



## Gladstone Primary School Pupil Premium Impact Report for 2016/17

For the academic year 2016/17 Gladstone Primary was allocated **£215,000** in Pupil Premium Grants to support some of the most vulnerable pupils and to enhance their learning and participation in school. The school has to evaluate and report on the impact which the Pupil Premium Grant has had on the identified pupils within the school. The responsibility of monitoring and reporting on the Pupil Premium Grant has been delegated to Mr S Stanford, Assistant Headteacher. The Link Governor for Pupil Premium is Mr G Bowen.

For 2016/17, the Governing Body along with the SLT of the school, had 4 main key objectives:-

- **Leadership and Management:** To continue to monitor, track and implement various interventions and strategies across the school, ensuring that any barriers to learning for the Pupil Premium Child are removed.
- **Achievement of Pupils:** To raise the academic progress and attainment of some of the most vulnerable pupils across the school, particularly at the end of The Foundation Stage and Key Stages One and Two.
- **Pastoral Support and Wellbeing:** To improve curriculum engagement of pupils by ensuring that they feel happy and supported in school.
- **Behaviour, Safety and Attendance:** To implement strategies which encourage both pupils and parents to continue to engage positively with the school.

### Leadership and Management:

Allocated Spend, £23,500.

Resource, Assistant Headteacher to track vulnerable groups across the school to close the gaps. To lead and monitor the school's Pupil Premium plan and objectives.

Impact, Mr Stanford has continued to track key groups across the school each half term. He has then implemented target groups for children who have not been making the expected progress. He has led the implementation of interventions such as; early morning readers, Rapid Readers, Switch-On Literacy, Catch-up Maths, Target groups and the Nurture provision. He has worked with the SLT and Phase Leaders to ensure that individual children have been identified through Challenge



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Meetings and that both Teaching and Support Staff have been held to account for the progress of these children. He has ensured that the SLT and the Governors have been kept up to date on progress of the Pupil Premium children, through regular meetings with the Link Governor and contributing to the Headteacher's termly report. Data shows that key groups continue to make at least expected progress. He has worked with Phase Leaders to develop the school's assessment materials to ensure that the Paths and Steps are now in line with the Government's Age Expected expectations for each year group. He has also attended some of the MAT meetings around assessment to ensure that the reporting of the data is uniform across the group.

Future Spend, This role is to be continued and included in the 2017/18 Pupil Premium Spend Plan.

### Achievement of Pupils:

Allocated Spend, £126,000.

Resources, Educational Associate for Y6 target groups, Teacher for 1:1 Tuition for Y5/Y6 pupils, Additional part-time teacher for Y6 MAT Maths, 2 part-time Educational Associates for KS1 Rapid Reading intervention, Laptops to enhance the engagement of Nurture pupils, Nurture Group funding to support vulnerable FS/KS1 pupils during their early education, An additional Early Years Practitioner in Nursery to enable the teacher to lead key intervention groups, Bilingual support assistant to support Polish speakers to understand the curriculum.

Impact, The school is looking for children who are identified as Pupil Premium to reach their age expected levels, to maintain a good standard or progress as they move through the school and where applicable, to close the gap between Pupil Premium and Non Pupil Premium children.

As already mentioned, the school adopted the new Stoke Pathways Assessment tool for Reading and Writing and Accelerated Mentoring for Maths. During the academic year, we realised that the assessment criteria did not match the Government expectations for each year group, so Mr Stanford and the Phase Leaders created our own version of the Paths and Steps for every year group. This then ensured that the assessment system was in line with National expectations in all three subjects. This new assessment tool will need to have time to establish before more desired progress can be shown. We have seen that the Maths has 'stalled' with progress as the previous system was levelling children too high leading to skills not being embedded. On top of this, the Government made end of Key Stage expectations



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more challenging which led to age related expectations becoming even more challenging for the children to achieve. We have found that even though these 2 changes have really raised the expectations of or teachers and of the pupils as learners, the data is yet to reflect the impact the Pupil Premium interventions may have had if they were compared to the old standards and levels of expectations for 2014/15.

Comparing the attainment and progress of Pupil Premium groups still continues and this allows appropriate interventions to be swiftly put into place.

