



North Yorkshire
County Council

Gladstone Road Primary School

Pupil Premium Strategy Statement

2017-18



Gladstone Road
Primary School

1. Summary Information

School	Gladstone Road Primary School				
Academic Year	2017-18	Total PP budget	£320,372	Date of most recent PP Review	December 2017
Total number of pupils	804	Number of pupils eligible for PP	245	Date for next internal review of this strategy	April 2018

2. Current progress and attainment – KS2 Outcomes

				Maths		Reading		Writing	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	Attainment	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving “Expected +” in reading, writing and maths	22%	66.7%	2016 EXS+	38%	76%	36%	72%	29%	79%
Scaled score making progress in reading	-4.7	0.2	2016 GDS	0%	20%	7%	23%	2%	18%
Scaled score making progress in writing	-3.0	0.1	2017 EXS+	39%	80%	43%	77%	65%	81%
Scaled score making progress in maths	-6.0	0.2	2017 GDS	2%	27%	8%	29%	4%	21%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	Children perform less well in Maths in KS2 than their peers and Others Nationally
B	Children perform less well in reading in KS2 than their peers and Others Nationally
C	High Ability pupils do not make as much progress as their peers and do not consistently meet their targets at the end of KS2
D	A high number of Year 5 and 6 children entered KS2 with levels that they have not managed to maintain
E	Some children have little resilience and are quick to say they are stuck or cannot do something when challenged
F	A number of children have needs such as SEND and social, emotional needs and this can affect their attitude, behaviour and ability to fully engage with school life
G	Many children have weaker language, conversation and communication skills when compared with their peers

External barriers (issues which also require action outside school, such as low attendance rates)

H	Due to the changes in the curriculum, some parents do not have the confidence to support their children at home
I	Some children are persistently late to school and regularly miss parts of their lessons
J	Some pupils have a low attendance rate which means they miss lessons and parts of topics
K	Some pupil and parent aspirations are low which means children have little ambition
L	Some children and families do not venture far beyond the locality
M	Some pupils do not get opportunities to develop their interests or take part in clubs outside school

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>				
A	<p>For PP children across KS1 and 2 to meet or exceed their targets in Maths based on their EYFS or KS1 results.</p> <p>For PP children across KS1 and 2 to close the gap in attainment between them, their peers and Others Nationally in maths.</p> <p>For Y6 PP children to improve progress scores to be closer to 0 or above</p>	<p>100% of PP children to meet or exceed their targets in each year group based on starting points.</p> <p>Each year group to increase PP children attaining EXS+ by 10% and GDS by 5%</p> <table> <tr> <td>Years 2 2017 51% EXS 0%GDS</td> <td>Year 6 2017 39% EXS 2% GDS</td> </tr> <tr> <td>Target 2018 60% EXS 10% GDS</td> <td>Target 2018 50% EXS 10% GDS</td> </tr> </table>	Years 2 2017 51% EXS 0%GDS	Year 6 2017 39% EXS 2% GDS	Target 2018 60% EXS 10% GDS	Target 2018 50% EXS 10% GDS
Years 2 2017 51% EXS 0%GDS	Year 6 2017 39% EXS 2% GDS					
Target 2018 60% EXS 10% GDS	Target 2018 50% EXS 10% GDS					

		<p>Progress in maths 2017 -6.0 2018 Target – 0 or above</p>
B	<p>For PP children across KS2 to meet or exceed their targets in reading based on their KS1 results.</p> <p>For PP children across KS2 to close the gap in attainment between them, their peers and Others Nationally in reading.</p> <p>For Y6 PP children to improve progress scores to be closer to 0 or above</p>	<p>100% of PP children to meet or exceed their targets in each year group based on KS1 results.</p> <p>Each year group to increase PP children attaining EXS+ by 10% and GDS by 5% Year 6 2017 43% EXS 8% GDS Target 2018 60% EXS 15% GDS</p> <p>Progress in reading 2017 -4.7 2018 Target – 0 or above</p>
C	<p>More disadvantaged children achieving reading writing and maths at Y6.</p>	<p>Improved outcomes showing a smaller gap between them and their peers. A smaller gap in Year 6 than in 2017 between PP children and Others Nationally achieving EXS+ in Reading, Writing and Maths combined.</p> <p>2017 22% 2018 Target 35%</p>
D	<p>High attaining disadvantaged pupils to meet their potential.</p>	<p>All children leaving EYFS at Exceeding the ELG to achieve GDS at the end of KS1. All Children leaving KS1 at GDS to maintain progress across KS2. All Children leaving KS1 at GDS to achieve GDS at the end of KS2.</p> <p>7 Y6 children were judged in the higher attainment band in KS1 – Target 100% GDS 20 children achieved Level 3 or 2A at KS1 in reading - Target 100% GDS 12 children achieved Level 3 or 2A at KS1 in writing - Target 100% GDS 12 children achieved Level 3 or 2A at KS1 in maths - Target 100% GDS</p>
E	<p>Children not on track from starting points are targeted in teaching and interventions to meet their potential.</p>	<p>Ongoing assessment and end of year outcomes show an improvement in numbers across classes and year groups. Pre and post programme assessments show accelerated progress.</p>
F	<p>Disadvantaged pupil's attendance and punctuality to improve.</p>	<p>2016-17 whole school attendance 95.2% 2016-17 PP attendance 93.8% 2016-17 School others attendance 95.8% 2015-16 others nationally 96.6% Case studies for persistent absentees.</p>

