

# 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 impact that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Peter Gladwin Primary
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	22.8% (46)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	24/1/24
Date on which it will be reviewed	4/12/25
Statement authorised by	Vicki Strange
Pupil premium lead	Carly Jones/Vicki Strange
Governor / Trustee lead	Darren Ede

## Funding overview

Detail	Amount
Total budget for this academic year	£79,160

## Part A: Pupil premium strategy plan

### Statement of intent

As a **UNICEF Rights Respecting School** we are determined that **ALL** of our children have the **Right to an outstanding education** (Articles 28 and 29 of the Convention on the Rights of the Child). Irrespective of the background or challenges being faced, our aim is that the children from our school community, reach or exceed age related expectations. We will identify the challenges and barriers our disadvantaged and vulnerable children face and ensure support is implemented in order for them to feel supported and succeed. We are led through research in order to achieve the best outcomes. High-quality teaching is at the heart of our approach which benefits all children. We have developed a clear understanding of what Quality First Teaching looks like through the whole school approaches to phonics, reading, writing and maths mastery.

As a one form entry school we know each of our children and are able to discuss barriers to their learning and introduce bespoke strategies which are adopted to support these children Partnership with parents/carers is central and we aim to work together to understand the needs of our pupils and to support their children's learning at home. In order for the pupil premium strategy to succeed and is effective:

- All staff have high expectations of ALL of our children to achieve academically and through extra-curricular opportunities that are available to our children to increase cultural capital. We believe ALL children can succeed.
- All staff provide a nurturing environment where ALL children feel safe and valued.
- All children will enjoy coming to school and have excellent attendance.
- All children have access to an engaging curriculum which enriches their vocabulary, knowledge, skills and enables them to be confident readers.
- All children will have access to enrichment activities.
- All families feel welcome and part of the Peter Gladwin community and be able to support their children.

### Challenges

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

Challenge number	Detail of challenge
1 <b>Language and communication skills/vocabulary</b>	A significant number of our children start Reception with speech and language needs and many pupils require ongoing support to develop the skills required for effective spoken language and communication. Some pupils start school with limited vocabulary and many require exposure to and explicit teaching of vocabulary to make progress across the curriculum
2 <b>Attendance</b>	Absence over the last 3 years indicates that absence amongst disadvantaged pupils has been approximately 1-3% higher than non-disadvantaged pupils.
3 <b>Cultural capital</b>	Limited experience of a range of play activities, activities outside of the home or immediate local area
4 <b>Emotional regulation and wellbeing</b>	Increasing numbers of pupils start school without skills in emotional self-regulation and demonstrate a lack of resilience. Some families experience poor emotional health and are impacted by poverty and poor housing.
5 <b>(Early) reading/writing</b>	Some pupils make slower progress with early reading and though out their primary years have fewer opportunities at home to engage with quality books and develop fluency with reading. Some pupils start school with poor fine motor skills and have fewer opportunities to develop these through activities at home. Some pupils have additional needs providing specific additional barriers to making good progress with early reading and transcription, Currently, 36% of our disadvantaged pupils have SEND needs (11% have EHCP) as opposed to 18% of all pupils). Many of these needs relate to communication and interaction and/or cognition and learning.

## 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
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To reduce the gap between disadvantaged and in disadvantaged children in phonics, reading, writing and maths.	<ul style="list-style-type: none"> <li>• Year 2 children attain above national average in phonics screening and gap in attainment with other pupils is reduced.</li> <li>• Year 1 children attain above the national average in phonics screening and gap in attainment with other pupils is reduced.</li> <li>• EYFS, KS1 and KS2 PP progress and attainment is in line with other pupils and non-SEND PP pupils.</li> </ul>
All staff to have a strong belief that all children will succeed through high quality teaching and learning across the curriculum	<ul style="list-style-type: none"> <li>• All staff deliver QFT and leadership focus on high quality learning.</li> </ul>
All children can communicate effectively- verbally and in their writing	<ul style="list-style-type: none"> <li>• All children demonstrate improved skills in speaking and listening and working collaboratively.</li> <li>• All pupils demonstrate understanding and use of tier 2 and 3 vocabulary across the curriculum.</li> </ul>
All children are read to, read with on a regular basis and have a love of reading and books.	<ul style="list-style-type: none"> <li>• All PP children are read with regularly. These children can talk about their favourite books.</li> </ul>
To improve and sustain the attendance of all of our pupils, particularly our disadvantaged. Our whole school target is 97%	<ul style="list-style-type: none"> <li>• Reduce the % of persistent absentism (below 90%) for all children and reduce the gap in attendance between PP and other pupils.</li> </ul>
Children have access to extra-curricular activities and enrichment opportunities across the curriculum	<ul style="list-style-type: none"> <li>• Ensure all PP are being offered these activities and are prioritised for places</li> </ul>
To improve and sustain improved wellbeing for all pupils, particularly our disadvantaged.	<ul style="list-style-type: none"> <li>• Ensure vulnerable pupils are identified, monitored and are provided with additional support.</li> </ul>