### Foundation Stage Data using EYFS Profile Results

18 Pupil P	Pupil P		Non Pupil P (39)		Pupil P		Non Pupil P	
	Reaching expected progress in EYFS				Reaching exceeding progress in EYFS			
Reading	9	50%	31	79%	0	%	10	26%
Writing	11	61%	30	77%	1	6%	10	26%
Maths	11	61%	33	84%	1	6%	8	21%

This data indicates that there does appear to be a significant gap between the achievement of Pupil Premium children and Non Pupil Premium children. This is because there is a higher percentage of SEN children within the Pupil Premium group. Out of the 18 children, 7 of them receive additional support for additional needs and 1 was removed from school for several months by her parents. This is 39% of the group. These children have been having additional support from the additional EYP on a daily basis to support number, physical skills and speech and language. One of the group has been in the Nurture group this year and next year, with a further couple joining as the children move into Y1.

### Key Stage 1 Y2 Data (Based on teacher assessment)

The expected progress for all children would be 6 steps. The expected achievement grade would be P2S2+.

	Pupil P		Non Pupil P		Pupil P		Non Pupil P	
	Progress in steps average made				Average start Step to end Step			
Reading	4.45	6.9	P1S1+	P1S3+	P1S2+	P2S2		



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Writing	3.82	4.39	P1S1+	P1S3	P1S2+	P2S1+
Maths	1.82	2.25	P1S3	P1S3+	P2S1+	P2S2+

This data shows that currently the PP children in Y2 are not closing the gap fast enough. Progress is showing but it needs to be noted that out of the 24 PP children 7 have quite complex SEN and had spent Year 1 in the Nurture Group. 3 are under the Educational Psychologist with a view to an application for an EHC.

This shows that the interventions which have been put into place over the previous year, using the Pupil Premium funding, have been successful. The KS1 specific interventions were:- The 2 Rapid Reading Educational Associates, the 1 Educational Associate to deliver Catch-up Maths, the bilingual Polish support and the Nurture Group intervention.

We do want to review a couple of the interventions but they are all planned to continue in the next funding block.

### Key Stage 2 Y6 Data (Based on teacher assessment)

The expected progress for all children would be 6 steps. The expected achievement grade would be P6S2+.

	Pupil P	Non Pupil P	Pupil P	Non Pupil P	Pupil P		Non Pupil P			
	Progress in steps average made		Achievement at or above exp		Average start Step to end Step					
Reading	7.17	7.53	33.3%	60%	P4S2	→	P5S2+	P4S3+	→	P6S1+
Writing	8.46	8.47	56%	77%	P4S1	→	P5S2+	P4S3	→	P6S1+
Maths	6.08	4.83	37.5%	53.3%	P4S3	→	P5S3	P5S2+	→	P6S2

Overall,

Reading

33% (8 children) of the PP children achieved the expected Reading level in the KS2 SATs.

44% (11 children) did not achieve the expected level in the KS2 Reading SATs. Of these 3 missed the pass mark by 1 point and Gladstone has asked for a review of their papers. 1 of the children did not take the SATs because their parent withdrew them from school.



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24% (6 children) did not take the Reading SATs as they were working below the expected level of entry for the test.

If you look at the percentages minus the 6 children who did not take the test and the 1 child who was not attending school, the percentages are (out of 18 children)

45% (8 children) of the PP children achieved the expected level

55% (10 children) did not achieve the expected level although 3 of these 17%, missed the expected level by 1 point.

Overall,

Maths

37% (9 children) of the PP children achieved the expected Maths level in the KS2 SATs.

48% (12 children) did not achieve the expected level in the KS2 Maths SATs. 1 of the children did not take the SATs because their parent withdrew them from school.

16% (4 children) did not take the Maths SATs as they were working below the expected level of entry for the test.

If you look at the percentages minus the 4 children who did not take the test and the 1 child who was not attending school, the percentages are (out of 20 children)

45% (9 children) of the PP children achieved the expected level

55% (11 children) did not achieve the expected level

Overall,

Writing

56% (14 children) of the PP children achieved the expected Writing level in the KS2 SATs.

44% (11 children) did not achieve the expected level in the KS2 Writing SATs. 1 of the children did not take the SATs because their parent withdrew them from school.

This shows that the impact of interventions has been difficult to assess, as the children who were disapplied were all PP children. The school will review the disapplying of children next year.



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### Pupil Attainment and Progress Data for Years 1,3,4 and 5 (Teacher assessment)

This data is presented in the Link Governor report for 16/17.

#### Pastoral Support and Wellbeing:

Allocated Spend, £24,600.

Resources, Learning Mentor, Additional Educational Psychologist time –equivalent to 9 additional days.

