

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gatcombe Park Primary
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ian Baker, Headteacher
Pupil premium lead	Ian Baker, Headteacher
Governor / Trustee lead	Victoria Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,172 (including service premium and PLAC premium)
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,567

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of pupils indicate that pupils lack the application of key metacognition skills in order to support self-regulation in their learning. Too many pupils rely on adult support and intervention when work is found to be challenging and have not yet developed the skills to more independently progress with their work. The school will develop pupil ability to use a range of scaffolds and broader strategies to enable self-efficacy.
2	Evidence from all year groups indicate that a lack of oral language skills and underdeveloped vocabulary holds pupils back in reading and writing, as well as the wider curriculum. Data suggests that this is more pronounced for disadvantaged pupils and begins upon entry to the school.
3	Assessments show that not enough pupils attain a secure grasp of phonics by the end of Year 1 and that this hinders their progress as readers throughout the primary age phase.
4	Evidence shows that disadvantaged pupils attain less well than their peers in maths. This picture is inconsistent across different cohorts and with a changing staff profile CPD will provide a consistent NCETM strategy led approach.
5	Disadvantaged pupils have gaps in their learning across reading, writing and maths, amplified by partial school closures due to the pandemic. For some of these pupils support whilst home learning was challenging for parents and more of them are behind age expectation than their non-disadvantaged peers.
6	Observations, pastoral and teacher feedback indicate that an increasing number of pupils have found emotional regulation particularly challenging following the pandemic once returning to school. This has impacted on behaviour and also resilience. Some of these needs have increased due to lack of opportunities for extracurricular activities, particularly for disadvantaged pupils.
7	Attendance data shows that attendance for disadvantaged pupils is lower than for non-disadvantaged pupils.

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 oral language skills and vocabulary use.	Assessments and observations show improved oral language among disadvantaged pupils. This will be evidenced through lesson observations, pupil conferencing, work scrutiny and moderation sessions.
Improved reading attainment among disadvantaged pupils.	Internal moderated data on reading outcomes in 2023/24 to show that more than 70% of disadvantaged pupils meet the expected standard. This is an ambitious target with an increase in numbers of disadvantaged pupils in 2023/24. <i>Note: Targets are set from current internal data following school disruption due to pandemic.</i>
Improved writing attainment among disadvantaged pupils.	Internal moderated data on writing outcomes in 2023/24 to show that more than 70% of disadvantaged pupils meet the expected standard. This is an ambitious target with an increase in numbers of disadvantaged pupils in 2023/24. <i>Note: Targets are set from current internal data following school disruption due to pandemic.</i>
Improved maths attainment among disadvantaged pupils.	Internal moderated data on maths outcomes in 2023/24 to show that more than 70% of disadvantaged pupils meet the expected standard. This is an ambitious target with an increase in numbers of disadvantaged pupils in 2023/24. <i>Note: Targets are set from current internal data following school disruption due to pandemic.</i>
Improved attendance for disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> ● the overall attendance figure for disadvantaged pupils to be at least in line with the national attendance figure

Improved wellbeing for disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition CPD for all staff leading to discrete teaching of metacognition strategies for pupils.</p> <p>We will work with https://www.thinkingmatters.com/ to deliver the Thinking Schools Programme from January 2022 (3 year programme).</p>	<p>EEF Toolkit low cost/high impact (+7 months' progress). See further detail EEF Metacognition</p>	1, 4, 5
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle letters and sounds) to secure stronger phonics teaching for all pupils. Early Reading Leader will ensure Little Wandle phonics programme is embedded and delivered to a high standard.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Embed NCETM Maths Mastery approach across all year groups,</p>	<p>EEF Toolkit low cost/moderate impact (+5 months' progress). See</p>	1, 4

including new teachers (supply costs to release)	further detail EEF Mastery Teaching	
Refine the quality of teaching in English, to ensure higher ability outcomes in writing improve. Work both collegiately (release time for teachers) and with external support from MAT. (supply costs to release)	EEF Toolkit Improving Outcomes in Literacy	2,5
Develop quality interactions between staff and pupils in order to extend vocabulary across the whole curriculum. These interactions support the teaching of curriculum specific technical vocabulary and develop pupils ability to articulate key ideas.	Although having some commonality with metacognition teaching, the oral language approach specifically supports reading and comprehension. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke targeted intervention for reading including; individual reading support, inference teaching, comprehension teaching following diagnostic assessment, (recruitment impact for support staff)	EEF Toolkit high impact/low cost (+6 months' progress). EEF report EEF Reading Comprehension Strategies	2
Flexible individual and small group phonics teaching (teacher and	EEF moderate cost/moderate impact (+4 months' progress). Report EEF Small Group Tuition	3

HLTA) at the earliest point that disadvantaged pupils fall behind.		
Nuffield Early Language Intervention (NELI) programme for Year R pupils requiring catch up from January 2021	EEF +4 months' progress Report NELI report	2
Establish small group maths interventions including; opportunities to pre-teach and follow up post teaching and small group teaching of small steps for success intervention including 1 st class@Number, (recruitment impact for support staff).	EEF moderate cost/moderate impact (+4 months' progress). Report EEF Small Group Tuition EEF +2 months' progress 1stClass@ Number evaluation report	4, 5
Tutoring through the school led area of the NTP (school led funding and school percentage top up) to enable up to 1:6 ratio teaching around carefully defined objectives in English and Maths.	EEF moderate cost/moderate impact (+4 months' progress). Report EEF Small Group Tuition	2, 4, 5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of disadvantaged pupils', including pastoral support for families to break the cycle of reasons behind poor attendance. This will be	Ensuring pupils attend school well has a positive impact on both attainment and feeling of belonging. DfE Improving School Attendance	7

supported by half termly attendance reviews.		
Teach pupils the skills and strategies of emotional regulation in order to support those disadvantaged pupils for whom this would improve resilience and emotional control in class. Staff CPD will continue and monitoring will be through teacher feedback and pupil surveys.	EEF moderate cost/moderate impact. Report EEF Social and Emotional Learning	6
Introduce a mental health classroom package to school, My Happy Minds, to explicitly teach mental health wellbeing strategies to pupils. This will include a parental support package as part of the strategy.	EEF moderate cost/moderate impact. Report EEF Social and Emotional Learning	6
Key pastoral staff member to enrol in Diploma in Trauma and Mental Health-Informed Schools and Communities to develop a whole school approach to supporting mental health and well being.	EEF moderate cost/moderate impact. Report EEF Social and Emotional Learning	6
Adaptation of existing space for a sensory and wellbeing room to support pupils requiring an alternative learning space.	EEF SEN in mainstream schools	6
Target disadvantaged pupils for sports and residential provision in order to increase social skills and wellbeing.	EEF Toolkit medium cost/low impact (+2 months' progress). EEF report EEF Sports Provision	6

Total budgeted cost: £90, 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their outcomes in a variety of areas to those of non disadvantaged pupils. We have compared data at both national level and local level.

Attendance:

Academic year	Pupil premium eligible pupils attendance	Non pupil premium eligible pupils attendance
2021/22	93.44%	94.25%
2022/23	94.69%	96.18%

The data analysis shows that attendance continues to improve for all pupils, including the disadvantaged group. Attendance for all groups is above national data.

School will continue to pursue existing attendance strategies and will also work more closely with the Portsmouth School Attendance Team as part of a wider local strategy on attendance.

Attainment:

Phonics:

	Pupil premium eligible pupils at least at Year 1 phonics age outcomes.	Non pupil premium eligible pupils at least at Year 1 phonics age outcomes.	Difference
2021/22	67%	96%	-29%
2022/23	82%	89%	-7%

2022/23 (Years 1-6)	Pupil premium eligible pupils at expected and above	Non pupil premium eligible pupils at expected and above	Difference
Reading	61%	84%	-23%
Writing	54%	78%	-24%
Maths	57%	86%	-29%

Our evaluation of these processes suggested that phonics teaching is having a good impact and there has been a significant improvement in outcomes for disadvantaged pupils over the current course of this plan.

The gap in attainment remains too great in reading, writing and maths and the current year of this plan has been adjusted accordingly. Evaluation of the plan to date recognises that a reduction in skilled staff to deliver some aspects of the plan has been affected this year and parts of this year's budget will be used to address this. Funding will also be allocated to greater supply cover costs to release school experts to support colleagues.