% - writing impacted more by lockdown than reading and maths and lowered the overall combined</p> <p>60% in 2023</p> <p>75% in 2024</p>

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: £185,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Power English Teachers support pupils through the writing process using Power writing tools, building skills to increase independence and stamina.</p>	<p>Collaborative learning approaches + 5 months (EEF toolkit)</p> <p>Mastery Learning +5 months (EEF toolkit)</p> <p>Peer tutoring +5 months (EEF toolkit)</p> <p>Feedback + 6 months</p>	8,2,3
<p>Introduce a Handwriting scheme across the academy with clear letter formation in KS1 and letter joins in KS2</p>	<p>Peer tutoring +5 months (EEF toolkit)</p> <p>Mastery Learning +5 months (EEF toolkit)</p>	8.2

Embed disciplinary writing during enrichment weeks.	Peer tutoring +5 months (EEF toolkit) Collaborative learning approaches + 5 months (EEF toolkit)	8,2,3
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
Embed use 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 embedded 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 lessons do not reach 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. Feedback +6 months	2
Reading opportunities to be planned into the whole curriculum, so	Reading comprehension strategies +6 months (EEF toolkit)	3 and 6

that pupils read information from books rather than being told information from a screen	Reading across the curriculum identified as key next step from OFSTED inspection (2017)	
Timetable restructures to give more time to curriculum subjects other than Literacy and Maths to support greater Reading and Writing opportunities across the curriculum This is being reviewed again in 2022-2023	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: £123,968

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 months progress using this intervention.	6

<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: £61,984

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
<i>Induction classes</i>	Oral Language Interventions +6 months (EEF toolkit) Behaviour interventions +4 months (EEF toolkit) Observations from EAL lead from TDET identified good practice in both induction classes that were run in 2020-21.	2 and 3
<i>Expansion of breakfast club to enable school led tutoring</i> <i>Review – this was found to be an ineffective time for 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>Breakfast provision to be expanded to all pupils. (cost of living crisis support)</i>		
<i>Learning mentor support for individual pupils (funded through Academic Mentoring funding)</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. <i>Attendance of group targeted in 2019 is now 2% higher. (LA review of attendance processes commissioned by the Academy for December 2022 to ensure best practices are being followed. This showed that all actions are being taken)</i> <i>The percentage of pupils achieving 100% attendance increased by 12%.</i>	1

Total budgeted cost: £ [309,920]

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 2021 to 2022 academic year.

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. However we are happy to share our 2022 outcomes as they reflect the excellent provision that our pupils received both during lockdown and post-lockdown.

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.

KS2 Outcomes

58% of disadvantaged pupils achieved the expected level in Reading. This meant that the gap to national when compared to 2019 narrowed by 12%

47% of disadvantaged pupils achieved the expected level in Writing. This meant that the gap to national when compared to 2019 widened by 9%

60% of disadvantaged pupils achieved the expected level in Maths. This meant that the gap to national when compared to 2019 narrowed by 22%

44% of disadvantaged pupils achieved the expected level in Reading, Writing and Maths combined. This meant that the gap to national when compared to 2019 narrowed by 11%

Progress in Reading and Maths combined was +3.7. This is significantly above the national average. The average scaled score for Reading was +3.9% and Maths +3.5%.

In the Multiplication Times table check, 53% of disadvantaged pupils passed the check. **This is 26% above the national pass rate.**

Key Stage One

48% of disadvantaged pupils achieved the expected level in Reading. This meant that the gap to national when compared to 2019 widened by 3%.

16% of disadvantaged pupils achieved the expected level in Writing. This meant that the gap to national when compared to 2019 widened by 15%.

52% of disadvantaged pupils achieved the expected level in Maths. This meant that the gap to national when compared to 2019 narrowed by 1%.

In the Year One Phonics screen, 44% of pupil premium children passed the check.

It should be noted that 46% of disadvantaged pupils in Year One joined the Academy during Year One with no previous schooling.

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 through collaborative work with the EEF, Norwich teaching school and the Local Authority.

We are also taking part in a national reference group working with the EEF to share best practice.

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.

:

Further information

Gladstone Primary Academy is participated 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 led to adjusts being made to the plan as research evidence was reviewed and feedback received from peer partners. We are continuing to work with the EEF as part of a reference group sharing best practice in improving outcomes for disadvantaged pupils.

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