



Gladstone Primary School Pupil Premium Impact Report for 2015/16

For the academic year 2015/16 Gladstone Primary was allocated £208,560 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 2015/16, 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, £22,000.

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 better than expected progress, although the new Paths and Steps assessment tool and the Government's changing of the SATs expectations, has made it difficult for the school to show that key groups and others are reaching their age expected ranges.

Future Spend, This role is to be continued and included in the 2016/17 Pupil Premium Spend Plan.

Achievement of Pupils

Allocated Spend, £117,975.

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, Part-time Educational Associate for KS1 Catch-up Maths intervention, IPADs to enhance the engagement of FS 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. These 2 assessment tools will need to have time to establish before more desired progress can be shown. On top of this, the Government made end of Key Stage expectations 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.



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

Foundation Stage Data using EYFS Profile Results

22 Pupil P	Pupil P		Non Pupil P		Pupil P		Non Pupil P	
	Reaching expected progress in EYFS				Reaching exceeding progress in EYFS			
Reading	11	50%	23	60%	3	14%	3	8%
Writing	8	36%	19	50%	3	14%	3	8%
Maths	12	55%	22	58%	2	9%	6	16%

This data indicates that there does appear to be a 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 22 children 7 of them receive additional support for additional needs. This is 32% 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, as the children move into Y1. 6 of these children will be working in the Den for additional support.

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 P2S3.

	Pupil P		Non Pupil P		Pupil P		Non Pupil P			
	Progress in steps average made		Achievement in average		Average start Step to end Step					
Reading	7.2	6.9	17.4	17.7	P1S1	→	P2S2	P1S2	→	P2S2+
Writing	7	6.5	17.3	16.9	P1S1+	→	P2S2	P1S1+	→	P2S2
Maths	8.2	8	18.5	18.5	P1S1+	→	P2S3	P1S1+	→	P2S2+

This data shows that in Y2 Reading; the Pupil Premium children moved on average one step more than the Non Pupil Premium children. This indicates that the Pupil Premium children are closing the gap between their Non Pupil Premium peers. The Non Pupil Premium children are still on average 1 step ahead of the Pupil Premium children at P2S2+.



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Y2 Writing; the Pupil Premium children moved an average of 1 step more than the Non Pupil Premium children. This indicates that there is no gap between the Pupil Premium children and their Non Pupil Premium peers. Both groups are now working on average at a P2S2.

Y2 Maths; the Pupil Premium children made, on average, the same amount of progress as the Non Pupil Premium children. This indicates that on average the Pupil Premium children out performed their Non Pupil Premium peers. Now the Pupil Premium children are on average working at a P2S3.

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 P6S3.

	Pupil P	Non Pupil P	Pupil P	Non Pupil P	Pupil P		Non Pupil P	
	Progress in steps average made		Achievement in average		Average start Step to end Step			
Reading	11.2	10.5	35.5	35.2	P3S2+	→	P5S2	P3S3 → P5S2
Writing	10.2	9.8	34.3	33.7	P3S2+	→	P5S1+	P3S2+ → P5S1+
Maths	14.7	14.8	38.8	39.8	P3S2+	→	P5S3+	P3S3 → P6S1+

This data shows that within Y6 Reading; the Pupil Premium children, moved on average, 1 step more than the Non Pupil Premium children. This indicates that there is now no gap between the Pupil Premium children and their Non Pupil Premium peers. Both groups are now working on average at a P5S2, the Pupil Premium children closed the gap.

Y6 Writing; all the children on average, were at the same starting point at the start of the year. The Pupil Premium children have maintained the same rate of progress



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and achievement as the Non Pupil Premium throughout the year and are both working at P5S1+.

Y6 Maths; In Maths the Pupil Premium children have maintained the same rate of progress as the Non Pupil Premium children but the Non Pupil Premium children remain 1 step ahead of the Pupil Premium children. The Pupil Premium children on average achieved a P5S3+. The data indicates that the Pupil Premium children, on average, either maintained the same rate of progress as their Non Pupil Premium peers or closed the gap.

Note: Due to the new assessment tool and the changes in expectations, Y6 have had to work harder than ever to show progress. It can be seen from the low starting steps how far they have moved. The expected progress is 6 steps but in it can be seen that in Reading the Pupil Premium children moved on average 11 steps, Writing they moved on average 10 steps and in Maths they moved on average 11 steps. This is almost double the expected progress and shows that the interventions have made a significant impact on the learning of the pupils.

This shows that the interventions which have been put into place over the previous year, using the Pupil Premium funding, have been successful. The KS2 specific interventions were:- Educational Associate for Y6 target groups, Teacher for 1:1 Tuition for Y5/Y6 pupils, Additional part-time teacher for Y6 MAT Maths.

