

Pupil Premium Strategy Statement – Gossops Green Primary

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	576
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	LGB
Pupil premium lead	Debbie Bullen, Assistant Principal
Governor / Trustee lead	Gordon Humphrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,440
Recovery premium funding allocation this academic year	£21,315
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£220,755

Part A: Pupil Premium Strategy Plan

Statement of intent

We firmly believe in 'Exceptional Education for All' and we want our pupils who are experiencing socio-economic disadvantage to have access to the same exceptional education as their peers. We look at school life through the lens of disadvantage and firmly believe that meeting the needs of our most vulnerable learners will help us to meet the needs of all of our pupils. We want all of our pupils to be able to succeed, seeing themselves as learners and an important and valued part of the school community. We aim to use the Pupil Premium grant to bridge, and ultimately help to close, the gap between these children and their peers, through providing them with the tools, skills, attitudes and opportunities to access their learning effectively.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Termly assessments show that our PP children are not, as a group, achieving academically in line with their non-PP peers across reading, writing and maths.
2	Our monitoring and observations indicate that a significant group of our children have wellbeing and self-esteem issues. PP children are particularly affected as many are dealing with challenging home circumstances including income poverty, overcrowding, social care involvement or strained family relationships, particularly in the current cost-of-living crisis.
3	Regular analysis of attendance data shows that PP children have poorer attendance compared to their peers and a large proportion of our persistent absentees are in receipt of PP funding.
4	Our monitoring shows that our PP children were disproportionately affected by Covid-19 lockdowns, both academically and emotionally. Government data indicates that Crawley is in the top 3 of the most adversely affected towns in England, due to its reliance on Gatwick Airport and our children are still struggling to catch up with their lost learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading, writing and maths attainment for Pupil Premium children	<ul style="list-style-type: none"> - PP children’s attainment will increase from EYFS / KS1 baselines. - PP children will make progress in line with, or better than their non-PP peers.
PP children’s speech and language and phonics skills will improve	<ul style="list-style-type: none"> - Speech and Language assessments will see a significant number of PP children meeting their targets. - A high percentage of PP children will pass the Year 1 phonics assessment by the end of Key Stage 1.
Improved wellbeing and enhanced self-esteem for all pupils but particularly Pupil Premium children and those experiencing socio-economic disadvantage	<ul style="list-style-type: none"> - There will be a significant increase in participation in clubs and enrichment activities among Pupil Premium children - Pupil voice and behaviour will show a development of self-esteem and general wellbeing - Outcomes from learning will show that these measures will have an effective impact
To achieve and sustain improved attendance for all pupils, particularly those in receipt of PP.	<ul style="list-style-type: none"> - Pupil voice will show that Pupil Premium children will want to come to school - Pupil Premium attendance will rise compared to 2021-2022 - The number of persistent absentees will reduce compared to 2021-2022

