# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Gusford Primary School |
| Number of pupils in school  | 585 |
| Proportion (%) of pupil premium eligible pupils | 30.9% Ever 62.95% Service |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2022 |
| Date this statement was published | 1st December 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Claire Claydon - Head |
| Pupil premium lead | Carmen Hopkins |
| Governor / Trustee lead | Sam Collins |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £214.147.50(155.5 pupils 27.02%) |
| Recovery premium funding allocation this academic year | £22,548 |
| 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 | £231,695.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

| All children at Gusford Primary School will be in receipt of high quality learning, which is carefully planned, sequenced and delivered. We aim for all pupil premium children to make good progress from their starting points.Our pupil premium strategy will work towards achieving this by identifying potential barriers, finding solutions and focussing on quality first teaching, targeted academic support and monitoring.We recognise the link between our pupil premium children and those children with SEND. 42% of pupils currently on our SEND register are also pupil premium. Our SENDCO and Inclusion Team, including our Family Engagement practitioners work very closely with teachers and classroom support staff to ensure a co-ordinated approach to meeting their needs.Through our pupil premium and recovery premium funding we want to address SEMH concerns, enhance oral language skills, increase basic English and maths skills and strengthen early reading. We will provide pastoral support for our pupils and we will work with families to support school attendance and engagement. We will endeavour to provide a wide range of enrichment experiences both in and out of school, with the intention of impacting positively on our pupils academic achievement and well being.  |
| --- |

## Challenges

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

| **Challenge number** | **Detail of challenge**  |
| --- | --- |
| 1 | Phonics and reading progress |
| 2 | Speech & language skills and limited vocabulary development |
| 3 | Gap in learning has widened post lockdowns |
| 4 | Behaviour, mental health, emotional and physical wellbeing |
| 5 | Trauma / Bereavement |
| 6 | Engagement with cultural capital is low |
| 7 | Safeguarding issues – domestic violence, parental mental health, drugs & alcohol, attendance |
| 8 | Special educational needs and disabilities |
| 9 | Gaps in mathematical knowledge caused by lockdown where parents did not support home learning, or due to covid isolation in the current year where pupils are accessing google classrooms but missing the teacher input in class.  |

## 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** |
| --- | --- |
| The gaps caused by the lockdowns will have reduced | End of year assessments show gaps have reduced. |
| The cultural capital of our children will be enriched | Children have taken part in school trips or experienced visitors into school that enhance their learning, broaden their experiences or build on their interests.  |
| Children eligible for pupil premium with social and emotional needs are supported | Children are emotionally ready to learn and achieve |
| Children’s mental health, emotional and physical wellbeing improves | Thrive assessments will show improvementsAssessments in PE will show an increase in children’s fitness over the year.  |
| Improved communication, interaction and language skills of pupils eligible for PP in early years | End of year EYFS assessments will show improvement.  |
| Ensure that all children entitled to PP have access to the relevant equipment to access home learning (in the event of future school closure) | All families will have access to a chromebook in the home.  |

## 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: £39,180

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Purchase of Little Wandle Letters & Sounds Revised – a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupilsRegular monitoring of phonics provision (teacher release) & training for staff | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1, 2 |
| Purchase of Little Wandle / Collins reading books to match phonics scheme | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1, 2, 3 |
| Purchase PiXL primary membershipSchedule PiXL assessment through year and use QLAs to inform teaching to address gaps.  | Founded by Sir John Rowling, PiXL emerged from school improvement programme, the London Challenge, in 2004. When government funding for the initiative ceased in 2007, the 50 member schools at that time decided voluntarily to continue with its model of collaboration around leadership and shared resources. PiXL has since grown to become the largest network of schools in England and Wales.Each of PiXL’s tailored programmes provides a wealth of classroom strategies and resources and brings school leaders and specialists together at regular conferences to share ideas and support. | 1, 3 |
| Continue to work with Angles Maths Hub in order to continue to embed a mastery approach to teaching and learning in MathsRelease time for Maths team to monitor and review teaching and learning of maths | 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. Monitoring of books by maths team, year leads and SLT will evidence the improvements. | 3, 9 |
| Purchase Kapow Primary curriculums for Design & Technology and Art & DesignTraining for staff in these new schemes.Release time for subject leads to plan training and then to monitor impact of new schemes.  | Schemes of work for these areas more engaging, meets the needs of our pupils and is more in line with our Gusford curriculum.Teachers have high quality planning and resources to support these curriculum areas. <https://www.kapowprimary.com/> | 3, 4, 6 |
| Purchase Clicker 8 software | This software is used in thousands of schools around the world to develop pupils’ literacy skills, raise writing attainment and enjoyment, and help learners work more independently.<https://www.cricksoft.com/uk/clicker/learn-more/evidence><https://www.cricksoft.com/uk/clicker/success-stories> | 2, 3, 8  |
| Ensure all staff receive high quality CPD for Phonics, Reading and Maths and ongoing support from the leads. | Training delivered by Little Wandle and school Phonics and Reading leads.Maths training delivered by Maths team & Angles Maths Hub with some online training from White RoseSeptember PD day[EEF Effective professional development](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=training%20for) | 1, 3, 9 |
| Ensure all staff receive high quality CPD to support them in meeting the SEND and SEMH needs within their classes and groups.  | Training planned and delivered by SENDCo.[EEF Effective professional development](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=training%20for)Additional online training from Creative Education.<https://www.creativeeducation.co.uk/join-us-as-an-organisation/> | 4, 5, 8 |

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

Budgeted cost: £150,830

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Year 6 booster groups targeting small groups following PiXL QLAs | Targeted groups taught well by highly skilled HLTAs will ensure that children make more rapid progress in order to catch up and be ‘SATS ready’. [EEF small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20tui) | 3, 1, 9 |
| Targeted small groups to support phonics and early reading catch up EYFS, Y1, Y2 & Y3 | Targeted groups taught well by highly skilled TAs will ensure that children make more rapid progress in order to catch up[EEF small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20tui) | 1 |
| 1:1 speech & language support following programme from speech and language therapist – 2 days of highly skilled TA. | Specialist TA with extensive SALT training & experience to screen all Reception pupils on entry. Same TA to work with pupils who are under SALT to provide intervention in school. [EEF early language support](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language?utm_source=/education-evidence/evidence-reviews/early-language&utm_medium=search&utm_campaign=site_search&search_term=language%20support)<https://speechandlanguage.info/> | 2, 8  |
| Support from leaders through monitoring to ensure consistency | Children will receive quality first teaching which will ensure gaps are closed.  | 1, 2, 3, 4, 8, 9 |
| All year 4 pupils are provided with whole class music instrumental tuition in trumpet, clarinet or violin | Tuition provided by Suffolk music service[Ofsted music tuition](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413347/Music_in_schools_wider_still__and_wider.pdf) | 6 |
| A follow on group of PP children who showed promise and talent last year in their class music tuition are now receiving small group tuition in their instrument in Y5. | Tuition provided by Suffolk music service[Ofsted music tuition](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413347/Music_in_schools_wider_still__and_wider.pdf) | 6 |
| National Tutoring Programme | Tuition targeted at specific needs and knowledge gaps in small groups. [EEF Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group)An application has been submitted for an Academic Mentor.  | 3, 1, 9 |
| Teaching Live subscription. Weekly live online writing lessons with Pie Corbett sessions for Year 4 classesAfter school writing club subscription – invite only club for Y4.  | TeachingLive.Net is a sequence of 10 LIVE weekly interactive KS2 creative writing lessons (with follow up activities) with live teaching and modelling with children participating and getting immediate feedback. The focus is on the development of writing for pleasure, building the imagination and teaching the craft of writing so that over time, through the sequence of our lessons, children improve.<https://teachinglive.net/><https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing><https://www.talk4writing.com/about/does-talk-for-writing-work/> | 2, 3 |
| 30% of costs of classroom based teaching assistants | Our new SENCo and Pastoral Deputy Head will lead a strategic mapping of current deployment of support staff with a clear rationale as to who is deployed where and why. Are staff currently best-deployed for maximising impact/ where needed? Are all staff working to capacity? [EEF Making best use of teaching assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=teaching%20ass)[EEF Teaching Assistants Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistant) |  |

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

Budgeted cost: £55,168

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Renew Thrive online subscriptionRelaunch whole school Thrive2 days Thrive Practitioner for 1:1 Training for 2 HLTAS to support Thrive 2 days of HLTA time to run 1:1 or small group Thrive sessions.*.* | Our Headteacher and 1 experienced SEN TA are licenced Thrive Practitioners<https://www.thriveapproach.com/services/funding-for-thrive-schools/>[EEF - Social and emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=educational%20visit) | 4,5, 7, 8 |
| ELSA 1:1 sessions to support emotional literacy and wellbeing | 2 experienced TAs have been trained to deliver ELSA support. They are timetabled for 2 afternoons each to deliver these therapeutic sessions.<https://www.elsanetwork.org/elsa-network/other-research/>[EEF - Social and emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=educational%20visit) | 4, 5, 7, 8 |
| Zones of Regulation introduced across the school.SLT assembliesTraining for staffClass sessions | [EEF - Social and emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=educational%20visit)https://www.zonesofregulation.com/research--evidence-base.html | 4, 5, 7, 8 |
| Family Engagement Team 30% of team staffing costsSupport for attendanceSupport for families with safeguarding issues – domestic violence, parental mental health, drugs & alcoholSupport for our young carersDrop in coffee mornings planned once restrictions are lifted to get more parents in to school | Sustained and intensive support for families to improve engagement with school, improve attendance and encourage support for home learning. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> | 3, 4, 5, 7 |
| Chill & Chat – lunchtime nurture provision for those pupils who struggle socially at lunchtimesCurrently staffed by volunteers but we would like to employ an additional MDSA to ensure that this provision is available daily.  | Some of our ASD and SEMH pupils, as well as those with anxiety, can struggle with the busy-ness and noise of the dining hall and playgrounds at lunchtime.Chill & Chat in the library provides a quiet and calm lunchtime experience which can help with improved afternoon behaviour.  | 4, 5, 7, 8 |
| Range of clubs to be broadened to improve cultural capital: Y5/6 Art club, Book Club, Spanish Club, Writing Club, Homework/TTRockstars/Reading Club, KS1 The Arts ClubOvertime for support staff and resources for these clubs to be covered by PPG. | Our clubs are provided free of charge to parents to ensure all children have the opportunity to attend[EEF life-skills-enrichment](https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment) | 6 |
| Year group enrichment visitors (when restrictions allow). A voluntary contribution will be requested by parents but PPG will cover shortfall and contribution for PP children if needed to ensure these activities can go ahead. E.g Abracadavid | Visitors into school can be more cost effective than a trip out due to high transport costs. Enrichment visits can improve engagement in learning and provide an effective ‘hook’ for learning.[EEF life-skills-enrichment](https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment) | 6 |
| Bring external cultural learning to the school – theatre groups, pantomimes, musicians and authors etc | Impact on children’s vocabulary, writing in books etc |  |
| Year group enrichment educational visits (when restrictions allow). A voluntary contribution will be requested by parents but PPG will cover shortfall and contribution for PP children if needed to ensure these activities can go ahead. | Educational visits can improve engagement in learning and provide an effective ‘hook’ for learning.[EEF life-skills-enrichment](https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment) | 6 |
| Year 4 and Year 6 have residential visit booked for 2022. PPG funding will be used to cover 50% of cost of PP children who wish to attend.  | Outdoor & adventurous activities can be beneficial to pupils, and some children thrive in this environment outside the classroom. Residential visits also have benefits for team building and getting to really see a child’s personality. [EEF Benefits of outdoor and adventure learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor) | 4, 6  |
| Funded sessions at our Breakfast Club | These sessions can be offered by our family engagement team to PP families where it is felt a calm start to the day, with breakfast, may help to improve either attendance or behaviour.  | 4, 5, 7 |
| Use Edukey Provision Map to track effectiveness of interventions | Online tracking of interventions.Online communication records with parents (PP children who are also SEND). | 8 |
| Provide school uniform and equipment for pupils where PP families cannot afford to do so | Children that are PP are integrated within the school environment do not stand out for being out of uniform or for not having key equipment. | 2, 4, 6 |
| Whole staff training on behaviour management and anti-bullying approaches. Overtime for support staff to attend PD day and staff training outside their normal hours.  | Behaviour interventions can have positive overall effects:[EEF Behaviour Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour%20inter)Behaviour Hub project will also support our work in this area. | 4 |
| Contingency fund for acute issues | There is a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.  | All |

**Total budgeted cost: £231,695.50**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 2020 to 2021 academic year.

| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

|  | Number of Pupils | 2021 Reading at or above ARE  | 2019Reading at or above ARE | 2021 Writing at or above ARE | 2019Writing at or above ARE | 2021 Maths at or above ARE | 2019Maths at or above ARE |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 2 PP | 19 | 53 | 60 | 32 | 40 | 48 | 55 |
| Year 2 Non PP | 54 | 63 | 73 | 45 | 50 | 69 | 69 |
| Year 6 PP | 22 | 21 | 37 | 23 | 67 | 23 | 52 |
| Year 6 Non PP | 55 | 69 | 68 | 60 | 94 | 67 | 85 |

Notes: 1 Y6 EHCP pupil was on roll but attending AP so no data available. 3 x Y6 SEND EHCP pupils transitioned to specialist provision in Y7. 1 SEND PP pupil was on a much reduced part time timetable.Our data shows that in Y6 and Y2 the gap between PP and non-PP pupils had widened following lockdowns except in Y2 reading is very slightly smaller than in 2019. The lockdowns were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded teaching strategies and interventions to the degree we had intended. The impact was mitigated by our use of google classrooms and loom videos to replicate classroom input of our own staff and the roll out of DfE funded devices. Our observations and internal assessments indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year, mainly due to Covid-19 related issues. This impact was even more noticeable for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, as well as targeted interventions where required. We are building on that approach with the activities detailed in this plan for 2021-2022.  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

## Externally provided programmes

| **Programme** | **Provider** |
| --- | --- |
| Commando Joes – Character education with RESPECT curriculum. Problem solving and team building ‘missions’. Adventurous education.  | http://commandojoes.co.uk/ |
| Power Maths | Pearson |
| Thrive  | https://www.thriveapproach.com/about-thrive/ |

## Service pupil premium funding

| **Measure** | **Details**  |
| --- | --- |
| How did you spend your service pupil premium allocation last academic year? | Towards TA costs to support classroom interventions. |
| What was the impact of that spending on service pupil premium eligible pupils? | Analysis of PP Service children not completed but will be in future years. |