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

Using the Stoke Paths Ways Assessment Tool, the following tables show the Pupil Premium children who are working securely within their age expected Path (working in Step 2 in their Path)

Reading	PP children not working within their age expected range		PP children working at Step 2 and above		PP children working at Step 3 and above	
	Count	Percentage	Count	Percentage	Count	Percentage
Year 1 (21 PP children)	9	43%	12	57%	8	38%
Year 3 (28 PP children)	11	39%	17	61%	4	14%
Year 4 (22 PP children)	11	50%	11	50%	4	18%
Year 5 (25 PP children)	19	76%	6	24%	4	16%



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Writing	PP children not working within their age expected range		PP children working at Step 2 and above		PP children working at Step 3 and above	
Year 1 (21 PP children)	10	48%	11	52%	6	29%
Year 3 (28 PP children)	18	64%	10	36%	6	21%
Year 4 (22 PP children)	11	50%	11	50%	2	9%
Year 5 (25 PP children)	21	84%	4	16%	2	8%

Maths	PP children not working within their age expected range		PP children working at Step 2 and above		PP children working at Step 3 and above	
Year 1 (21 PP children)	5	24%	16	76%	10	48%
Year 3 (28 PP children)	18	64%	10	36%	8	29%
Year 4 (22 PP children)	11	50%	11	50%	9	41%
Year 5 (25 PP children)	12	48%	13	52%	10	40%

Using the Stoke Paths Ways Assessment Tool, the following tables show the Pupil Premium children who have made over the expected progress this year. (Expected progress was 6 steps) Children who continue to make over expected progress means that they are closing the gap.

Reading	PP Children who made above expected progress		PP Children who did not make the expected amount of progress	
Year 1 (21 PP children)	17	81%	4	19%
Year 3 (28 PP children)	22	79%	6	21%
Year 4 (22 PP children)	21	95%	1	5%
Year 5 (25 PP children)	23	92%	2	8%



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Writing	PP Children who made above expected progress		PP Children who did not make the expected amount of progress	
Year 1 (21 PP children)	15	71%	6	29%
Year 3 (28 PP children)	20	71%	8	29%
Year 4 (22 PP children)	20	91%	2	9%
Year 5 (25 PP children)	19	76%	6	24%

Maths	PP Children who made above expected progress		PP Children who did not make the expected amount of progress	
Year 1 (21 PP children)	15	71%	6	29%
Year 3 (28 PP children)	24	86%	4	14%
Year 4 (22 PP children)	21	95%	1	5%
Year 5 (25 PP children)	22	88%	3	12%

Future Spend, The school recognises that some of the planned resources need to be adapted but they shall be continuing as the change in assessment has made it difficult to notice a clear impact. This will be easier to notice next year, once we have 2 years' worth of comparable data to measure against.

Pastoral Support and Wellbeing:

Allocated Spend, £21,851.

Resources, Learning Mentor, Training for the Learning Mentor in Pupil Counselling, 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



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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 2015-16, the amount of fixed term exclusions issued decreased.

	2014-2015	2015-2016
Number of individual pupils who received fixed term exclusions	11	6
% of school population who received fixed term exclusions	2.28%	1.28%

Through his work, the school also invested in training Mr Egginton in Pupil Counselling. He attended Staffordshire University on a part-time basis and this year was awarded a University Certificate at Merit level in Counselling Skills and Practice. This has enabled him to support children whom have experienced situations which they have been unable to control and understand. He has had dedicated timetable time to support these children and their families through their issues.

To enable the school to continue to quickly identify and support children with underlying learning needs the school has increased the Educational Psychology entitlement. Mr Michael Artimes continues to work alongside Mr Stanford (SENCo) and key members of staff, supporting our children and families to access key outside agencies. He also helps to support the Educational, Health and Social Care plan procedure. He 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 5 children, some of whom have transferred to Special School. There are currently 10 open cases which he is working on with a view to 3 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. Counsellor training is not now needed but counselling time needs to be included in the Learning Mentor's timetable.



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Behaviour, Safety and Attendance:

Allocated Spend, £45,261.

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 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 models. Since the implementation of this role and the equipment, we have seen a reduction in 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 20 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



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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 Caulder 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 a reward scheme which we ran with Y5 and Port Vale Football Club. This year, the Government raised the Persistent Absence level from 85% to 90%. The EWO has supported families who struggle to reach this level. She has done this through home visits alongside one of our Home School Link Workers. This year we had 22 children (of school age) achieve 100% attendance, of these 8 were PP children.