

+ **Pupil Premium Strategy Statement: Gladstone Road Primary School – Version 1**

1. Summary information					
School	Gladstone Road Primary				
Academic Year	2016-17	Total PP budget	£330600*	Date of most recent PP Review	Apr 17
Total number of pupils	815	Number of pupils eligible for PP	245	Date for next internal review of this strategy	Jul 17
2. Current attainment 2016 KS2 Outcomes (not including an eligible pupil who moved schools in April 2016 three weeks before SATs)					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving “Expected +” in reading, writing and maths		18		60%	
Scaled score making progress in reading		-4.38		0.33	
Scaled score making progress in writing (Subject to revision Dec 16)		-4.66		0.12	
Scaled score making progress in maths		-3.97		0.24	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Entry levels below expected in relation to Speech and Language difficulties and Mathematical conceptual understanding for eligible children, this slows progress.				
B.	High ability pupils are not making the same level of progress as their internal peers or others nationally. This will prevent sustained achievement in KS 2 and beyond.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
C.	Punctuality of some eligible pupils prevents a prompt start to the day, this is sometimes down to parental transport limitations; this prevents pupils being ready for start of day.				
D.	Some pupils have a higher mobility rate which means that the school is having to assess their strengths and / or weaknesses, provide support, then pupils move on to another school. This inhibits their achievement potential when information is not shared accurately.				
E.	Some pupils have a low attendance rate which inhibits their learning and progress potential, this means that they will not achieve as well as their peers.				
F.	Pupil aspirations are lower than those nationally and some do not venture far beyond the locality.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	

A.	Strong liaison with pre-school settings and families ensure children are supported from Day 1.	School has a thorough idea of the needs of the children so that support is in place from the outset, including any external agency support and needs are being met from Day 1 ensuring maximum progress is achieved. Assessed in EY, KS1, Years 3-5.
B.	HA Pupils achieve their potential level of outcome in line with their prior attainment at each point of assessment. EY, KS1, KS2 and beyond.	More able pupils achieve Deeper Knowledge outcomes at least in line with 'More Able Other' outcomes. Benchmarked across Years 3 – 5.
C.	Pupils attend school punctually with little or no un-necessary lateness. Which allows them the same progress opportunities as their peers.	Pupils are ready to learn at the start of the day and so make maximum progress over time.
D.	Ensure that information sharing between prior and subsequent settings is consistent to allow pupils to thrive and start new setting where they left the previous one. Seek ways of reducing the need for pupils to move on if at all possible.	Pupils feel more stable in their current environment, or support is ready for new setting prior to leaving current one, so that they can maintain a good level of progress. Benchmarked across ALL years.
E.	Pupils have opportunities to go on visits outside of the immediate Scarborough area.	Pupils have wider experiences of what is available beyond the locality which raises their interest in achieving well, thereby increasing their desire to accelerate their rate of progress.

5. Planned expenditure					
Academic year	2016-17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Strong liaison with pre-school settings and families ensure children are supported from Day 1. (A) HA Pupils achieve their potential level of outcome in line with their prior attainment. (B) 	<p>EY Lead discusses children expected to start in September with pre-school and / or parents. Concerns raised with school SENCO if necessary.</p> <p>Determine what support can be put in place using PP funding along with any external agencies already involved.</p> <p>Teachers have termly progress meetings to evaluate progress of all pupils including eligible pupils.</p>	<p>Strong communication between school and pre-school / parents ensures that the school is ready to support eligible pupils from the outset.</p> <p>SENCO involvement ensures that any gaps in learning that are more than just disadvantaged are addressed and supported when starting and within years.</p> <p>Regular evaluation of support and communication will determine how effective the support is.</p> <p>Any concerns about progress can be picked up quickly so that provision is judged as effective or not and a review can take place with new actions where required. This reduces the risk of pupils falling behind.</p>	<p>Time will need to be allocated for the EY lead to meet with pre-school settings and families along with SENCO if required once eligible children are listed to start. Also where it is expected that eligible children start eg in catchment and first choice if needs are very high eg referral for EHCP.</p> <p>DHT will ensure Pupil Progress meetings are planned and that teachers share progress information including achievements and impact on reducing barriers (including where new barriers might be identified).</p>	<p>SS (EY) AJ (SENCO)</p> <p>DHT</p>	<p>September 2017 at point of pupils starting to see if support is in place, and knowledge is accurate.</p> <p>Every term. With actions implemented in light of evaluations.</p>