		Figures show improvement over time, closing the gap with 'in school others' and 'others nationally'.
G	For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	More children in the classroom. Less need for support outside of the classroom over time. Case studies / data showing decrease in incidents and actions. Pupil, Teacher and Parents views. 100% of children reaching targets based on starting points.
H	Disadvantaged pupils have the opportunity to take part in enrichment activities including visits outside the local area and a range of clubs and activities.	Children access trips and activities on offer and this helps to develop interests, their enjoyment of school and knowledge about what is on offer outside Scarborough. Pupil, Teacher and Parents views.

5. Planned Expenditure

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?
All	Awareness raising for staff including training about PP, EEF toolkit, school data, class data, PP strategy, focus areas.	A questionnaire showed that not all staff are confident in these areas and so awareness raising needs to take place with Teachers and TAs.	Staff will be more confident in supporting and talking about these children.	TJ	Ongoing monitoring cycle. Termly data / pupil progress meetings Progress and attainment
For PP children across KS1 and 2 to meet or exceed their targets in Maths based on their EYFS or KS1 results. For PP children across KS1 and 2 to close the gap in attainment between them, their peers and Others Nationally in maths.	All teachers to receive training, resources and support where necessary to enable Maths No Problem to be taught in all KS1 and 2 classes.	As a school we have always been well below national in Maths and have not managed to significantly close the gap for the whole cohort and PP children. This has also then had the knock on effect on numbers achieving Reading, Writing and Maths combined at Year 6.	The school monitoring system will evaluate provision. Support will be put in place where needed.	VG	Ongoing monitoring cycle. Termly data / pupil progress meetings Y6 outcomes

<p>More disadvantaged children achieving reading writing and maths at Y6.</p>		<p>Maths No problem was introduced last year in KS1 and this led to improved outcomes.</p> <p>This will provide a consistent approach to teaching Maths across the whole school.</p>			
	<p>Extra staff available to work across Y4, 5 and 6 to support most vulnerable learners in maths.</p>	<p>Increased staff to pupil ratio and smaller class sizes, mean that PP children will get more teacher and TA time.</p> <p>Data shows that more children in the chosen classes are not on track to meet their targets.</p>	<p>The school monitoring system will evaluate provision.</p> <p>Termly data will show impact.</p>	<p>VG</p>	<p>Ongoing monitoring cycle.</p> <p>Termly data / pupil progress meetings</p> <p>Y6 outcomes</p>
<p>For PP children across KS2 to meet or exceed their targets in reading based on their KS1 results.</p> <p>For PP children across KS2 to close the gap in attainment between them, their peers and Others Nationally in reading.</p> <p>More disadvantaged children achieving reading writing and maths at Y6.</p>	<p>All teachers to receive training, resources and support where necessary to enable whole class reading to be taught in all KS2 classes.</p>	<p>As a school we have not managed to significantly close the gap between our pupils and national.</p> <p>PP children have been below others in the school and others nationally and higher attaining PP children have not always met their targets based on their starting points.</p> <p>After using and trialling a range of reading strategies it has been decided that whole class reading will be used across the whole of KS2.</p>	<p>The school monitoring system will evaluate provision.</p> <p>Support will be put in place where needed.</p>	<p>HH / LB</p>	<p>Ongoing monitoring cycle.</p> <p>Termly data / pupil progress meetings</p> <p>Y6 outcomes</p>