Impact, The Learning Mentor continues to support children across the school with a range of needs which are stopping them from their learning. He has acted as a key link between school and some of our families. He has ensured that children with behaviour difficulties have been monitored and he has worked with them to create strategies which they can use to enable them to manage their own feelings and emotions. He has also worked to integrate new children into school who have needed a fresh start. Mr Egginton is a member of the Nurture team and through his role he has supported both staff and children when some of our children are at their most vulnerable. His intervention with some children has often been crucial and has helped to reduce detentions and in some cases potential exclusions. Local Authority data on fixed term exclusions for Gladstone show that over the year 2016-17, the amount of fixed term exclusions issued increased. This was due to 3 new children whom we received in to Year 5. All had major behaviour difficulties and have since:- moved to special school or received an EHC. 4 of the children received their detentions for one off incidents such as stealing.

	2014-2015	2015-2016	2016-2017
Number of individual pupils who received fixed term exclusions	11	6 1= Y2, 1= Y4, 2= Y5, 2= Y6	11 3= Y3, 3= Y4, 3= Y5, 3= Y6
% of school population who received fixed term exclusions	2.28%	1.28%	2.31%

To enable the school to continue to quickly identify and support children with underlying learning needs the school has increased the Educational Psychology entitlement. Dr Kay Wong continues to work alongside Mr Stanford (SENCo) and key



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members of staff, supporting our children and families to access key outside agencies. She also helps to support the Educational, Health and Social Care plan procedure. She has also worked alongside the Learning Mentor and Mrs Clowes as Nurture lead teacher, to provide additional interventions and strategies to complement their work in school. This year the school has applied for and received plans for 8 children, some of whom have transferred to Special School. There are currently 5 open cases which he is working on with a view to 1 children going forward for an EHC plan in the Autumn term.

Future Spend, Learning Mentor and Additional Educational Psychologist time to be included in the next Pupil Premium budget.

### Behaviour, Safety and Attendance:

Allocated Spend, £35,900.

Resources, Development of the Foundation Stage Yard, Additional Lunchtime Supervisor to facilitate team games on the KS1 yard, Additional Home School Link Worker to support home and school links and to develop family training. Increased Educational Welfare Officer time to support attendance issues.

Impact, Mrs Davies (FS Manager) has continued to work with the FS staff to develop the outdoor learning opportunities. She has overseen the installing of large pieces of permanent equipment such as a chalk board, mud kitchen and a sandpit. Staff have also been 'up cycling' pallets and other industrial equipment to make a stage performance area and small world activity tables. Mrs Davies has also worked with one of our external FS advisors and has visited several other Nursery settings to observe how they have developed their outside learning opportunities. Although we recognise we still have further to go with this objective, we have seen an increase in participation in outdoor activities by the children. Through this it has helped to develop skills like fine and gross motor development which has previously been an area of development for our children. The development of the outdoor learning environment is now the responsibility of Ms Law- FS Teacher.

The additional Lunchtime Supervisor has continued to develop games on the KS1 yard at lunchtimes. Informal observations of the yard by SLT at lunchtime confirm that this role has had a significant impact on how the children interact with each other and has created quite a harmonious yard. The Supervisor has also developed the 'Play Leader' role with older KS2 children. This has encouraged children who may have behaviour difficulties or who lack confidence, to interact in a positive way with younger peers. This helps to build their self-confidence as they can be seen as role



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models. Since the implementation of this role and the equipment, we have seen a reduction or small arguments and upsets which potentially delay or unsettle the start of afternoon sessions.

The Home School Link Workers continue to play a vital role within school. They are currently working with at least 34 families with various CP issues and other needs, for example supporting a family who are new to the country and have recently been settled in the Longton area. They both liaise with many outside agencies and through this close support have enabled many families to complete their CiN Plans and become stable again. They have also had to support CP cases and have acted as a professional link between the school and Social Care. Miss Corbett has developed family learning and we have run several courses both to support child/parent learning and parent learning in things like basic English skills. Mrs Rammell has continued to organise the community groups and runs the CHAD afterschool club. They also run the Breakfast Club twice a week ensuring that some of the most vulnerable children receive breakfast and are ready for the day. 27 children have accessed Breakfast club.

Mrs Reeves, our school attendance lead, continues to work with Mrs Calder who is our LA Educational Welfare Officer. Attendance has always been a priority of the school and we have worked hard with our families to encourage continued attendance and punctuality. Increasing our EWO time has enabled the school to implement additional strategies such as 'late gates' and home visits. This year, the Government raised the Persistent Absence level from 85% to 90%. The EWO has supported families who struggle to reach this level. This year we had 34 children (of school age) achieve 100% attendance, of these 12 were PP children up by 4 from last year. The school's attendance was 94.7% which rounded is 95% which is the Government's target.