

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

### School overview

Detail	Data
School name	Gusford Primary School
Number of pupils in school	574
Proportion (%) of pupil premium eligible pupils	32.7% (188)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Heather Madsen
Pupil premium lead	Carmen Hopkins
Governor / Trustee lead	Samantha Collins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,685
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£250,685

# Part A: Pupil premium strategy plan

## Statement of intent

<ul style="list-style-type: none"><li>• We aim for every single one of our pupil premium funded children to reach at least national expectations in all areas and to make good progress from their starting points.</li><li>• Our Pupil Premium Strategy works towards achieving this by identifying potential barriers, finding solutions through a carefully structured and monitored system, this focuses on quality first teaching, targeted academic support and external factors. The impact is reviewed regularly together with the class teachers and support staff using school assessment and external evidence.</li></ul>
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## Challenges

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

Challenge number	Detail of challenge
1	Gap in learning has widened especially in English and Maths. The reading ability of many of our disadvantaged pupils prevents them from accessing other areas of the curriculum.
2	Socio-economic disadvantage eg: Poverty
3	Behaviour, Mental health and physical well- being
4	Bereavement / Trauma
5	Cultural capital engagement is low
6	Parental engagement/ experience/ knowledge
7	Safeguarding issues- abuse, domestic violence, drugs and alcohol, attendance
8	Speech and language difficulties / Limited vocabulary. The vocabulary and levels of oracy of many of our disadvantaged pupils is limited and below that of non-disadvantaged pupils
9	Special Educational Needs and Disabilities

## Intended outcomes

Intended outcome	Success criteria
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The gaps caused by the lockdowns will have reduced	All PP children will on track to meet at least expected levels for their age and gaps reduced.
Children's mental health, physical health and well-being improves	ELSA assessments will show that the therapies targeted the correct children and
	they will have improved mental health and well-being. There is a reduced number of children requiring mental health support. Baseline tests in PE will show an increase in children's fitness over the academic year.
Children's cultural capital will be enriched	Children will have taken part in school trips/clubs/visitors to school that enhance their experiences and build on their interests. Financially we subsidise the residential trip for pupil premium pupils.

Through high quality communication with parents they will know how to support their children at home	Parental surveys will give us feedback on how well we have supported parents. Results of parental support meetings /programmes and pastoral work show high engagement.
Pupil premium children will not be identifiable due to lack of resources	We can continue to provide school uniform, teaching and learning resources to the most disadvantaged pupils. Supplement school trips and events. We also provide funded breakfast club places.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refresher training for all phonics staff	<p>Systematic phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <ul style="list-style-type: none"> <li>All staff will have had the latest training which has Covid catch up at its heart to help children close the gaps between them and their peers.</li> </ul>	1
Recruitment of extra support staff for interventions only	Four new support assistants will be recruited to run intervention groups in KS1 and KS2 in order to close the gaps in reading and writing further.	1
Continue to work with the Angles Maths Hub in order to continue to embed a mastery approach to teaching and learning in Maths	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <ul style="list-style-type: none"> <li>Children will be able to reason and discuss their approaches to problem solving in Maths. They will have developed a range of strategies to solve problems.</li> <li>Monitoring of books by subject leads and SLT will evidence the improvements. New White Rose maths books introduced</li> </ul>	1

	to support consistency across year groups.	
Implement staff CPD to support oracy and debate in school.	<p>There is strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <ul style="list-style-type: none"> <li>• Children will be able to be confident in spoken vocabulary through purposeful, curriculum-focused, dialogue and interaction.</li> <li>• Training will support staff to ensure they model and develop pupils' oral language skills and vocabulary development.</li> </ul>	1,8
Maths CPD for all staff and Maths external review. Release time for Maths staff to monitor and review teaching and learning of Maths.	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <ul style="list-style-type: none"> <li>• Report from External Maths Advisor highlights areas for improvement – training provided as required.</li> </ul>	1
SPAG (spelling, grammar and punctuation) training for all staff to ensure subject knowledge is strong.	SATs results and Pixl test papers identified gaps. Monitoring of staff working with pupils identified a need for improved confidence and subject knowledge,	1