<ul style="list-style-type: none"> Pupils attend school punctually with little or no unnecessary lateness. (C) 	<p>Attendance officer monitors attendance in line with school's policy and raises concern when attendance is close to hitting triggers.</p> <p>Welfare team ensure open supportive communication with families to find positive solutions to improving attendance. This could include the use of external agencies.</p>	<p>Regular and supportive communication is helping to raise attendance for more vulnerable pupils.</p> <p>Families can then feel that, if help and support is required, it can be accessed to support the families rather than feeling penalised.</p> <p>Historical data shows this is effective.</p>	<p>Regular communication with Welfare team and agencies where appropriate assess the impact of actions taken in improving punctuality.</p> <p>Attendance records are monitored regularly to evaluate impact of support given.</p>	<p>KD (Att Off) JM (SO) DD (PM)</p>	<p>Every term with the LA attendance adviser.</p>
<ul style="list-style-type: none"> Pupils attend school punctually with little or no unnecessary lateness. (C) 	<p>Particularly vulnerable pupils have free access to a 'by invitation only' breakfast club that operates from 8.30am. This allows the pupils to attend and have time for a breakfast and then become ready for the start of the day.</p>	<p>Some eligible pupils are late because they don't appear to have time at home to be ready punctually. This setting allows the child to arrive early and have time to have a snack and prepare themselves for the start of the day.</p> <p>This ensures they are ready to start the day happily.</p>	<p>Regular discussions and review of how many people take up the offer to support a punctual start and how this impacts the start of their day.</p> <p>Progress evaluation over time to determine the progress and if pupil is making progress at a more rapid rate.</p>	<p>JM DD TJ (PP Lead)</p>	<p>At the point of the termly progress meetings.</p>
<ul style="list-style-type: none"> Ensure that information sharing between prior and subsequent settings is consistent. (D) 	<p>Good relationships between settings with opportunities for joint evaluation and moderation for children due to start at the school, including eligible children.</p>	<p>This ensures that all relevant parties including teachers, SENCO and any external agencies involved have an accurate picture of what support is needed and how any additional funding can focus that support further. This will ensure that the child makes good progress in line with their peers, particularly eligible children.</p>	<p>SLT to have discussion with EY Leader and SENCO to ensure that as much is put in place as is practical including any targeted funding generated by eligible children for those who are disadvantaged.</p>	<p>SS TJ AJ</p>	<p>September of each academic year once EY children have started.</p>
Total budgeted cost					£ 89,910
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<ul style="list-style-type: none"> • Strong liaison with pre-school settings and families ensure children are supported from Day 1. (A) • HA Pupils achieve their potential level of outcome in line with their prior attainment. (B) 	<p>Small group and one-one support for children eligible and who may also have SEND. SALT services involved to assess and recommend programmes suitable for individual learners.</p> <p>Opportunity for teacher to support eligible HA pupils to achieve well according to prior attainment. This will require use of TAs to support other learners at those times.</p>	<p>This level of support will evaluate the exact needs of children from the outset including progress within ELGs and Development Matters data. This will also help determine whether a higher level of ability in some areas is hidden by barriers to learning. E.g. speech challenges may hide a higher level of reading comprehension and / or mathematical ability.</p> <p>Quality teaching principles ensure that eligible pupils are not necessarily supported by TAs but indirectly allowing teacher to support HA pupils more effectively.</p>	<p>Progress monitoring during the first term by the support staff and teachers. Evaluated by the EY Lead. Progress should be in line with expectation with evidence of the longer term becoming rapid.</p> <p>Assessments inform whether there is a need for further advice from external agencies.</p> <p>HA pupils are making progress in line with their peers from similar starting points, or accelerated if progress has slowed some point in the past.</p>	<p>SS TJ HH</p>	<p>Termly ongoing monitoring of provision.</p>
<ul style="list-style-type: none"> • Pupils attend school punctually with little or no unnecessary lateness. (C) 	<p>Attendance officer regularly meets parents where punctuality is a concern and sets agreed targets for better punctuality.</p> <p>Learning Mentor supports pupils who need support with punctuality.</p> <p>Support from LA where further guidance is needed to improve attendance.</p> <p>Breakfast Club is available free of charge to eligible pupils.</p>	<p>Current provision is proving effective in improving attendance. One example is a pupil starting in Sep 2015 who achieved only 59.7% attendance. This was also similar to attendance in previous school settings.</p> <p>As a result of actions taken in 2015-16, pupil's attendance is now 82.5% which is a 22.8% improvement amounting to an extra day's learning over the year.</p> <p>School seeks advice from LA where any concerns not resolved. In some cases, family support workers are assigned. This helps families with decisions about how best to support their children getting to school.</p> <p>Breakfast club is available for any pupils who take extra time to get ready and need to be at school, where they can have a snack before the day starts. This means they are happy and ready for the day.</p>	<p>KD ensures that attendance policy is adhered to. Regular contact is maintained and fed back to welfare team and SLT.</p> <p>Reports to GB ensure that they are informed about how effectively the policies are being implemented and monitored. Evidence shows an improving attendance for eligible pupils over time.</p> <p>Records show where agencies have become involved whether LA advice, welfare or in some cases the MASH team.</p>	<p>KD JM TJ SLT</p>	<p>Termly at the point of review of the evidence of attendance and at the time of reporting to Governors.</p>
<p>Total budgeted cost</p>					<p>£ 103,010</p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Pupils have opportunities to go on visits outside of the immediate Scarborough area. (E) 	<p>Several visits throughout the year in every year group.</p> <p>Residential visits to Whitby, York and London in Years 4 – 6 respectively.</p> <p>Eligible pupils attend at a very heavily subsidised rate.</p>	<p>Pupils are inspired from their visits to understand more about areas beyond the immediate locality and also have an understanding of what opportunities are available in those areas.</p>	<p>Pupil responses from such visits are very positive and they can relate well to how it inspires them to think about what they wish to do when they are older.</p>	<p>Year Leads TJ</p>	<p>At the end of every year based on outcomes of assessments and feedback from pupils</p>
<ul style="list-style-type: none"> Opportunity to participate in and graduate from the Children's University. (E) 	<p>Pupils consciously participate in the scheme affiliated to the University of Hull.</p> <p>If successful they 'graduate' at the University of Hull.</p>	<p>The scheme encourages pupils to raise their own aspirations and this generates a positive attitude for when they complete Year 6 and start their secondary education.</p> <p>It helps pupils to believe they can achieve well whatever their current circumstances.</p>	<p>Monitoring of where opportunities are taken up by pupils.</p> <p>Discussion with Children's University Lead (KR) and the supporting Governor (RA).</p> <p>Feedback from pupils including photos of their Graduation.</p>	<p>KR (Lead) RA (Gov)</p>	<p>At the end of the academic year following their Graduation.</p>
Total budgeted cost					£ 7,622

