

# Pupil Premium Strategy Statement – Gosford Park Primary School

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	432
Proportion (%) of pupil premium eligible pupils	33% (142 in Oct census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	R Allen
Pupil premium lead	J Stewart
Governor / Trustee lead	D Toulson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,960
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£23,000 forecast on basis that this was received 2023/24
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£247,960

# Part A: Pupil premium strategy plan

## Statement of intent

At Gosford Park, we have high aspirations for our children and we believe all children should be given every opportunity to succeed in all that they do. We aim to ensure that every child leaves Gosford Park with a love of learning that will last them a lifetime. Through developing them as confident young people, we aim to build in them the resilience to succeed in an ever-changing world.

At Gosford Park we have designed a curriculum for our community that aims to equip them with the tools they need to succeed in the next stage of their development, whilst nurturing curious learners who are responsible members of the local, national and global community.

### Our Key Principles for the PP Spend;

- Building a culture of belief and increased well-being for all children.
- Using evidence-based initiatives.
- Use assessment as a tool to inform teaching.
- Robust identification and support for all learners.
- Improving the quality of teaching for all learners.
- Individualising support for children and their families.

## Challenges

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

Challenge number	Detail of challenge
1	Vocabulary exposure for Pupil Premium Learners and all pupils: Develop Effective oracy skills across the curriculum to enable all pupils to participate in deep learning activities where they can exchange ideas, explore new areas and challenge assumptions.
2	Attendance for Pupil Premium Learners and all pupils: Improve attendance for all groups of learners and reduce the number of persistent absences across school.
3	Personal Development for all pupils: To ensure we continue to nurture responsible, respectful, and active citizens in our Gosford Park community.

4	<p>Accessibility of the curriculum for all pupils:</p> <p>Further embed the role of curriculum leadership at Gosford Park, to enable all teachers to teach a broad and balanced curriculum effectively to all pupils.</p>
5	<p>Curriculum in the Early Years for all pupils:</p> <p>Ensure meaningful learning for all in the EYFS through an ambitious, coherently planned curriculum- developing sufficient knowledge for future learning.</p>

## 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
1. Children at Gosford Park feel confident to give their own opinions and views, they challenge themselves in their learning.	<ul style="list-style-type: none"> <li>-Pupil voice demonstrates self belief and confidence.</li> <li>-Learning walks show increasing levels of resilience.</li> <li>-A culture of oracy is developed across the curriculum and extended to homes and the wider community.</li> </ul>
2. Attendance for all pupils improves, there is no gap between pupil premium attendance and their non pupil premium peers.	<ul style="list-style-type: none"> <li>-All pupils absence improves and is broadly in line with national</li> <li>-All pupils lateness improves</li> <li>-Persistent absence cases decrease and all families are supported to attend school regularly.</li> <li>-The gap in attendance between PP and their non PP peers diminishes.</li> </ul>
3. Children at Gosford Park support one another, instigate play with each other and broadly contribute to our community. They are active citizens and work to make Gosford a better place.	<ul style="list-style-type: none"> <li>- The children at Gosford enjoy their outdoor play and learning experiences</li> <li>- OPAL has a positive impact on attendance and pupil attitudes</li> <li>- The children at Gosford contribute to the local environment through little picks, Primary leadership talking to local counsellors etc.</li> <li>- The children at Gosford Park feel safe to speak out and address things they know are not right.</li> </ul>
4. All pupils are engaged with the GP curriculum from EYFS to Yr6, it provides children with the skills they	<ul style="list-style-type: none"> <li>- The vast majority of PP children make at least expected progress across their Primary career and at least 10% make accelerated progress.</li> </ul>

<p><i>need to succeed in the next stage of their education.</i></p>	<ul style="list-style-type: none"> <li>- All pupils have a love of learning and a positive attitude towards school.</li> <li>- Data at the end of KS2 is improving and the progress for children who are 'home grown' (have been with us since Reception) is increasingly close to national.</li> </ul>
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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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Support Plans in place for every PP learner. Created by class teacher, teaching assistant, child and parent.	Individualised instruction +4 EEF Investment from all stake holders in child's academic achievements and welfare. All vulnerable children feel supported by all parties in school.	1,2,3,4,5
CPD to improve quality of teaching in every classroom.	Communication and language approaches across the curriculum and including EYFS Phonics RWI training for staff +5 EEF Mastery approaches to learning across the curriculum +5 EEF	1,2,3,4,5
Embed Voice 21 across school and a culture of oracy.	Oral language interventions +6 EEF Developing collaborative learning approaches +5 EEF	1,4,5
Embed OPAL across our school, supporting children to access play and learning for over 20% of their primary careers.	Physical activity +1 EEF Social Emotional Learning +4 EEF	3

