



Pupil premium strategy statement: Gusford Primary School 2023-2026

This statement details our school's use of pupil premium funding (and recovery premium) for the pupils from September 2023 to August 2026 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in these academic years and the effect that the spending of pupil premium has had within our school.

School overview (Review 1 – September 2024) (Review 2 – September 2025)

Detail	Data
School name	Gusford Primary School
Number of pupils in school	550
Proportion (%) of pupil premium eligible pupils	34% (Disadvantaged)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024 September 2025
Statement authorised by	Stephen Tapley
Pupil premium lead	Stephen Tapley
Governor / Trustee lead	Sam Collins



Funding overview

Detail	Amount		
	2023/2024	2024/2025	2025/2026
Pupil premium funding allocation this academic year	£248,805		
Recovery premium funding allocation this academic year	£11,000		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0		
Total budget for this academic year	£259,805		



Part A: Pupil premium strategy plan

Statement of intent

- To ensure that the learning loss created by the pandemic is identified and children receive necessary support to catch up
- To raise the attendance of all groups with particular emphasis on the disadvantaged children
- Improve parental engagement amongst the harder to reach group.
- To ensure that all children in need of emotional support receive the necessary support from the pastoral team or outside professionals to allow them to thrive in school.
- To close the learning gap between disadvantaged and other pupils.



Challenges

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

Challenge number	Detail of challenge
1	Learning loss due to the pandemic. When analysing the lessons on Sonar/PiXL which were not completed during the January – March lockdown a greater proportion were from the disadvantaged children than from their peers. Internal data shows that the loss in reading has been more significant than maths and writing:
2	Attendance. The Educational Settings Report over the pandemic shows that the Disadvantaged children's attendance is lower than the rest of the school.
3	Lack of support at home to complete work or practise skills. We know this because the children are not heard read and homework is not completed at home.
4	Children are not supported in their emotional well-being. More severe behavioural issues and learning time lost through non-engagement.
5	The learning gap between the disadvantaged pupils and the rest of the school is closed.



Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To reduce the learning loss	To have increased the number of children achieving EXS+ on all statutory testing to national average.
Attendance amongst all is improved but particularly amongst the disadvantaged group.	The attendance of all children is equal to or greater than 96%
Increase parental engagement/ give the children opportunities within school to make up for the lack of engagement at home.	Parents are more engaged. This will be visible by: <ul style="list-style-type: none">• the numbers of children taking part in non-uniform days.• An increased number of parents attending parents' evenings, workshops etc.• An increased number of parents are regularly hearing their children read and engaging with homework projects (anecdotal)
Support is in place to deal with the children's emotional wellbeing. Apply strategies and support to help the children to be more engaged with their own learning.	A network of support is in place which allows any child who requires intervention to be able to access this at the level needed. This support will be a combination of internal pastoral work and external counsellors.
Learning gap is closed	Awareness of the disadvantaged children in each class is made explicit. Year group interventions take account of the needs of these pupils alongside their peers. The provision maps will contain this information, to allow progress to be monitored.



Activity in this academic year 2023-2024

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
<p>The Write Stuff</p> <p>Following on from the successful introduction of Little Wandle , we have adopted a writing scheme advocated by the highly respected and experienced consultant – Jane Considine</p> <p>Once again, this is a whole school approach to the teaching of writing encompassing all aspects of the subject such as vocabulary, grammar, punctuation and spelling.</p> <p>(Costs: CPD £9,550 + release time £2,250)</p>	<p><i>Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</i></p> <p><i>Evidence from EEF suggests that Oral Language interventions can make as much as 6 months impact on children’s development.</i></p>	1,3,5



Impact

Whole school writing review 19.3.24. Dramatic improvement in writing. Structure and plan clearly in place for all writing lessons. Forecast 85% in KS2 in 25-26.