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

<p>One on One Phonics and targeted small teaching groups for all year groups. Maths interventions groups Year 3, Year 5 and 6. Writing gaps for year 3 following KS1 SAT's results analysis.</p>	<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:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <ul style="list-style-type: none"> <li>• Small targeted groups taught well by highly skilled TAs will ensure that children make more rapid progress in order to catch up</li> </ul>	<p>1, 2</p>
<p>Speech and language support from the speech therapist with up to date NHS experience</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• TAs will deliver the programme, and as children acquire better language skills through specific interventions their skills will improve which will improve their outcomes.</li> </ul>	<p>1, 2, 3, 7, 8</p>
<p>Ensure all staff receive high quality CPD for English, Reading, Maths and Phonics, with a main focus on consistent teaching of phonics across the school. Ongoing support from the leads and online training.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks and have a greater impact on reading attainment and progress:  <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The EEF guidance identifies that fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. The development of pupils' fluency through repeated reading sessions has a greater impact on pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">Improving Literacy in Key Stages 2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1</p>

	<ul style="list-style-type: none"> <li>Children will receive QFT and interventions will be meaningful because the CPD has been relevant, and of a high quality.</li> </ul>	
Support from leaders through monitoring to ensure consistency.	<p>EEF guidance identifies the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF High-Quality Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <ul style="list-style-type: none"> <li>Children will receive QFT which will ensure gaps are closed and that all children make expected progress.</li> </ul>	1, 2
After school clubs will be provided for reading, Times Tables Rockstars, creative writing and physical fitness etc	Pupils will be invited and participation of pupils monitored.	1,2,7
Training for additional staff to provide 1:1 or small group targeted interventions	Provide Speech Link support and ELSA support to pupils following the training, assess, review and monitor impact. Focus on specific learning difficulties including dyslexia, dyscalculia and dyspraxia.	2,3,4,7,8,9

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Greater capacity for supporting families through the employment of an additional hours for ELSA support</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• Greater attendance, less anxiety manifesting in children/ parents.</li> <li>• Increased capacity for the pastoral team to support children and families.</li> </ul>	<p>3</p>
<p>The employment of an Education Welfare Officer to monitor and promote attendance.</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <ul style="list-style-type: none"> <li>• Greater attendance, increased capacity to monitor attendance targets with pupils and parents.</li> </ul>	<p>1,2,3,6,7,8,9</p>
<p>Breakfast club</p>	<p>Funded places provided for PP children needing to have breakfast before school.</p>	<p>2,7</p>
<p>Provide and promote parent guidance advice documents for the school website for our school and schools' within the Trust.</p>	<p>Documents accessible on the school website.</p>	<p>5,6,7,9</p>
<p>Use Edukey to support parents of PP children who are also SEND. Continue staff training and updates.</p>	<p>Online communication records with parents.</p>	<p>8,9</p>
<p>CPD for new Pastoral support worker for Bereavement / Trauma Informed Practice All new staff complete Trauma Informed Practice, PACE and ACES training</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• CPD records of attendance – impact on the support for the children and families</li> </ul>	<p>4</p>



Provide school uniform and equipment for pupils where families cannot afford to do so.	Children that are PP are integrated within the school environment, increased self-confidence and they feel part of the school community.	2
Bring external cultural learning to the school – Theatres, musicians, authors etc	Impact on pupil's vocabulary, writing in books, photographs etc	2, 5
Open a parent Phonics/Reading hub, supporting the teaching of phonics, reading, lend books and hold small group phonics/reading sessions. Provide parents with reading guides and resources (Little Wandle).	Parents learn how to support early reading at home, are provided with the resources and can develop their own love for reading.  Parents have the resources to compliment the phonics, Little Wandle, programme at school.	1,2,3,4,5,8,9

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Please see our additional report for 2021 - 2022

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Phonics and Spelling	Little Wandle Letters and Sounds
Maths	White Rose and Angles Hub
Staff CPD	Creative Education
Provision Mapping	Edukey
EYFS assessment	Tapestry

## Further information (optional)

*Our Pupil Premium money is always spent, we subsidise it further with the help of our PTA, fundraising and using local MP funding and grants where possible. We believe that all children, regardless of their starting point should have the best opportunities available to them to “... **believe, learn and achieve**”.*