6. Review of expenditure				
Previous Academic Year		2015-16 – THIS IS THE FIRST FORMAL STRATEGY SO THE IMPACT IS IN A DIFFERENT REPORT.		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Closing the gap between Maths and Reading outcomes	TA support in class.	It is hard to distinguish if maths has closed against Reading or if Reading has not achieved as well in relation to previous years.	Use of TAs needs to be focussed more on those with PP with and without SEND so it matches at the point of need / entitlement. Also as part of a catch-up programme, a designated teacher is assigned to support accelerated progress in Maths targeting eligible pupils where appropriate.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
More able child achieving their potential at the end of KS2.	Teacher to support with deeper work, while TA works with class on occasions	The pupil moved schools three weeks before the SATs in 2016, however, their school reported that they achieved a deeper level of attainment in Maths and Writing in July 2016 at the end of Year 6.	Teacher worked well with pupil and so reflection indicates that this is effective. The aim is that within each year group if required, teacher can carry out some small-group one-one support for	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Widening Aspirations with experiences beyond the immediate locality and setting.</p>	<p>Varied and frequent visits, increasing with distance and diversity as pupils get older, culminating in a London residential in Year 6</p>	<p>Pupils see that our country has a diverse culture and appearance depending on where you live. Pupils experience the Capital City of England along with the places that are available to visit.</p> <p>All pupils benefit from this experience who are able to attend, but eligible pupils are supported through the PPG in a way that they might not otherwise experience.</p>	<p>This approach is successful as the Scarborough area is a distance from the major roads that take people to the wider areas of the UK. Opportunities to visit and experience life in the local and capital cities brings a more balanced view of life in England and the opportunities that are available outside the immediate area. This is something we wish to preserve for all pupils in the school, particularly eligible pupils.</p>	
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7. Additional detail

Additional Information and Context

The difference between the **Total Costs for specific Desired Outcomes Above £ 200542** and the **Grant Provided £ 330600*** - **£164958** goes towards General Support Staff who help eligible pupils within the class settings as part of group intervention and / or support. Also a sum is set aside to release teachers from class to undergo progress reviews with the Deputy Head and the Phase Lead to ensure that progress of eligible pupils is monitored. These costs are included within the salaries of the SLT involved and also supply costs / HLTA costs for release of teachers to ensure quality time is dedicated to evaluating the progress in detail.

Also, the KS2 AHT has been assigned the role of PP Champion and therefore a portion of her L&M time is given to evaluating the impact of support and progress of eligible pupils across the school and abilities levels. A proportion of time from the SENCOs is also used to evaluate support for specific eligible pupils who are also identified as having SEND.

**The figure of £330600 for Pupil Premium is that allocated for 2017-18. The outcomes for the cohorts for 2017 will determine any changes to the priorities for the academic year 2017-18. Note, the allocation for 2017-18 has reduced by £34900 compared to 2016-17 which the school has absorbed currently from other sources to maintain current levels of support until July. The pupil numbers will adjust according to numbers for September 2017 and therefore we anticipate this figure changing.*

April 2017