<p>Big Cat Reading</p> <p>(Costs: Materials and Training £11,000)</p>	<p><i>Evidence from EEF suggests that Reading Comprehension Strategies can make as much as 6 months impact on children’s development.</i></p> <p><i>Ofsted – attainment is high where schools had a strong whole school commitment to improving reading and building a culture of reading for pleasure.</i></p>	<p>1, 3, 5</p>
<p>Impact Reading fluency. Liaison with MyLand Hub (IPEA). £11,000 of resources now in place. Love of reading: https://gusford-primary-school.schudio.com/curriculum/reading World Book Week attendance. Reading forecast 75% and above at end of KS2 (85% in 2025-2026).</p> <p>End of KS1</p> <ul style="list-style-type: none">• There has been a 14% increase in outcomes in Year 2 and an 18% increase in disadvantaged pupils outcomes. <p>End of KS2</p> <p>Year 6 in 2023</p> <ul style="list-style-type: none">• There has been a 12% increase in outcomes in Year 6.• The percentage of disadvantaged learners in the Y6 cohort is higher than previous years and 2 times the number nationally.• The gap between advantage and disadvantage pupils is reducing and the interventions are having a significant impact on outcomes. <p>The percentage of disadvantaged learners achieving the expected in reading is up 10% compared to 2022, therefore the gap to national is closing overtime.</p>		



<p>Teaching for Mastery - Maths</p> <p>The school has been using White Rose Maths – a maths scheme based on the mastery approach to learning - for 2 years.</p> <p>The mastery approach ensures children are presented concepts in a variety of ways which are revisited and extended at regular intervals. The children will regularly use manipulatives to help visualise concepts being taught.</p> <p>This is the first year that we have participated in the NCETM mastering number program.</p> <p>Maths Lead is taking part in the Maths Hub sustaining mastery program.</p> <p>(Costs: Materials and Training £9,000)</p>	<p><i>Evidence from EEF suggests that Mastery Learning can have +5 months impact on a child's development.</i></p> <p><i>New content draws on and makes links with the content that pupils have previously acquired.</i></p> <p><i>Curriculum progression is by intelligent design rather than choice or chance. (Ofsted Research review series: mathematics. May 2021)</i></p>	<p>1,3,5</p>
<p>Impact</p> <p>Clear progressive programme followed throughout the school. Learning is built on prior knowledge. Maths Hub visits have confirmed the fidelity of the curriculum. 75% plus at the end of KS2 2023-2024.</p>		



Phonics

Second year of embedding the new Little Wandle series with the corresponding reading scheme throughout EYFS and KS1.

Focus on high quality daily phonics teaching using Rocket Phonics.

Ensure the reading scheme in EYFS and KS1 is supportive of the phonics teaching.

CPD to ensure all teachers new into Reception and KS1 have the skills and teaching resources needed.

Further training needed for new staff both in Rec. and Y1.
Replacement and enhancement of Reading Scheme.

(Costs: Materials and Training £10,000)

Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)

1,3,5

Impact

Phonics Year 1 2022-2023	
School	81.3%
LA	77.5%
National	81%

Year 1 in 2023

- The percentage of pupils passing the **phonics screening check (PSC) has increased by 18% year on year.**
- There has been a **21% improvement in PSC over 2 years.**
- The percentage of DA pupils passing the PSC is **above the national 'other' figure and 7% higher than average for DA pupils nationally.**
- The gap between DA pupils and **non-DA pupils has reduced by 12%**
- The pass rate for disadvantaged learners was up **16% compared to the previous year**

Year 2 in 2023

- The gap to the national average continues to close for DA pupils passing PSC by the end of Y2



<p>Enhanced Provision Unit</p> <p>After a successful first year, we have continued to provide the nurture group – it has expanded this year to cater for 6 children who are not ready to attend school, are mostly nonverbal and still in nappies. The group is run by a highly qualified teacher and 1TA.</p> <p>We are continuing this provision for the second year. The aim is to prepare the children for a return to mainstream classes or to prepare them for transition to a special school</p> <p>(Costs: Teacher + TAs £65,000)</p>	<p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average of 4 months additional progress in academic outcomes over the course of an academic year (EEF)</i></p>	1,3,5
<p>Impact</p> <p>Dramatic improvement in terms of disruption in class. Noticeable impact on the behaviour of those PUP children in the Nurture group.</p> <p>https://gusfordprimary.net/parents/nurture</p> <p>Kiara Harry Matthew</p> <p>Consideration of KS2 nurture class for September 2024.</p>		



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapy In January 2024 the school employed a speech and language therapist for a day/week.</p> <p>(Costs: £10,000)</p>	<p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</i></p>	<p>1,3,5</p>
<p>Impact Lack of hours from NHS speech therapist. Our own speech therapist has allowed us to 'triage' and then set up programmes that can be delivered by our support staff. Direct impact on phonics ability (85% forecast Year 1 phonics 2023-2024)</p>		



<p>Booster Sessions Early morning, after school and holiday booster sessions have been organised. The children and the exact point of intervention have been determined by internal testing.</p> <p>(Costs: Teacher + TAs £8,000)</p>	<p><i>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p><i>Small group tuition has an average of four months additional progress over the course of a year (EEF).</i></p>	1,3,5
<p>Impact</p> <ol style="list-style-type: none">1. After school booster sessions2. Breakfast booster sessions3. Easter boosters4. Saturday school <p>Different approaches to booster sessions to engage as many PUP children as possible. Data drop March 2024 indicates key marginals in KS2 from December now at expected.</p>		



<p>NELI + Wellcome Language programmes Implementation of the NELI and Wellcome language programmes are being used in reception and year one. These programmes are delivered by trained staff. Both SENDCOs have completed the Language for Thinking training, this has been disseminated to 1:1 TAs throughout school.</p> <p>(Costs: £8,000)</p>	<p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</i></p>	<p>1,3,5</p>
<p>Impact Direct link to improvement in phonic and reading scores in EYFS and KS1 (data drop March 2024)</p>		



<p>TA Interventions</p> <p>Extra staffing has been employed to ensure all year groups have the staff they need to support lessons and run separate intervention groups.</p> <p>We have been able to increase our complement of 1:1 TAs – helping our SEND children but also allowing more teacher time to be spent with the rest of the class.</p> <p>(Costs £18,000)</p>	<p><i>Teaching assistants can provide a large positive impact on learner outcomes. +4 months (EEF)</i></p>	<p>1,3,5</p>
<p>Impact</p> <p>Every class has a TA. This has had a positive impact on the support offered in class to address misconceptions in the learning of those children who have been identified through live marking and on-going formative assessment (see monitoring file and teacher profile).</p>		



<p>LBQ- PIXL-SONAR</p> <p>PIXL PIXL is an assessment and tracking system based on in-school test results (unit analysis).</p> <p>SONAR Pupil tracker. Supporting the teacher in class to assess and identify, individual, group, class and year group strength and weaknesses. We use PIXL to update SONAR.</p> <p>LBQ Learning by questioning software (LBQ) enables the school to match specific questions to the learning needs of individual children as identified on SONAR.</p> <p>(Cost: £ 8,000)</p>	<p><i>Individualised instruction interventions can be delivered through a range of models including independent learning, classroom-based activities supported by a teacher or teaching assistant and the use of digital technologies which have been developed to support individual activities with assessment and feedback.</i></p>	<p>1,3,5</p>
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**Impact**

Accurate assessment data showing individual and group strengths/weaknesses. Easy identification of PUP children. This assessment data has been linked to specific therapies. See March 2024 data drop.



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling & Pastoral Support (ELSA and THRIVE) The use of both our internal pastoral manager and external counsellors to ensure any child who needs help and support for their mental health and wellbeing is catered for.</p> <p>ELSA staff member FT THRIVE training and staffing</p> <p>(Cost: £ 35,000)</p>	<p><i>Counselling in Schools: a blueprint for the future (Feb 2016) states that teachers should not be counsellors as an add-on to their teaching role.</i></p>	<p>4</p>
<p>Impact There has been a growing demand for mental health support in school (SEND summary). Without this provision PUP children have been too anxious to attend school. With this provision in place whole school attendance has increased to just below 96% and PA reduced to 12%.</p>		



