

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	213
Proportion (%) of pupil premium eligible pupils	23.9% (51)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	4/12/23
Date on which it will be reviewed	4/12/24
Statement authorised by	Vicki Strange
Pupil premium lead	Carly Jones/Vicki Strange
Governor / Trustee lead	Darren Ede

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,730
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£89,125

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. We will also use the recovery premium to support children through small group interventions. 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 and will 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 visits, experiences and clubs.
- 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 Outcomes	<p>Poor language and communication skills. A significant number of our children who start Reception with speech and language needs.</p> <p>Vocabulary – this is a focus of the school. Vocabulary is mapped out in all areas of the curriculum including Early Years Foundation Stage in Reception, whole class guided reading, writing, foundation stages and knowledge organisers. Vocabulary is taught explicitly throughout lessons.</p> <p>Writing – this is a focus of the school. The subject leader will be working closely with teachers to accelerate progress in this area.</p> <p>Fluency in Maths Mastery – this is a focus of the school.</p> <p>Reading Fluency in KS2 – children in Y5 & Y6 have been identified who are not reading with expression or fluency, plus not taking note of punctuation which is inhibiting their understanding.</p>
2 Attendance	<p>Attendance gap - Absence over the last 3 years indicates that absence amongst disadvantaged pupils has been approximately 1-3% higher than non-disadvantaged pupils. We need these PP children to attend school regularly in order for them to achieve their full potential.</p>
3 Pastoral	<p>Lack of experiences outside of school in sport, arts, performance.</p> <p>Lack of self-esteem and confidence</p> <p>Lack of self-regulation</p>
4 Engagement	<p>Lack of aspiration and experiences from home, including learning and reading practice at home which impacts on the children's enjoyment and progress across the curriculum</p>
5 Wellbeing	<p>Reduced emotional wellbeing. There has been an increase with pupils and families social and emotional well-being, notably due to socio-economic pressures at home as a result of COVID-19 and lack of enrichment opportunities during school closure. The present political and economic uncertainties are also hugely impacting on our families.</p>

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
All staff to have a strong belief that all children will succeed through high quality teaching and learning	<ul style="list-style-type: none"> All staff deliver QFT and leadership focus on high quality learning.
To reduce the gap between disadvantaged and in disadvantaged children in phonics, reading, writing and maths.	<ul style="list-style-type: none"> Year 2 children reach at least national average in phonics screening in June 2024 and gap in attainment with other pupils is reduced. Year 1 children reach national average in phonics screening in June 2024 and gap in attainment with other pupils is reduced. EYFS, KS1 and KS2 PP attainment and progress is in line with other pupils
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"> All PP children are read with regularly. These children can talk about their favourite books.
All children apply rich vocabulary throughout their writing in the curriculum.	<ul style="list-style-type: none"> Children can apply and explain rich vocabulary they have learnt.
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"> Reduce the number of persistent absentees to less than 4% for all children.
All children can communicate effectively.	<ul style="list-style-type: none"> All children can speak clearly in sentences and are able to express their feelings and emotions.
Children have access to all extra-curricular activities.	<ul style="list-style-type: none"> Ensure all PP are being offered these activities and prioritised for places
To improve and sustain improved wellbeing for all pupils, particularly our disadvantaged,	<ul style="list-style-type: none"> Ensure pupils are identified and are provided with additional support

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>Staff professional development meeting/INSETs to embed teaching of:</p> <ul style="list-style-type: none"> - extending expressive and receptive vocabulary (cross curricular (tier 2) and topic specific). - Reading including comprehension strategies (CLPE - Power of Reading training). - Developing mastery - Sussex Maths Hub/NCETM - Alex Bedford (CUSP) CPD - CUSP approach - explicit vocabulary instruction, 'spaced practice' and spaced retrieval' to enhance pupils' learning and retention. - Release time for subject leaders to carry out monitoring and (Pupil Book study) and develop, refine their subject 	<p>Evidence suggest QFT has the most impact in children's outcomes.</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Spaced Learning Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5

areas.		
Embedding Twinkl Phonics approach with Rhino decodable books Ongoing updated phonics coaching and training for new staff Reading and Phonics leader time for monitoring, CPD and assessment.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 5
Accelerate writing progress throughout the school and second focus on greater depth Writing subject lead to coach and support teachers in accelerating progress and increasing greater depth focusing on modelling, planning and feedback. Regular monitoring of plans and children's books.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 5

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

Budgeted cost: £59,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions (Twinkl scheme) Fidelity to twinkl scheme - Half termly phonics assessments and	Phonics approached have proven to be effective in supporting younger readers. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 5

swift identification of children falling behind.		
Speech and language programmes Identified children in Reception and KS1 receive speech and language interventions. Speech and language advisor works closely with the school	Identified children in Reception and KS1 receive speech and language interventions. Speech and language advisor works closely with the school. Talk Boost https://www.nth.nhs.uk	1, 2 5
Reading fluency at KS2 - Reading fluency aids comprehension and develops automaticity and reduces cognitive load Release time for teachers.	Over 8 weeks, pupils have made 2 years and 3 months' progress in reading comprehension age*. (*as measured by the YARC assessment tool.) Data reviewed by Institute for Effective Education. https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project https://the-ieee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/ http://timrasinski.com/presentations/article_why_fluency_shd_be_hot_rt_may_2012.pdf	1 ,2 ,5
Better Reading Partners TA time	Average Reading Age gain of 12 months in only 3 months. Average Comprehension Age gain of 10 months. 99% of pupils showed more interest and confidence in reading after BRSP. https://everychildcounts.edgehill.ac.uk/tackling-disadvantage/	1, 2, 5
Reading inference intervention – focus on improving comprehension Teacher release time	Yuill, N., & Oakhill, J. (1988). Effects of inference awareness training on poor reading comprehension. <i>Applied Cognitive Psychology</i> , 2(1), 33–45. https://doi.org/10.1002/acp.2350020105	1,2,5
TA support for PP/high needs SEND in classroom	TAs are trained and support the children in class. Classes have a positive and inclusive environment for all children helps SEND and other children succeed.	1 ,2

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf	
1:1 and small group tuition - Maths fluency and writing intervention – KS2 teacher release time DH intervention time	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 5

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

Budgeted cost: £11,085

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 share importance of education Mental health support and family signposting – liaison with external professionals Targeted strategies to address confidence/anxiety/engagement	EEF – https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1672952160	1, 3, 5
Subsidised extra-curricular activities and music lessons (e.g. clubs, residential and educational trips, Harmonica lessons)	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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-	1, 2, 3, 4, 5

	enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Breakfast club and subsidized after school club	Breakfast club provides a breakfast and a warm, nurturing welcome each day. This ensures the children have eaten breakfast, regulates them and that they feel part of the school community.	1, 2, 3, 4, 5
Behavioural support through BHISS and other outside providers such as Safety Net. TA to support high needs children in lunch club	Increasing numbers of children need individualised approaches to support their social and emotional needs. The COVID-19 pandemic has led to further increase that demand bespoke education.	1, 2, 3, 4, 5
Materials for the art and book week (Every child a writer, artist, singer)	<p>Every child in the school is involved in arts community events. This helps to build the children's self-esteem, pride and belonging.</p> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
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> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers	1, 2, 3, 4, 5

Total budgeted cost: £89,125

Part B: Review of the previous academic year 2022-2023

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

By the end of the academic year 2022/23, pupil premium numbers were 51 (23.9%). 37% 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.

Overall, at the end of KS2, attainment was broadly in line with other pupils and well above national. 87.5% of the 8 PP pupils reached ARE in Reading, 75% in Writing and 90.6% in Maths (all pupils 84.4%, 81.3% and 87.5% respectively). 75% achieved ARE across Reading, Writing and Maths combined. (81.3% all pupils). Progress scores for the 8 PP pupils were 0.5 (Reading), -1.8 (Writing) and -1.2 (Maths). Progress was slightly better than nationally for PP in Reading (+1.1), writing (+0.4) and Maths (+0.7). This compared to 2.4 in Reading and 0.0 (Writing and Maths) for all pupils. Attainment and progress was better than in previous years although small numbers mean comparisons should be made with caution. At the end of KS1, 3/6 pupils met the expected standard in Reading, Writing and Maths (in line with National PP though note small numbers). Four of the six pupils in this year were on the SEND register and two of these had EHCP. In Year 1, three of the six met the threshold for the phonics screening.

Six children in EYFS took part in Early Talk Boost. 100% made progress in the areas of Attention and Listening, Understanding language, Speaking and Communication. 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. Six Year 5 pupils took part in a Reading fluency intervention.

All children made significant progress in Reading Accuracy, Reading Rate and Comprehension average. Eight Year 6 children took part in a reading Inference intervention. 6/8 children made progress with comprehension ranging between progress of 12 months to 32 months. Thirteen year 4 pupils took part in 'Better reading partners' intervention.

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 95.1% versus 94.7%. 12 (24%) PP pupils and 21(10%) pupils overall had attendance below 90%.

All PP pupils were encouraged and prioritised to take part in a range of clubs including running, football, netball, basketball, bike club, street dance and athletics. Pupils attended the Dance at the Dome event. Every child a writer/singer/artist events aimed to ensure ALL pupils including the most disadvantaged were involved in these enrichment activities. All PP were able to attend the Year 6 outdoor activity residential to Bowles

All Year 1 children took part in forest school during the year. All pupils attended at least once and some SEMH children participated in additional sessions. Children learnt social skills, how to work together and self-regulation skills. Impact on pupils with SEMH was particularly notable and these pupils will continue with this support in Year 2.

10 children attended lunch club. Four 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 in some cases improved attendance.

Six pupils received play therapy and six participated in art therapy during the year. 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Twinkl phonics	Twinkl