

Pupil Premium strategy statement: Gladstone Park Primary School 2025-2026

Page limit = 6

Every student, every lesson, all the time.

“I see challenge as a temporary barrier, preparing me for something bigger!” *Timmy, year 11, SMA*

Detail	Data
School name	Gladstone Park Primary
Number of pupils in school	617
Proportion (%) of Pupil Premium-eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2025-2026- 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Laura Green (Headteacher)</i>
Pupil Premium lead	Uilani Marcis-Burog (Assistant Head)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£266,640
Recovery Premium funding allocation this academic year	
Total budget for this academic year	£266,640

Current Attainment 2025	PP 2025	Non-PP 2025	PP nat ave
Proportion attaining expected standard in Reading	86%	81%	63%
Proportion attaining expected standard in Writing	76%	86%	58%
Proportion attaining expected standard in Maths	81%	84%	61%
Proportion attaining expected standard in Combined	73%	79%	47%

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Reflections on 2024-25 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended Outcomes	Impact
Quality-first teaching for all	72% of students in EYFS achieved GLD which was above national average. 83% of students met the pass mark for the Phonics Screening Check which was above national average. 76% of students achieved combined in RWM which was significantly above the national average in KS2. Monitoring demonstrated that there was a significant improvement in the quality of teaching across the school in line with the Trust and school-agreed pedagogical approaches, as evidenced through the progress made.
PP students' outcomes are in line or above in comparison with non-disadvantaged	52% of PP students met GLD compared to 78% of PP. The gap between PP and non-PP has not been narrowed to less than 10% in EYFS, Y1, Y2, and Y4. However, it was narrowed to less than 10% in Year 3, Year 5 and Year 6. The attainment of PP pupils has improved at the end of KS2, with 73% of students meeting EXS+ in RWM compared with 53% in 2024. The % of PP pupils achieving GDS in KS2 has increased from 0% in 2023-2024 to 8% in 2024-2025.
Increase in the attendance of PP students and reduction in persistent absence of PP students	Attendance data in 2024-2025 demonstrates that PP students' attendance was 94.5% and above national average. Attendance data in 2024-2025 demonstrates that persistent absence of PP students was lower than national average at 14.3%
PP families feel supported in the school to access internal and external support	Through the year 2024-2025, there was an increase in referrals to external agencies to support families, with an increase in parental and family meetings to support families and children at school. In 2024-2025, there were no barriers to PP students attending all trips and enrichment experiences. There was an improvement in the participation of students in enrichment activities. However, only 27% of our disadvantaged pupils accessed after-school sports clubs. Student survey demonstrated that students feel supported and demonstrate an understanding of who can support them.

Current Challenges: key challenges to achievement that we have identified among our disadvantaged pupils

Detail of challenge
1. There remains an attainment gap between PP and non-PP pupils across the school, including upon entry into EYFS – particularly weak language, communication and PSED skills.
2. Disadvantaged children continue to be a priority for early reading and meeting the expected standard for the phonics check
3. The attendance for PP students was lower than non-PP pupils last academic year at 94.5%. Persistent absence for PP (14.4%) was higher than non-PP (8.4%).
4. Less than 30% of PP students are accessing the school's enrichment offer and continue to have fewer enrichment opportunities outside of school.

Intended outcomes & how we will measure success

Intended outcome	Success criteria
Phonics outcomes for disadvantaged pupils will increase	The % of students meeting the pass mark for the PSC will increase in comparison to 2024-2025. There will be less than a 10% gap between PP and non-PP students passing the PSC> The % of students meeting the pass mark for the PSC will continue to be above national, and will increase from 83% in 2024-2025.
Reading, writing and maths outcomes for disadvantaged pupils will increase.	The attainment gap between PP and non-PP pupils will narrow in all subjects and groups, including EYFS in comparison to 2024-2025. The attainment of PP pupils will continue to improve to be above national. The % of PP pupils achieving GDS in KS2 will increase in comparison to 2024-2025.
Enrichment opportunities will support the development of cultural capital.	Enrichment trips calendar will ensure all vulnerable children have access to a wide range of enrichment opportunities. Disadvantaged children participate in enrichment activities (school council, choir performances, sports competitions and clubs and other opportunities) to further build cultural capital. Disadvantaged children are prioritised for mentoring sessions and Thrive and additional interventions.
Attendance for disadvantaged pupils will be in line with the whole school.	Attendance data demonstrates that PP students' attendance is above national average. Attendance data will demonstrate that persistent absence of PP students is lower than national average. Attendance data will demonstrate that the gap between the attendance of PP students & non-PP students has reduced from 2024-2025 (1.5%).

Actions to address the challenges listed above.

