

Pupil Premium strategy statement: Gladstone Park Primary School 2026-2027

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	635
Proportion (%) of Pupil Premium-eligible pupils	39%
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 2026
Date on which it will be reviewed	September 2027
Statement authorised by	<i>Laura Green (Executive Headteacher)</i>
Pupil Premium lead	Azra Hussain (Head of School)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£311,550

Current Attainment 2026	PP 2026	Non-PP 2026	Disadvantaged nat ave 2026
Proportion attaining expected standard in Reading	76%	84%	63%
Proportion attaining expected standard in Writing	71%	94%	62%
Proportion attaining expected standard in Maths	74%	94%	60%
Proportion attaining expected standard in Combined	68%	82%	49%
We have reviewed thoroughly outcomes for our disadvantaged students and have identified 4 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.			

Reflections on 2025-26 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.	
Intended Outcomes	Impact
Phonics outcomes for disadvantaged pupils will increase	The % of students meeting the pass mark for the PSC increased from 83% in 24/25 to 89% in 25/26 and is above national average. There is not yet a less than 10% gap between PP and non-PP students passing the PSC. (There was a 21% gap in 25/26).
Reading, writing and maths outcomes for disadvantaged pupils will increase.	The achievement gap in EYFS has reduced by 4%, with 62% of disadvantaged students achieving GLD compared to 52% in 24/25. The achievement gap between PP and non-PP students has decreased from autumn to the summer term, with the gap below 15% in Years 4, 5 and 6. The attainment of PP pupils at the end of KS2 continues to be above national in all areas. The % of PP pupils achieving GDS in KS2 has not increased in comparison to 2024-2025.
Enrichment opportunities will support the development of cultural capital.	The enrichment trips calendar has ensured that all vulnerable children have access to a wide range of enrichment opportunities. Disadvantaged children have participated 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. Disadvantaged children have also been targeted for enrichment opportunities, with additional funding provided to support access and encourage participation.
Attendance for disadvantaged pupils will be in line with the whole school.	Attendance data demonstrates that PP students' attendance is above national average for students with FSM (93% vs 89%) Attendance data demonstrate that persistent absence of PP students is not yet lower than national average. Attendance data demonstrate that the gap between the attendance of PP students & non-PP students has reduced from 2024-2025 by 0.1%

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 93%. Persistent absence for PP (22.7%) was higher than non-PP (12.4%).
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 2025-2026 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 89% in 2025-2026.
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 2025-2026 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 2025-2026.
Enrichment opportunities will support the development of cultural capital.	Enrichment trips calendar, the Gladstone Park Pledge and adaptations to the provision will ensure all vulnerable children have access to a wide range of enrichment opportunities. Disadvantaged children will participate in enrichment activities (school council, choir performances, sports competitions and clubs and other opportunities) to further build cultural capital. Disadvantaged children will be prioritised for mentoring sessions and Thrive and additional interventions.
Attendance for disadvantaged pupils will be in line with the whole school.	Attendance data will demonstrate 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 2025-2026 (1.4%).

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 – <u>data</u>, 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.	HoS & 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, well-planned provision that implements the principles of The Anthem Way.	Assessment data reviewed termly by SLT and year group teams.
Increase staffing through an additional teacher and Assistant Head to provide additional support to teachers in adapting the curriculum to the needs of learners.	HoS, DH with responsibility for curriculum & 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 including a focus on the following: - GDS writers - Removing barriers to support language and literacy	HoS & 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 high-quality, 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 – <u>data</u>, outcomes, what will students do/know/behave differently</i>)	Implementation review (<i>when/what/who</i>)
Phonics 1:1 intervention and booster programme for KS1 children not on track to pass the PSC	DH with responsibility for phonics	Phonics data is above 2025-2026 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: £ 97190

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (<i>IMPACT – <u>data</u>, 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.	Termly – SLT to review attendance

		Attendance data will demonstrate that the gap between the attendance of PP students & non-PP students has reduced from 2025-2026 (1.4%).	
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 HoS	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 HoS and DH responsible for attendance	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 2025-2026 (1.4%).	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: - Adapting the Gladstone Park Pledge to ensure wider access - Subsidising costs for trips to ensure all students can attend	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, impact of Gladstone Park Pledge and attendance at key events/lessons.

• Inviting targeted workshops focused on cultural education and career opportunities/life skills • Subsidising music instrumental lessons			
Implement mentoring scheme with 'The Kids Network' for identified disadvantaged students.	HoS Assistant SENDCo	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.
Continue to promote and invest in Place2Be to support mental health and support for students and families.	SENDCo HoS	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.	Termly review of Place2Be impact with Place2Be team and SENDCo.
Implement Thrive interventions for targeted students, prioritising PP	HoS Assistant SENDCo	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. There is a reduction in the number of behaviour incidents for targeted students.	Termly – SLT to review impact of interventions through Thrive assessments, behaviour and attendance data and student survey.

Total budgeted cost: £311,550