<p>Parental engagement Develop further the use of Social media and technology to try to reach the 'hard to reach' parents. We have introduced hybrid parent's evenings, where the parents can either</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. (EEF)</i></p>	<p>3</p>
<p>attend face to face or online. The use of Facebook, Twitter, text messaging, Google Forms and email are all used to try to ensure no parent is without the information they need. New Parentmail system has introduced to ensure all correspondence goes to parent's email and can be accessed via their phones. Payments can also be made online. Further development of the communication systems to ensure all parents can be reached through a platform of their choice. Parental questionnaires were sent to establish which methods of communication were most effective. Weekly newsletter sent to all parents.</p> <p>(Costs £2,000)</p>	<p><i>Anecdotally, parents have said they find it easier if they are contacted using social media.</i></p>	
<p>Impact Parent voice (share sessions and compliments)</p> <ol style="list-style-type: none"> 1. Positive about changes since September 2. Positive about Twitter/FB updates 3. Newsletter requests 4. Definite development of community aspects 5. PUP attendance 		



<p>Behaviour Interventions</p> <p>Several children have found the return to school following two lockdowns quite a challenge. We have enlisted behavioural support and 1:1 support for these children to both control and modify their behaviour.</p> <p>Educational Psychologist works with identified children to help them to engage or to work on specific strategies – once per week for 10 weeks.</p> <p>Introduction of pupil passports for those most in need of behavioural support. SLT mentors were introduced to analyse any patterns of behaviour for six children who need the most support. Time spent in one to one sessions with these children.</p> <p>(Costs £10,000)</p>	<p><i>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</i></p> <p><i>Both targeted interventions and universal approaches have positive overall effects (+4 months)</i></p>	4
<p>Impact</p> <p>10% decrease in purple forms, leaving teachers with the time to teach rather than simply manage behaviour (SM feedback).</p>		



<p>Alternative Provision</p> <p>Young people who do not attend mainstream school due to behavioural issues, short- or long-term illness, diagnosed and undiagnosed special educational needs, mental health needs or school exclusion may be referred to an alternative site provision.</p> <p>Alternative Provision at Progress Schools offers young people an opportunity to receive quality and consistent support, both in their educational achievements and their ongoing personal development.</p> <p>(Costs £18,000)</p>	<p><i>Alternative provision can provide a range of therapeutic services, too specialised to be available in mainstream</i></p> <p><i>This enables disaffected children to remain in education and prepares them for the next phase of their education.</i></p>	<p>1,3,4,5</p>
<p>Impact</p> <ol style="list-style-type: none">1. Expert and bespoke provision in place to address complex learning needs (Alderwood/Plot/Projection Education). Therapeutic intervention. See SEND summary report2. Reduction in class disruption from behaviour of those with complex learning needs		



<p>Curriculum Review A far reaching, in depth review of the curriculum, subject by subject to ensure that all skills and knowledge are progressive. The new curriculum will allow children to study more deeply each concept and all aspects will be linked to prior learning and skills.</p> <p>(Cost: £3,000 – supply cover)</p>	<p><i>Ofsted quotes the importance of a well-planned curriculum on children making progress.</i></p>	<p>5</p>
<p>Impact Inspirational curriculum (with key local elements) linked to programme of talks, visits and trips</p> <p>https://gusfordprimary.net/curriculum</p> <p>has not only provided a progressive structured curriculum but also a reason for the children to attend school (96% in WBW).</p>		



<p>EYFS Resources</p> <p>There are many activities that expose children to rich vocabulary and language such as reading books and pretend play. Ensuring there are high quality resources in our EYFS to facilitate all the key areas of learning is a priority 23-24</p> <p>(Cost: £ 12,000)</p>	<p><i>EEF Evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of children's communication and language.</i></p>	4,5
<p>Impact</p> <p>EYFS identified as good and outstanding by Trust. PUP children are given a firm foundation in all key early learning goals (see March data drop and Sonar)</p>		



<p>Cultural Capital Families are supported financially to allow the children to access trips, peripatetic music lessons, swimming and residential. This allows all children the opportunity to take part in activities.</p> <p>(Cost: £ 3000)</p>	<p><i>Contributions made to uniform, trips, music lessons, residential to ensure no child misses out and that they all feel valued and part of the wider school.</i></p>	<p>3,5</p>
<p>Impact PUP children experience a broad curriculum. Inspiring them both to engage (pupil voice) but also attend school.</p> <p>https://files.schudio.com/gusford-primary-school/files/Trips.jpg</p>		



<p>Anspear Certificated online and mobile training specially designed to support the career development of Teaching Assistants. The training covers a wide variety of school based activities.</p> <p>(Cost £3 000)</p>	<p><i>PD is structured and facilitated activity for teachers and staff working with children intended to increase their teaching ability (EDF)</i></p>	<p>1,3,5</p>
<p>Impact New appraisal system, training programme and meeting schedule for support staff. Not only has it up-skilled staff but has provided them with the ability to identify the leaning needs of all children including PUP and match to appropriate tasks in class (Data drop March 2024).</p>		



<p>Attendance Review</p> <p>A wholesale review of our attendance procedures to ensure as much as possible is being done to get children into school.</p> <p>The school has employed a part-time attendance office who works alongside our DSL.</p> <p>(Cost: £15,000)</p>	<p><i>The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. (The Education Hub, Blog – May 2023)</i></p>	<p>2</p>
<p>Impact</p> <ul style="list-style-type: none">• The whole school attendance has improved by 4% since 2022.• The whole school attendance gap between DA pupils and non-DA pupils has reduced by 3%• There has been a significant increase of 5% in DA pupils attendance• There has been a 4% decrease in whole school lateness• There has been a 1% reduction in DA pupils lateness• Most noticeably, the PA of pupils has halved since 2022 and is now inline with the national average.• The PA gap between non-DA and DA pupils is reducing and the interventions are having a significant impact on outcomes.		

Total budgeted cost: £ 259,800



Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

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

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments (see below).

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (Perspective Lite). Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below national expectations.

Attendance among all our groups was 92% and our disadvantaged pupils were lower than their peers in 2022/23 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The change of leadership both at school and trust level is having a positive impact in terms of expectations and attainment for all groups.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section



KS2 Data from 2022-2023

Year 6 – All Children								
	Expected Standard +				Greater Depth			
	2022	2024 Target	2023 (National)	2023	2022	2024 Target	2023 (National)	2023
Reading	60%	75%	73%	58%	14%	25%	29.1	16%
Writing	64%	75%	71%	72%	2%	15%	13.2	2%
GPS	57%	75	72%	71%	9%	25%	30	16%
Maths	60%	75%	73%	61%	10%	25%	23.9	15%
Combined	46%	55	59%	44%	2%	10%	7.9	1%

Year 6 – Disadvantaged Children						
	Expected Standard +			Greater Depth Standard		
	2022	National 23	2023 (26)	2022	National 23	2023 (23)
Reading	45%	60.1	54%	3%	17.4	15%
Writing	59%	58.1	62%	0%	6.5	4%
GPS	38%	59	50	0	18.5	12%
Maths	55%	58.8	50%	0%	12.8	4%
Combined	28%	43.8	42.3	0%	3.1	0%



KS1 Data from 2022-2023

Year 2 – All Children						
	Expected Standard +			Greater Depth		
	2022	2023 National	2023	2022	2023 National	2023
Reading	58%	67	59%	10%	18.8	3%
Writing	48%	61	47%	2%	8.2	0%
Maths	55%	72	60%	5%	16.3	2%
Comb	37%	56	45%	0%	6.2	0
Year 2 – Disadvantaged Children						
	Expected Standard +			Greater Depth		
	2022	2023 National	2023	2022	2023 National	2023
Reading	50%	63	26%	4%	9.1	0%
Writing	21%	47.7	22%	0%	3.3	0%
Maths	42%	63.5	30%	4%	7.7	0%
RWM	16.7	40.2	22%	0	2.3	0%



Externally provided programmes

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

Programme
LBQ
PIXL
Sonar
TT Rockstars
Little Wandle
Numbots
Anspear
Edukey



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">• Bluey Club trip to Felixstowe for the day – approx. 25 children• Bluey Club trip to the pantomime at Christmas• Bluey Club involvement in Remembrance Day service• Sunday Games
What was the impact of that spending on service pupil premium eligible pupils?	<p>The children become part of our Bluey club when they first join us in Reception, this means that they have 7 years with their Bluey peers. As a result of this, the children become very fond of each other and this bond allows them to support each other. Also, as the children move through the school, they transition from being the supported to the supporter.</p> <p>For the children whose parents are on active service, the Bluey club offers them the opportunity to discuss their feelings and worries with others who have been through the experience or to go on the trip to just forget about their worries for a while.</p>