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading and phonics</p> <ul style="list-style-type: none"> - New reading scheme to be purchased, which links directly to phonics scheme taught in school. - All staff to receive updated RWI training in Autumn 2022 so that all children will have a consistent approach to phonics across the school and children who do not pass the phonics test can be supported 	<p>Robust phonics learning and fluent reading are vitally important life skills, which have been wider researched and acknowledged, including the EEF and DfE:</p> <p>EEF - Phonics</p> <p>Reading for Pleasure Research Evidence (DfE)</p>	1
<p>Standardised Tests</p> <ul style="list-style-type: none"> - Rising Stars NTS papers to be purchased for Years 1 through 5 and completed on a termly basis - Teachers provided with training on gap analysis of test papers - Gap analysis to be used to prioritise intervention and tutoring support and to inform mastery teaching 	<p>Standardised tests and associated gap analysis provide teachers with information on children’s attainment compared to their peers nationally and can also be used to identify gaps in children’s understanding. These support the EEF’s Mastery Learning approach</p>	1
<p>National Tutoring Programme</p> <ul style="list-style-type: none"> - Training to be completed by teaching assistants who will be delivering school-led tutoring 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>EEF – Teaching Assistant Interventions</p> <p>EEF – Small group tuition</p>	4
<p>Pupil Premium Lead</p> <ul style="list-style-type: none"> - PP Lead to Participate in ‘From Mitigation to Success’ course and implement ideas gathered to support PP children - PP Lead to conduct in-depth tracking of PP children – academic attainment and progress, intervention, nurture, EWO support, ensuring that all PP children get the correct support for their needs - PP Lead to support staff to identify the needs of their PP children and analyse and provide appropriate support 	<p>The Gov.uk Menu of Approaches – Professional Development and Mentoring and Coaching outlines the importance of professional development, high quality teaching, targeted support and wider strategies.</p>	1-4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £88,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions (including National Tutoring Programme)</p> <ul style="list-style-type: none"> - Funding for after-school, small-group interventions led by experienced Teaching Assistants - Funding for experienced teaching assistant to be released from class and work across Key Stage 1, supporting children with daily phonics and maths interventions. - Identified PP children with SEND to be prioritised with additional support from SEND Team - Top-up funding for School-Led Tutoring provided to access the National Tutoring Programme financial package. - Interventions Teaching Assistant to be employed to offer small group intervention tutoring, in line with National Tutoring Guidelines. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>EEF – Teaching Assistant Interventions EEF – Small group tuition</p>	1, 4
<p>EYFS Speech and Language</p> <ul style="list-style-type: none"> - All relevant PP children to be assessed for Speech and Language early in the Autumn Term - Identified PP children to be provided with in school support from a specialist Speech and Language Teaching Assistant alongside home support packs 	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading: EEF – Oral language interventions</p>	1, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <ul style="list-style-type: none"> - EWO to be employed for one day a fortnight - Nurture Team leader and Attendance Lead to monitor PP attendance closely and support PP parents to get their children to school 	<p>The importance of attendance is widely known and documented. Nationally, Pupil Premium children's attendance has been below that of their peers (Pupil absence in schools in England, Academic Year 2020/21).</p>	3
<p>Emotional Support</p> <ul style="list-style-type: none"> - PP children to be prioritised for Champion Children / mentor initiative - PP children to be prioritised for Nurture Support 	<p>The DfE 'Counselling in schools' document outlines their commitment to improving children's mental health.</p>	2

<ul style="list-style-type: none"> - SEMH Behaviour Mentor and Nurture Team to support PP children and their families with accessing external support and strategies to manage behaviour - Counselling sessions provided by external qualified personnel - Building a SPACE room – a therapeutic and safe setting that supports children to calm and self-regulate their emotions so that they can return to learning 	<p>The EEF also recognises the importance of Mentoring, Social and emotional learning and Behaviour Interventions</p>	
<p>Meeting basic needs</p> <ul style="list-style-type: none"> - PP leaders, Nurture Team and office staff to support parents to complete PP paperwork so that the family receives PP support - All PP children to be provided with a PE or school sweatshirt to offset the expense of uniform purchasing - On an individual basis, families to be supported to provide additional items of uniform - Uniform swap shop to be promoted to provide a free alternative to new uniform - Food parcels to be targeted to the most economically vulnerable families - PP children to be offered clubs, including Breakfast Club 	<p>Children’s Society research shows that, on average, parents spend over £315 on primary school uniform each year – a considerable amount for families on a low income, particularly if they have more than one child.</p> <p>Previous pupil and parent voice has shown that provision of school uniform is very well received and appreciated, with the children voicing that they no longer feel so self-conscious as they are wearing the correct uniform.</p>	2
<p>Parental Support</p> <p>All parents will be offered practical support, which may include:</p> <ul style="list-style-type: none"> - Helping them access information sent home - English as an additional language support - IT support to access online forms or to allow their children to access online homework - Accessing other services e.g. HAF, Early Help, Greenaway Foundation, Fareshare 	<p>The importance of parental engagement in their child’s education is well documented and is recognised by the EEF - Parental Engagement and by United Learning, amongst others.</p>	2
<p>Providing new opportunities</p> <ul style="list-style-type: none"> - PP parents to be encouraged to send their children to after-school extra-curricular clubs – particular focus on sports and choir - PP children to be encouraged to apply for free peripatetic music lessons and PP parents to be supported to apply for the relevant funding - PP children to be supported financially to attend school trips, including residential 	<p>The Unity Research School recognises the importance of non-academic costs on developing children’s confidence and resilience.</p> <p>This is also recognised by the EEF Arts Participation and EEF Physical activity</p>	2

Total budgeted cost: £220,755

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the centre of all the work at Gossops Green is the ambition for all pupils, including disadvantaged pupils, to succeed and to have the tools that they need to access high quality learning. Whatever a child's starting point, we are committed to ensure access for all.

Aim	Outcome
Increase PP attendance	The pandemic disproportionately impacted the attendance of all pupils, including disadvantaged pupils. The wider strategies that were implemented in 2021-2 on wellbeing and attendance were well received. Although there was still an overall gap in attendance between disadvantaged pupils and their peers, this gap is marginal and there were significant successes in a number of individual cases. Attendance is still a challenge, and the strategy will continue to reflect this need and personalised support for disadvantaged pupils.
<p>PP children will make progress in line with, or better than, their non-PP peers</p> <p>EYFS PP children's speech and language skills will develop with expert intervention</p>	Targeted academic support strategies, including precise deployment of the National Tutoring Fund, were impactful. Nationally, the attainment gap between disadvantaged pupils and their non disadvantaged peers in the KS2 tests widened significantly and is the largest it has been since 2012. However, following the success of a well implemented strategy, the attainment gap at KS2 was removed and disadvantaged pupils and their non disadvantaged peers' achievements were in line for the combined RWM measure. This success was mirrored at KS1, where again, the previous gap in attainment has been nearly eradicated and all pupils performed well. The teaching strategy, particularly the focus on precision teaching and reading, was successful. The phonics programme was supplemented with additional texts and training for staff, pupils received timely intervention, as appropriate. As a result, outcomes for the Phonics Screening Check were high for all pupils. In Year 2 and Year 6, disadvantaged pupils outperformed their non disadvantaged peers in reading assessments which is evidence of the emerging success of the strategy. We will continue to build on the lessons learnt from the targeted academic support this year.
<p>PP children will be provided with additional opportunities to embed learning, to offset the impact of lost learning during the pandemic lockdowns</p> <p>PP children will develop emotional resilience to ensure that they are engaged in learning</p>	Strategies to support wellbeing and extra-curricular opportunities were impactful. Our initial observations showed that pupils' well-being was impacted by the pandemic and school closure. The Nurture Team offered support to parents which was well received. A variety of extra-curricular opportunities were promoted, particularly for disadvantaged pupils, and the take up was high. These ranged from choir to learning a musical instrument. Strategies to support the emotional wellbeing of pupils were purposeful and enabled children to be in the classroom learning. These targeted interventions supported pupils and their families with emotional resilience, ensuring that they had an adult in school for one-on-one support. Pupil voice surveys showed the positive impact of this ongoing work. These wider strategies to promote positive well-being have shown a holistic improvement in the overall support disadvantaged pupils have had and this will continue this year.

<p>PP children with SEND will be more able to access the curriculum</p>	<p>At Gossops Green, we recognise that disadvantaged pupils who also have special educational needs and or disabilities (SEND) needed bespoke intervention. CPD for teachers have helped to develop teacher confidence in implementing strategies in the classroom and a targeted programme (SODA) that was successfully trialled last year will be rolled out to all pupils with SEND this academic year as early results showed impact. Speech and language support when pupils join the school will continue; this will enable all pupils to access the curriculum.</p>
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Externally provided programmes

Further information

The school has developed its own initiative entitled 'Team around the Child' (TAC) where the whole school team can focus on identifying the most significant challenges for the most vulnerable PP children. Every month, the Deputy Principal, PP Leader, SENDCO and Nurture Team Leader meet as this 'Team Around the Child'. They identify PP children, who are particularly struggling and share information about each child's current circumstances, developing a list of actions to try and improve their current situation. This is constantly evolving but has had measurable impact to date, both in terms of children's emotional resilience and their ability to access learning in school.