

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	196
Proportion (%) of pupil premium eligible pupils	22.4% (44)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	21/1/26
Date on which it will be reviewed	4/12/26
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	£70,005

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 Language and communication skills/vocabulary	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 Attendance	Absence over the last 3 years indicates that absence amongst disadvantaged pupils has been approximately 1-3% higher than non-disadvantaged pupils.
3 Cultural capital	Limited experience of a range of play activities, activities outside of the home or immediate local area
4 Emotional regulation and wellbeing	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 (Early) reading/writing	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, 43% of our disadvantaged pupils have SEND needs (14% have EHCP) as opposed to 22% 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.	• Year 2 children attain above national average in phonics screening and gap in attainment with other pupils is reduced. • Year 1 children attain above the national average in phonics screening and gap in attainment with other pupils is reduced. • EYFS, KS1 and KS2 PP progress and attainment is in line with other pupils and non-SEND PP pupils.
All staff to have a strong belief that all children will succeed through high quality teaching and learning across the curriculum	• All staff deliver QFT and leadership focus on high quality learning.
All children can communicate effectively- verbally and in their writing	• All children demonstrate improved skills in speaking and listening and working collaboratively. • All pupils demonstrate understanding and use of tier 2 and 3 vocabulary across the curriculum.
All children are read to, read with on a regular basis and have a love of reading and books.	• All PP children are read with regularly. These children can talk about their favourite books.
To improve and sustain the attendance of all of our pupils, particularly our disadvantaged. Our whole school target is 97%	• Reduce the % of persistent absentism (below 90%) for all children and reduce the gap in attendance between PP and other pupils.
Children have access to extra-curricular activities and enrichment opportunities across the curriculum	• Ensure all PP are being offered these activities and are prioritised for places
To improve and sustain improved wellbeing for all pupils, particularly our disadvantaged.	• Ensure vulnerable pupils are identified, monitored and are provided with additional support.

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
Quality First Teaching Staff professional development meeting/INSETs to embed teaching of: - speaking and listening (oracy skills) across the curriculum - pupils understanding and use of tier 2 and tier 3 (subject specific) vocabulary in writing, Maths and across the curriculum. - Reading including early phonics and comprehension strategies - Maths Mastery, Problem solving and reasoning including high level Maths vocabulary and metacognitive talk (Developing mastery - Sussex Maths Hub/NCETM, Scaffold and Challenge training) Release time for subject leaders to monitor (Pupil Book study) and develop the curriculum and teaching of their subject areas.	Evidence suggest QFT has the most impact in children's outcomes. https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Spaced Learning Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 4, 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions (Twinkl scheme) Fidelity to twinkl scheme - Half termly phonics assessments and swift identification of children requiring catch up intervention.	Phonics approaches have proven to be effective in supporting younger readers. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 5
Speech and language programmes 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. Talk Boost https://www.nth.nhs.uk	1, , 5
Interventions to support reading fluency and comprehension at KS2 Reading fluency aids comprehension and develops automaticity and reduces cognitive load Interventions to support Maths at KS2 (First class@number, Success at Arithmetic)	Herfordshire Reading inference intervention; Better Reading Partners. 1:1 and small group fluency practise. https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project https://everychildcounts.edgehill.ac.uk/tackling-disadvantage/ 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	1,5

TAs are trained and support focus pupils with accessing broader curriculum.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special Educational Needs in Mainstream Schools Recommendations Poster.pdf	1,5
1:1 and small group intervention - Maths fluency and writing intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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 – https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1672952160	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.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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
Play therapist	Working with children with social and emotional needs. Since COVID-19 numbers of children requiring this support is increasing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers	4

Total budgeted cost: £70,005

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

By the end of the academic year 2024/25, pupil premium numbers were 46 (23%). 39% of these pupils were on the SEND register.

Investment in CPD for staff, including participating in the joint EEF, Brighton & Hove Durrington Research school Literacy: Guide to social equity' project. Working in partnership with schools across the LA, this supported the development of Oracy skills across the curriculum including in core reading lessons in KS2. This was enhanced with evidence based targeted intervention by teachers and teaching assistants.

In 2024/25 cohort, there were 7 pupils in Year 6 registered as pupil premium. Three of these (43%) were also registered as having SEND and two had EHCP. At the end of KS2, attainment was lower than other pupils and in line with National outcomes for disadvantaged pupils. 57% of the 7 PP pupils reached ARE in Reading, 71% in Writing and 57% in Maths (all pupils 90%, 83% and 90% 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, 8/10 pupils met the expected standard in Reading, Writing and Maths. There is no national comparison as these data are no longer being published. Two of the ten pupils in this year were on the SEND. In Year 1, two of the four disadvantaged pupils met the threshold for the phonics screening (compared to 82% of pupils overall). 1 of the 5 disadvantaged pupils in EYFS reached GLD (1 of this cohort was registered with SEND).

All KS1 pupils working below expected attainment in phonics participated in additional daily phonics intervention. Seven pupils in KS2 took part in First class@number Maths intervention making an average of 17.5 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 93.16% versus 95.25%. 18 (37.5%) PP pupils and 28 (14%) pupils overall had attendance below 90%.

All PP pupils were encouraged and prioritised to take part in a range of clubs including journalism/blogging, Lego Club, Art club, Recorder, chess/board games, sewing and various sports clubs (e.g. football, netball, basketball, and athletics). 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, Washbrook Farm, Truleigh Hill YHA, Devils Dyke and Downs Air Raid Shelter. All PP were able to attend the Year 6 outdoor activity residential to Bowles. Peripatetic music lessons and clubs were offered this academic year, and five PP child were provided with bursary places.

All pupils in year 1-3 took part in nature school during the year. In addition, 5 pupils were supported by BHISS to participate in additional weekly sessions. 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.

Eleven 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.

Two pupils received 1:1 play therapy and eight children accessed specialist 1:1 therapy or support from for example, the Education Mental Health Practitioner, BHISS SEMH worker. 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.