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b></p> <p>Staff professional development meeting/INSETs to embed teaching of:</p> <ul style="list-style-type: none"> <li>- speaking and listening (oracy skills) across the curriculum</li> <li>- pupils understanding and use of tier 2 and tier 3 (subject specific) vocabulary in writing, Maths and across the curriculum.</li> <li>- Reading including early phonics and comprehension strategies (CLPE - Power of Reading training)</li> <li>- Maths Mastery, fluency and reasoning including high level Maths vocabulary (Developing mastery - Sussex Maths Hub/NCETM)</li> </ul> <p>Release time for subject leaders to monitor (Pupil Book study) and develop the curriculum and teaching of their subject areas.</p>	<p>Evidence suggest QFT has the most impact in children's outcomes.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Spaced Learning  Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 4, 5</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Phonics interventions (Twinkl scheme)</b> Fidelity to twinkl scheme - Half termly phonics assessments and swift identification of children requiring catch up intervention.	Phonics approached have proven to be effective in supporting younger readers. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5
<b>Speech and language programmes</b> Identified children in Reception and KS1 receive speech and language interventions.	Identified children in Reception and KS1 receive speech and language interventions. Speech and language advisor works closely with the school.  <a href="#">Talk Boost</a> <a href="https://www.nth.nhs.uk">https://www.nth.nhs.uk</a>	1, , 5
<b>Interventions to support reading fluency and comprehension at KS2</b> Reading fluency aids comprehension and develops automaticity and reduces cognitive load	Herfordshire Reading inference intervention; Better Reading Partners. 1:1 and small group fluency practise. <a href="https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project">https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</a>  <a href="https://everychildcounts.edgehill.ac.uk/tackling-disadvantage/">https://everychildcounts.edgehill.ac.uk/tackling-disadvantage/</a>  <a href="https://the-ieee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/">https://the-ieee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/</a>  <a href="http://timrasinski.com/presentations/article_why_fluency_shd_be_hot_rt_may_2012.pdf">http://timrasinski.com/presentations/article_why_fluency_shd_be_hot_rt_may_2012.pdf</a>	1,5

TAs are trained and support focus pupils with accessing broader curriculum.	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf</a>	1,5
1:1 and small group intervention - Maths fluency and writing intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
DH /Head time to address persistent absence. Regular meetings with EWO In-school parent meetings to build relationships and provide support Mental health support and family signposting – liaison with external professionals Targeted strategies to address confidence/anxiety/engagement and school avoidance	EEF – <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1672952160">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1672952160</a>	2
Subsidised enrichment, extra-curricular activities and music lessons (e.g. clubs, residential and educational trips) including	EEF toolkit indicates that ‘all children deserve a well rounded culturally rich education’ and that this has intrinsic benefits’. Studies have also found positive impact from participation in Arts activities and outdoor education.	3



development of on site Nature School.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
Breakfast club and subsidised after school club	Breakfast club provides a breakfast and a warm, nurturing welcome each day. This ensures the children have eaten breakfast and supports feelings of belonging to the school community.	2, 4
Art councillor and play therapist	<p>Working with children with social and emotional needs. Since COVID-19 numbers of children requiring this support is increasing.</p> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a>	4

**Total budgeted cost: £79,160**

## Part B: Review of the previous academic year 2023-2024

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

By the end of the academic year 2023/24, pupil premium numbers were 48 (24%). 52% of these pupils were on the SEND register.