<p>My Happy Mind CPD training for all staff-supporting the whole community's mental health and wellbeing</p>	<p>Key benefits and outcomes (from <a href="http://www.nhsconfed">www.nhsconfed</a>)</p> <ul style="list-style-type: none"> <li>-89 per cent of teachers said that children have learned to self-regulate through the programme.</li> <li>-80 per cent of teachers reported seeing their children's self-esteem improve from using the programme.</li> <li>-For every £1 invested in the programme, the NHS saves £2.</li> </ul>	<p>1,2,3,4,5</p>
<p>Developing a CPD library for staff-supporting professional development and wellbeing</p>	<p><i>'Based on the broaden-and-build theory (Fredrickson, <a href="#">2001</a>), Frenzel (<a href="#">2014</a>) assumed that teachers who more frequently experience positive events during everyday school life are more able to build good working relationships, are more open to new experiences and methods, and deal with uncertainties and obstacles more flexibly. Conversely, teachers who experience more negative emotions in the workplace will be less likely to actively engage in relationships, will stick to familiar methods and routines and will struggle to deal with unforeseen obstacles. This theoretical approach highlights the ways that the characteristics of teacher wellbeing can be linked to teacher behavior inside and outside the classroom.'</i></p> <p>2023- The outcomes of teacher wellbeing: a systematic review</p>	<p>1,2,3,4,5</p>
<p>Increased capacity at Middle Leadership level</p>	<p>Within class attainment grouping (effective differentiation) +2 EEF Middle leaders have increased ownership for the planning, delivery and outcomes for all pupils in their subject.</p> <p>Receiving targeted CPD and coaching from external advisors and Senior Leaders in school and release time regularly to enable this.</p> <p>Children are enthused and engaged with the vast curriculum offer at GPPS.</p>	<p>1,2,3,4,5</p>
<p>Year 6 small group teaching</p>	<p>Reducing class size +2</p>	<p>1,4,5</p>

	Smaller class sizes +2 EEF enables more quality, targeted feedback +6 EEF and individualised instruction +4 EEF	
CPD for the mastery approach across the curriculum	+5 EEF	1,4,5

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker engages with vulnerable families across school offering a range of support.	Parental engagement +4 EEF Behaviour interventions +4 EEF Self regulation strategies +7 EEF Social and emotional learning +4 EEF	1,2,3,4,5
Attendance and Pastoral officer	Parental engagement +4 EEF Mentoring +2 EEF	2
Attendance lead SLT	Parental engagement +4 EEF	2
Structured TA interventions	Teaching assistant interventions +4 EEF. Planned for by teachers and either delivered by TA or TA releases teacher to work with targeted children to improve progress and attainment. TA wages also enable small group tuition +4 EEF	1,4,5

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

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School contribution 50% for all PP children	Arts participation- +3 Impact EEF. Increased engagement with curriculum.	1,2,3,4,5

for trips, clubs and musical instrument tuition.	Development of personal wellbeing and increased confidence. Developing peer relationships.	
Warm clothing and bedding donations, school to maintain stock	Inclusion Health benefits Attendance should improve during winter months  Children are more likely to be ready to learn if their basic needs are met.	1,2,3,4,5
School Attendance team track, monitor and implement attendance policy rigorously daily. Outcomes cannot improve if attendance is poor.	Supporting families to get children in to school, educating them on keeping the children well and holding them to account for their child's attendance.	2
PSHE curriculum behaviour and rewards	Behaviour interventions +4 EEF	1,2,3,4,5
All children in school receive a healthy snack every day.	Children are more likely to be ready to learn if their basic needs are met.	1,2,3,4,5

**Total budgeted cost: £ 247,000**

## Part B: Review of the Previous Strategy (2021-2024)

### Outcomes for disadvantaged pupils

*How do we measure success?*

Attainment at the end of KS2:

#### Pupil groups

Primary - 2023 data

	FSM and/or CLA	Low prior	Middle prior	High prior
Reading KS2 expected standard %	Sig below national	-	-	-
EGPS KS2 expected standard %	Sig below national	-	-	-
Reading KS2 progress	-	Sig above national	-	-
Mathematics KS2 progress	Sig below national	-	Sig below national	-

Attendance and Punctuality:

PP are still not in school as frequently as their non PP peers and this has been the largest hurdle for us in school over the last two years. Persistent absence in PP is significantly above national.

Current PP attendance 90%, non PP 94%.

Overall data for Last academic year for all children:

	Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence
<b>All children</b>	<b>92.5%</b>	<b>1.9%</b>	<b>3.2%</b>	<b>4.3%</b>	<b>27.1%</b>
<b>PP receiving children</b>	<b>89.66%</b>	<b>8.16%</b>	<b>2.62%</b>	<b>3.84%</b>	<b>23.28% (27 chn)</b>
<b>None PP children</b>	<b>93.55%</b>	<b>4.15%</b>	<b>2.3%</b>	<b>1.57%</b>	<b>23.56% (41 chn)</b>
<b>Difference</b>	<b>-3.89%</b>	<b>4%</b>	<b>0.32%</b>	<b>2.27%</b>	<b>14 children 0.29%</b>

Attainment in the EYFS for all pupils:

2022: GLD 2021-22 was 47%, 18.6% below national.

2023: GLD was 57%, 10% below national

2024: GLD was 56%

Whilst the interventions are having a direct impact on data in the EYFS over the last 3 years, data at the end of KS2 is still significantly below national for PP children.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider