

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	508
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£311,370
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	£341, 530

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> <p>Mobility remained high in 22/23 at 30%</p> <p>When drilling down into the data, it was clear that specific ethnic groups of disadvantaged pupils had significantly lower attendance than other ethnic groups. Communication could be a barrier that is contributing to this.</p>
2	<p>Previous schooling – 72% of the pupils inducted during the first half of the Autumn term of the Academic year 2023-2024 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</p>

	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 2023
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.
5	Phonics outcomes are significantly below national averages at 43% for disadvantaged pupils at the end of Y1 (2023)
6	Reading outcomes in 2023 remain significantly below the national average. There is also a gap within the Academy of 29% between disadvantaged and non-disadvantaged.
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. This has risen to 43% in 2023 but remains a key focus. With these improved outcomes a clear gap has emerged between the percentage of correct answers in arithmetic compared to reasoning. The Mathematics Subject Leader will be leading CPD with staff this year to close this gap further (average difference of 28% between arithmetic and reasoning). 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. Although this reflects a national trend, the widening of the gap requires key actions to address this during 2023-2024

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 20% 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%

	<p>pass rate for PP children in 2022. 56% pass rate achieved</p> <p>Outcomes rise to 65% by the end of 2023.</p> <p>Outcomes rise to 60% by the end of 2024.</p>
The percentage of pupils passing the times table check rises to 75%.	<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 = 60%.</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>
Develop the use of assessment to inform precise teaching across the curriculum	<p>Scrutiny of slides and planning demonstrate lessons are informed by assessment and forensically focus on key gaps.</p> <p>Pupils are able to apply their learning across the curriculum.</p> <p>RWM combined outcomes rise from 42% (2019) to:</p> <p>50% in 2022</p> <p>60% in 2023</p> <p>55% in 2024</p>
The gap to national outcomes in Reading closes to less than 15% by the end of KS2	<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:</p> <p>60% by the end of 2022 58% achieved - on track</p> <p>70% by the end of 2023</p> <p>Above 65% 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>

	55% in 2022 51% achieved – on track 65% in 2023 65% 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	Reading, Writing and Maths outcomes rise from 42% (2019) to: 50% in 2022 44% - writing impacted more by lockdown than reading and maths and lowered the overall combined 60% in 2023 55% 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: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the use of assessment to sharply focus on addressing gaps and misconceptions	Collaborative learning approaches + 5 months (EEF toolkit) Mastery Learning +5 months (EEF toolkit) Peer tutoring +5 months (EEF toolkit) Feedback + 6 months	8,2,3,5,6,7
Embed developments in the teaching of writing from 22/23 in power English and across the curriculum	Peer tutoring +5 months (EEF toolkit) Collaborative learning approaches + 5 months (EEF toolkit)	8,2,3
Increase consistency of McKie Mastery Approach in Maths and English by all staff	Learning behaviours and meta-cognition are a fundamental part of the 'McKie Mastery' approach Collaborative learning approaches + 5 months (EEF toolkit)	2, 3, 5, 6, 7

	Feedback + 6 months Reducing class size +2 months	
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
Develop the teaching and learning of Problem Solving and Reasoning in Maths	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
Weekly learning walks with a focus on the teaching of Power phonics and Mathematics in EYFS	Phonics +5 months (EEF Toolkit)	5, 6, 7
Reading opportunities to be planned into the whole curriculum, so that pupils read information from books rather than being told information from a screen (Focus on Geography in 23/24)	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

The school day is being increased by 25 minutes per week.		
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
In EYFS To create a parent strategy to strengthen availability and accessibility of information and advice to parents	Parental engagement +4 months (EEF toolkit)	1,2,3,5

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

Budgeted cost: £109,546

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.	2,7
Targeted intervention to address gaps in mathematical knowledge and misconceptions	Small group tuition +4 months EEF toolkit	2,7
<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, 6
<i>Fluency tutoring in KS2</i>	Small group tuition +4 months EEF toolkit	7
<i>Reading tutoring</i>	Small group tuition +4 months EEF toolkit Reading comprehension strategies +6 months EEF toolkit	6

<i>Reading buddies to provide one to one Reading support in KS1 and KS2</i>	One to one tutoring + 5months EEF toolkit Buddies are trained by a specialist Reading recovery teacher.	6
<i>Targeted interventions for reluctant readers</i>	One to one tutoring + 5months EEF toolkit Reading comprehension strategies +6 months EEF toolkit	2, 3, 6
In EYFS, introduce keep up practices advised by the Hub – additional phonics in the afternoon, plus speedy phonics at intervals during the day.	Phonics +5 months (EEF Toolkit)	5,6

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

Budgeted cost: £91,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	4

	Pupil voice showed pupils' self-esteem rose from 2.4/5 to 3.9/5 following successful music tuition.	
<i>Induction classes for children new to the Academy with no previous schooling and/or little or no English.</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>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 mentor to support targeted families to improve their child's attendance through breaking down the communication barrier</i>	Parental enagement +4 months (EEF toolkit)	1

Total budgeted cost: £ [341,530]

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 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).

KS1 Outcomes

Phonics screen 43% of disadvantaged pupils passed the phonics screen check. This is a drop of 1% compared to the previous year.

25% of disadvantaged pupils achieved the expected standard in reading – this is a drop of 20% compared to the previous year

8% of disadvantaged pupils achieved the expected standard in writing – this is a drop of 6% compared to the previous year.

25% of disadvantaged pupils achieved the expected standard in maths – this is a drop of 23% compared to the previous year.

It should be noted that 25% of the disadvantaged pupils in Year 2 (22/23) joined the Academy less than 12 months ago.

KS2 Outcomes

33% of disadvantaged pupils achieved the expected level in Reading. This is a drop of 22% compared to the previous year.

38% of disadvantaged pupils achieved the expected level in Writing. This is a drop of 8% compared to the previous year.

41% of disadvantaged pupils achieved the expected level in Maths. This is a drop of 16% compared to the previous year

31% of disadvantaged pupils achieved the expected level in Reading, Writing and Maths combined. This is a drop of 12% compared to the previous year.

Progress in Reading and Maths combined was -0.7. The national average progress for disadvantaged pupils is +0.4

It should be noted that 50% of the disadvantaged cohort in Year 6 (22/23) joined the Academy during Year 5 or Year 6. For core children the outcomes are 40% reading, 50% writing and 53% maths.

In the Multiplication Times table check, 39% of disadvantaged pupils passed the check. **This is 10% above the national pass rate.**

Planning, implementation, and evaluation
In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had or had not had the degree of impact that we had expected. 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 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.