Investment in CPD for staff, including participating in the joint EEF, Brighton & Hove Durrington Research school “From Mitigation to Success: Tackling Educational Disadvantage” programme, aimed to develop implementation and monitoring of Quality First Teaching. Strategies including: high quality phonics teaching; explicit vocabulary instruction and retrieval strategies to enhance learning and retention across the curriculum; and effective modelling, planning and feedback to accelerate progress in writing. This was enhanced with evidence based targeted intervention by teachers and teaching assistants.

In 2023/24 cohort, there were 10 pupils in Year 6 registered as pupil premium. Five of these (50%) were also registered as having SEND and two had EHCP. At the end of KS2, attainment was slightly lower than other pupils and in line with National outcomes for disadvantaged pupils. 60% of the 10 PP pupils reached ARE in Reading, 60% in Writing and 60% in Maths (all pupils 77.8%, 74.1% and 70.4% respectively). 40% achieved ARE across Reading, Writing and Maths combined. (63% all pupils). There were no progress scores for these pupils as no KS1 data was collected due to the covid situation at the time. At the end of KS1, 2/6 pupils met the expected standard in Reading, Writing and Maths. There is no national comparison as these data are no longer being published. Four of the six pupils in this year were on the SEND register and two of these had EHCP. In Year 1, all eight disadvantaged pupils met the threshold for the phonics screening (83% overall). 1 of the 5 disadvantaged pupils in EYFS reached GLD (4 were registered with SEND, 1 with an EHCP).

Six children in EYFS took part in Early Talk Boost. Due to the needs of the children within the group, there was no evidence that this improved outcomes. Access to in-class teaching of listening and attention skills, and the teaching of vocabulary, and being taught by a teacher, demonstrated more impact. Staff reported that it helped with the pupil's confidence when working in groups, taking turns, sharing ideas and following instructions. All KS1 pupils working below expected attainment

in phonics participated in additional daily phonics intervention. Seven children (3 Year 5 and 4 year 6) pupils took part in a Reading Inference intervention. All children made significant progress in Reading age, ranged between 1 year to 68 months. An average of 38.6 months progress.

Wider strategies aimed to improve attendance and provide pupils with extra-curricular and enrichment opportunities as well as addressing emotional health and wellbeing. Those with attendance less than 90% were monitored and an attendance support plan including working with an EWO, signposting, meeting and support for families, and celebrating good attendance through school assemblies and in the newsletter was implemented to improve this. By the end of the year, PP attendance was 92.4% versus 95.5%. 14 (29.1%) PP pupils and 19 (9.5%) pupils overall had attendance below 90%. This was very similar to the previous year. Of the 12 pupils still on roll this academic year, who had attendance below 90% in 2022/23, 6 had attendance that improved to over 90% and 3 more, whilst still below 90%, have improved.

All PP pupils were encouraged and prioritised to take part in a range of clubs including journalism/blogging, Art club, Recorder, chess/board games, sewing and various sports clubs (e.g. football, netball, basketball, and athletics). This represented a significant increase in the extra-curricular opportunities available at the school. 27 Pupil Premium pupils took part in an extra-curricular club. Pupils across all year groups attended a range of enrichment events including Dance at the Dome, One Voice concert, trips to the Sealife centre, Woods Mill Outdoors Centre, Devils Dyke, Brighton Seafront and Rampion Wind Farm Visitors Centre. All PP were able to attend the Year 6 outdoor activity residential to Bowles. One child was supported with clothing and equipment for Bowles, so that the child would have the same access to the residential trip. Peripatetic music lessons were offered this academic year, and one PP child was given a bursary place.

All pupils in year 1 and eight other PP children took part in forest school during the year. PP children and children with SEMH needs were identified for the group. Children learnt social skills, how to work together and self-regulation skills. Impact on pupils with SEMH was particularly notable.

Eight children with SEND and/or medical needs attended lunch club. Three members of staff provided nurture and focus on improving social skills and confidence, as well as provide medical care. Breakfast club provided a safe nurturing space for pupils and for some pupils, improved attendance.

Four pupils received 1:1 play therapy and five participated in art therapy during the year. Three children accessed support from the Education Mental Health Practitioner. Four children accessed a play therapy group. These sessions have addressed issues such as: anxiety, attachment issues, family turmoil, parent or carers with mental health issues, identity,

and low self-esteem. SDQs and end of play therapy reports demonstrated positive impact on pupil well-being and parent/pupils reported increased self-esteem and for some pupils, better self-regulation.