<p>For PP children across the whole school to meet or exceed their targets.</p> <p>For children to have strategies in place to help them with their learning.</p>	CPD on feedback and metacognition	EEF toolkit suggests that marking and feedback and metacognition are effective ways to improve attainment.	<p>Courses completed</p> <p>Staff meetings and working groups used to share with staff.</p> <p>Actions put in place and trialled over a term.</p> <p>M+F policy in place and used effectively to move learning on in all classes.</p> <p>Book scrutiny lesson observations and pupil conferences</p>	<p>HH</p> <p>VG</p> <p>TJ</p> <p>LB</p>	<p>Ongoing monitoring cycle.</p> <p>Termly data / pupil progress meetings</p> <p>Y6 outcomes</p>
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Total budgeted cost

£78310

i. 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?
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	Daily breakfast club	This enables children to have a calm, punctual start to the day. It provides a social setting with a nurturing, conversational atmosphere. It provides a drink, snack and snack for break time.	<p>Regular monitoring.</p> <p>Improved attendance / punctuality for targeted children.</p> <p>Reduced morning incidents for targeted children.</p>	JM	Termly
	Daily Lunch Club	The children that access lunch club find the long lunch time session a challenge. It provides a structured, social, nurturing	<p>Regular monitoring.</p> <p>Less lunch time incidents for children who access.</p>	TJ	Termly

		atmosphere in which they can enjoy playing with less of the challenges of the busy playground.	Children who access are more classroom ready in an afternoon.		
	Learning Mentor (LM)	A number of our pupils have worries, concerns and problems that can impact on their learning. Our LM listens to and supports the children with these, both short and long term.	Half termly report on work carried out. Pupil discussions.	TJ	Half termly.
	Behaviour Manager	A number of our pupils have social and emotional needs that reflect in their behaviour. Our behaviour manager supports staff, children and their families. He also organises the behaviour support team.	Half termly report on work carried out. Pupil discussions.	TJ	Half termly
	Behaviour support team	A number of our pupils have social and emotional needs that reflect in their behaviour. This team supports these children both in and outside the classroom.	Behaviour manager's report. Pupil discussions	TJ	Half termly
For PP children to have support in attending school punctually and regularly.	Attendance officer	Some of our pupils do not have the consistent support from home to enable them to regularly or punctually attend school. This leads to lost learning time and gaps in knowledge and understanding. It also leads	Attendance officers report	KW TJ	Half termly

		to disruption for their classes.			
<p>For PP children across KS2 to meet or exceed their targets in reading based on their KS1 results.</p> <p>For PP children across KS2 to close the gap in attainment between them, their peers and Others Nationally in reading.</p> <p>For high attaining disadvantaged pupils to meet their potential.</p>	<p>Varied interventions (according to need) to be provided during and after school in Y5 and 6.</p>	<p>Some children do not get enough opportunity to read and have conversations about books at home.</p> <p>Some children across all year groups are not on track to meet their targets based on KS1 outcomes.</p> <p>Some children are assessed as being WTS and we are trying to accelerate their progress so that they can achieve EXS.</p>	<p>Ongoing assessment by teachers.</p> <p>The school monitoring system will evaluate provision.</p> <p>Pre and post testing for intervention programmes will measure impact.</p> <p>Termly data.</p>	<p>HH LB</p>	<p>Termly data / pupil progress meetings for Y5 and 6</p> <p>Y6 outcomes</p>
<p>For PP children across KS1 and 2 to meet or exceed their targets in Maths based on their EYFS or KS1 results.</p> <p>For PP children across KS1 and 2 to close the gap in attainment between them, their peers and Others Nationally in maths.</p> <p>For high attaining disadvantaged pupils to meet their potential.</p>	<p>Varied interventions (according to need) to be provided during and after school in Y5 and 6.</p>	<p>Some children do not always grasp the mathematical concepts being covered in the lesson and need extra time to consolidate skills.</p> <p>Teachers have found that some children perform better in lessons when they have had some pre-teaching of the skills being covered.</p> <p>Year 6 data show that many level 2 and 3 children do not go on to meet their targets.</p>	<p>Ongoing assessment by teachers.</p> <p>The school monitoring system will evaluate provision.</p> <p>Termly data will show impact.</p>	<p>VG</p>	<p>Termly data / pupil progress meetings for Y5 and 6</p> <p>Y6 outcomes</p>