Teaching Budgeted cost: £ 146,732

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (<i>IMPACT – data, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Improve quality of teaching and learning by developing staff's expertise in pedagogy and curriculum through bespoke & regular coaching sessions.	DH with responsibility for teaching & learning.	Improved attainment of all students (tracked termly through assessment policy and procedures). Improved attainment and accelerated progress of PP students (tracked termly through assessment policy and procedures). Internal monitoring and quality assurance by Trust leaders demonstrate that teachers deliver high quality,	Assessment data reviewed termly by SLT and year group teams.

		well-planned provision that implements the principles of The Anthem Way.	
Increase staffing through an additional teacher and Assistant Head to provide additional support to teachers in adapting the curriculum to the needs of learners.	SENDCo and DH with responsibility for teaching & learning.	Internal monitoring and quality assurance by Trust leaders demonstrate that teachers deliver high quality, well-planned provision that implements the principles of The Anthem Way. Improved attainment and accelerated progress of PP students (tracked termly through assessment policy and procedures). Improved attainment of all students (tracked termly through assessment policy and procedures).	Assessment data reviewed termly by SLT and year group teams. Weekly monitoring by leaders
Continued investment in high-quality CPD for all staff based on improving outcomes across all subjects	DH with responsibility for teaching & learning.	Improved attainment and accelerated progress of PP students (tracked termly through assessment policy and procedures). Improved attainment of all students (tracked termly through assessment policy and procedures). Internal monitoring and quality assurance by Trust leaders demonstrate that teachers deliver highquality, well-planned provision that implements the principles of The Anthem Way.	Assessment data reviewed termly by SLT and year group teams. Weekly monitoring by leaders

Targeted academic support: Budgeted cost: £67628

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
Phonics 1:1 intervention programme for KS1 children not on track to pass the PSC	DH with responsibility for phonics	Phonics data is above 2024-2025 and significantly above national average.	Assessment data reviewed every 6

			weeks by leaders and year teams. Fortnightly monitoring by leaders.
Additional reading programme for students in Year 3 who are not yet fluent readers, prioritising PP.	AH responsible for reading	Improved attainment of all students (tracked termly through assessment policy and procedures).	Assessment data reviewed termly by SLT and year group teams.
Additional mathematic programmes to support additional practice and intervention, that can be accessed at home too.	DH with responsibility for Maths MLT Maths Lead	Improved attainment data for PP pupils. KS2 attainment data is above national average.	Assessment data reviewed termly by SLT and year group teams.

Wider strategies: Budgeted cost: £ 52280

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
Utilise the EWO and provide additional capacity to the attendance team to develop an attendance strategy.	Attendance & Admissions Officer Deputy Head	Attendance data demonstrates that PP students' attendance is above national average. Attendance data will demonstrate that persistent absence of PP students is lower than national average. Attendance data will demonstrate that the gap between the attendance of PP students & non-PP students has reduced from 2024-2025 (1.5%).	
Develop provision for staffing to deliver extra-curricular activities for students after schools for all pupils, prioritising PP, and subsidising costs for them by 50%	AH for Enrichment HT	There are no barriers to PP students attending all trips and enrichment experiences. There is a high level of participation in enrichment activities, particularly amongst disadvantaged pupils.	Termly – SLT to review attendance & participation of

			extra-curricular events.
Develop provision for staffing to deliver extracurricular/SEMH activities for students before school for targeted pupils to encourage regulation strategies and attendance.	AH for Enrichment AH for Inclusion SENDCo	Student survey demonstrates that students feel supported and demonstrate an understanding of their wellbeing and how they are supported at school. There is a reduction in the number of behaviour incidents for targeted students. Attendance data demonstrates that PP students' attendance is above national average. Attendance data will demonstrate that the gap between the attendance of PP students & non-PP students has reduced from 2024-2025 (1.5%).	Termly – SLT to review impact of additional support on students' behaviour and attendance data and student survey.
Raise aspirations and provide opportunities for all students to develop cultural capital through the following: <ul style="list-style-type: none"> • Subsidising costs for trips to ensure all students can attend • Inviting targeted workshops focused on cultural education and career opportunities/life skills • Subsidising music instrumental lessons 	AH for Enrichment	Enrichment trips calendar will ensure all vulnerable children have access to a wide range of enrichment opportunities. Disadvantaged children participate in enrichment activities (school council, choir performances, sports competitions and clubs and other opportunities) to further build cultural capital.	Termly review of curriculum provision map, Gladstone Park Pledge and attendance at key events/lessons.
Implement mentoring scheme with 'The Kids Network' for identified disadvantaged students.	AH for Inclusion	There is a reduction in the number of behaviour incidents for targeted students.	Termly – SLT to review impact of additional support on students' behaviour and attendance data and student survey.

<p>Continue to promote and invest in Place2Be to support mental health and support for students and families.</p>	<p>SENDCo AH for Inclusion</p>	<p>Student survey demonstrates that students feel supported and demonstrate an understanding of their wellbeing and who can support them and how they are supported at school.</p>	<p>Termly review of Place2Be impact with Place2Be team and SENDCo.</p>
---	------------------------------------	--	--

Total budgeted cost: £

EVIDENCE SOURCE

- [NFER – Deploying staff effectively](#)
- [NFER – High quality teaching for all](#)
- [EEF – Teaching and Learning toolkit](#)
- [EEF- Teacher feedback to improve learning](#)
- [EEF – Teaching and Learning toolkit](#)
- [EEF – Metacognition & Self-regulated learning](#)
- [EEF – Covid Catch up](#)
- [Sutton Trust ‘Engaging Parents Effectively’](#)
- [NFER- Addressing behaviour and attendance](#)
- [NFER – Clear responsive leadership](#)

- [EEF – Improving mathematics in KS2 & 3](#)
- [NFER- Meeting individual learning needs](#)
- [EEF – Effective Professional Development](#)
- [EEF – Using digital technology to improve learning](#)
- [EEF – Effective Professional Development](#)
- [EEF – Putting evidence into work](#)
- [EEF – Pupil Premium guide](#)
- [EEF – Improving behaviour in schools](#)
- [EEF – SEND in mainstream schools](#)