

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 | 25.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2024 |
| 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 | £224,700 |
| Recovery premium funding allocation this academic year | £21,605 |
| Pupil premium (and recovery premium*) funding carried forward from previous years | £0 |
| Total budget for this academic year | £246,305 |

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 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 barriers to learning. 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 dependence on Gatwick Airport. Crawley has been identified as the place which will take the longest in the UK to recover economically from the impact of the pandemic. Many of 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: £68,450

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Reading, phonics and spelling <ul style="list-style-type: none"> - RWI and Fast Track phonics catch up sessions, led by trained teaching assistants, to be implemented across Key Stage 1 and for children in Key Stage 2 who have not yet passed the phonics test. - Resources for spelling programme in use across Key Stage 2 to be purchased. | <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 |
| Concrete apparatus in maths <ul style="list-style-type: none"> - Training for all staff in different ways of effectively using concrete apparatus to reinforce abstract concepts. - Purchase of maths equipment to allow children to use these to embed understanding of abstract maths concepts. | <p>The concrete – pictorial – abstract approach to maths teaching is well documented across maths teaching, including in the assessment materials by the NCETM:</p> <p>Primary Assessment Materials NCETM</p> | 1 |
| Standardised Tests <ul style="list-style-type: none"> - Rising Stars NTS papers to be purchased for Years 1 through 5 and completed on a termly basis - Gap analysis to be consistently 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 |
| Small Group Tuition <ul style="list-style-type: none"> - Experienced teacher to be released from class to deliver small group tuition in Year 6. | <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 – Small group tuition</p> | 4 |
| Pupil Premium Lead <ul style="list-style-type: none"> - PP Lead to conduct in-depth tracking of PP children – academic attainment and progress, intervention, nurture, EWO support, parental engagement, 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: £83,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Interventions (including National Tutoring Programme) <ul style="list-style-type: none"> - Funding for experienced teacher to be released from class and work in Year 6, supporting children with reading 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. - Higher Level 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</p> <p>EEF – Small group tuition</p> | 1, 4 |
| Homework support <ul style="list-style-type: none"> - Funded homework clubs for Years 4-6, giving children a dedicated safe space to get support for their maths fluency homework – academic and practical (e.g. use of electronic devices) | <p>Homework set by the school is designed to allow children to practise key skills and number facts taught in class. The importance of these type of activities is outlined by the EEF:</p> <p>Homework EEF</p> | 1 |
| EYFS Speech and Language <ul style="list-style-type: none"> - All relevant PP children to be assessed for Speech and Language early in the Autumn Term - Identified children to be provided with in-school support from a trained 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: £94,355

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance <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 |
| Emotional Support | <p>The DfE 'Counselling in schools' document outlines their</p> | 2 |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> - PP children to be prioritised for Champion Children / mentor initiative - PP children to be prioritised for Nurture Support - 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 - Additional resources for SPACE room, sensory room and reflection room | <p>commitment to improving children's mental health.</p> <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 residentials | <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: £246,305

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 |
|---|--|
| Improved reading, writing and maths attainment for Pupil Premium children | Targeted academic and nurture support strategies, including precise deployment of the National Tutoring Fund, were impactful. Our 2023 Year 6 Pupil Premium children achieved higher than their peers nationally in writing and were in line with their peers in reading and maths. In KS1, our Pupil Premium children achieved significantly above their peers nationally in all three subjects. Our pupil Premium phonics scores were also significantly above the national PP average in both Year 1 and Year 2. The focus on precision teaching, reading and nurture was successful, with careful tracking ensuring that pupils received timely and appropriate interventions. Emotional and behavioural support from the Nurture Team has meant that more children were able to remain in class and focus on their learning, leading to improved academic outcomes. This will be extended further next year with the growth of the Nurture Team to include a third Learning Mentor. |
| PP children's speech and language and phonics skills will improve | National news reports, backed by the LCan Charity have identified that young children, born just before the pandemic, are now displaying a higher level of speech and language need compared to children born before the pandemic. It is believed that this is a result of children not being able to talk face-to-face with their friends and over use of tablets, phones and computers during lockdowns. Our children, both PP and non-PP are following this trend and we now have a far greater number of children receiving speech and language support than we did a few years ago. Added to this, support from the NHS was significantly cut during the course of the year, which put added pressure on the SALT TAs timetable and diverted her attention to higher level need. To compensate for this and to address the growing need, all year group and class TAs are now providing speech and language support, helping the children achieve their targets. NELI is also embedded in Reception and effectively being used to close some of these gaps with our youngest pupils. |
| Improved wellbeing and enhanced self-esteem for all pupils but particularly Pupil Premium children and those experiencing socio-economic disadvantage | Strategies to support wellbeing and self-esteem continue to be highly impactful. Our dedicated Nurture Team, Children's Champions and a whole school commitment to delivering equity has resulted in a significant number of Pupil Premium children being able to access highly targeted interventions and opportunities. Children have been given the opportunity to learn to play a variety of musical instruments and have been supported to access funding to allow them to continue with peripatetic lessons. Free clubs and events and removing barriers for parents to sign up to them, have allowed children to access a wider range of experiences. Support with free uniform and food has meant that children are able to come to school with their basic needs being met. Parents and families have been supported to access help from outside agencies, including Early Help and trained therapists while easy access to nurture support, allows children a safe space to explore and regulate their emotions. Pupil and parental voice surveys showed the positive impact of this ongoing work. |

| | |
|---|--|
| To achieve and sustain improved attendance for all pupils, particularly those in receipt of PP. | Whole school attendance during the year was above attendance from the previous year and was also above national figures. Our EWO had a significant impact in supporting children whose attendance was concerning and a close working relationship with the nurture team allowed for additional, wider support to be offered in many cases. Our Pupil Premium children still have a lower percentage of attendance than their peers so the extended Nurture Team will be expanding their involvement with families of persistent absentees next year. |
|---|--|

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| None | |

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.