		High attainers do not always achieve GDS at the end of KS2.			
Total budgeted cost					£200,428
ii. 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?
Pupils have opportunities to go on visits outside of the immediate Scarborough area.	Several visits throughout the year in every year group. Residential visits to Whitby, York and London in Years 4 – 6 respectively. Eligible pupils attend at a very heavily subsidised rate.	Pupils gain experience of the countryside and the city as a contrast to Scarborough. They gain knowledge of geography, history, sport and culture. This will broaden their horizons as to what opportunities are available outside Scarborough.	Pupil staff and parent voice on trips offered. Numbers taking up opportunities.	Year Leaders TJ	Following visits
Pupils have the opportunity to take part in enrichment activities including a range of clubs and activities.	A range of extra-curricular clubs on offer throughout the school day.	A recent parent survey showed that some of our children do not have specific interests or the opportunity to take part in clubs outside school. Some children do not have the confidence to take part in clubs and can be supported to do this within school.	Clubs are used regularly by a range of children. Some children are supported to attend (case studies). Monitoring of clubs and numbers attending. Pupil, Staff and Parent voice.	TJ	End of each Term.
	To launch a forest school initiative in Year 5 where children will have an outing	Many of our children do not venture outside their locality.	A Forest School trained member of staff will lead this initiative.	HB	Ongoing

	to a local forest area to carry out activities.		Each class will visit on a four weekly cycle. Pupil, staff and parent views.		
Opportunity to participate in and graduate from the Children's University.	Pupils consciously participate in the scheme affiliated to the University of Hull. If successful they 'graduate' at the University of Hull.	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. It helps pupils to believe they can achieve well whatever their current circumstances.	Monitoring of where opportunities are taken up by pupils. Discussion with Children's University Lead (KR) and the supporting Governor (RA). Feedback from pupils including photos of their Graduation.	KR (Lead) RA (Gov)	At the end of the academic year following their Graduation.
Staff to learn new ideas about how to support vulnerable learners and their families.	CPD for PP lead, SENCO and Head.	Some of our parents do not engage with school and are hard to reach. Some have also said that they find it hard to support their children at home.	Ideas shared with staff and used to support children and families in our school.	TJ AR	April 18
Staff to visit other schools in London and Essex to learn about successful strategies used there.	CPD visits for PP lead and SENCO	New knowledge gained and actions put in place to support staff, pupils and families.	New knowledge gained and actions put in place to support staff, pupils and families.	TJ AR	April 18 and onwards
Total budgeted cost					£22,530
6. Review of expenditure					

Previous Academic Year - 2016 - 2017

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.	<p>Gap did not close effectively in Key Stage 2 but evidence shows this is closing within Key Stage 1 and Year 1 Phonics Screening.</p> <p>This was across all groups but most noticeably within Key Stage 2 and within those pupils eligible for the Pupil Premium.</p> <p>Maths No Problem was effective in improving outcomes at Key Stage 1 2017.</p>	<p>Use of resources and support staff was not effective enough in supporting those pupils.</p> <p>Teachers need to be more knowledgeable in who their pupils are. More direct teacher support for vulnerable pupils.</p> <p>Targets set MUST be relevant to previous Key Stage outcomes and not the previous year to drive forward improvement.</p> <p>Maths No Problem will be implemented across Key Stage 2 from September</p>	Reviewed then included in 2017-18 plan

ii. Targeted support

More able children achieving their potential at the end of KS2.	Teacher to support with deeper work, while TA works with class on occasions	<p>Not enough pupils from higher starting points achieved well at the end of Key Stage 2. This was across all groups not just those eligible for Pupil Premium.</p> <p>It was better in Key Stage 1.</p>	<p>A full external review of the use and impact of the Pupil Premium has revealed that the outcomes for the most able, including those eligible for the Pupil Premium, need to improve.</p> <p>Teachers now use targets taken from pupils' prior attainment at</p>	£1500 for the Review of the Pupil Premium undertaken in November 2017
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			<p>the previous Key Stage rather than previous year. Targeted interventions to be more sharply planned.</p> <p>OFSTED July 2017 rated EY Provision as 'Good'. Areas to improve include ensuring that children from higher starting points achieve well, especially any children eligible for the Pupil Premium.</p>	
iii. Other approaches				
Widening Aspirations with outdoor learning opportunities	School Visits and Residential Trips.	Work undertaken on visits was not transferring successfully into other subjects particularly English and Maths in Key Stage 2.	Successes within Key Stage 1 reviewed and contributed to an holistic review of the Wider Curriculum following OFSTED July 2017 as an identified Area for Improvement,.	Reviewed then included in 2017-18 plan.