

Great Sankey Primary School

Pupil Premium Strategy 2022/23- 2024/25 & Previous Review



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.

It outlines our pupil premium strategy, how we intend to spend the funding over the coming years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail		Data
School name	Great Sankey Primary School (TCAT)	
Number of pupils in school	345 (inc. Nursery)	
Proportion (%) of pupil premium eligible pupils	42 Pupils (Inc. 2 pupils on EYFS PP) 12% (7/42 = 17% are also SEND)	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/2025	
Date this statement was published	December 2022	
Date on which it will be reviewed	July 2023 (Interim Reviews) Full Review at strategy end – 2024/25	
Statement authorised by	Lisa Wilding	
Pupil premium lead	Tom Gawne (DHT)	
Governor / Trustee lead	John Barlow – Disadvantaged Mark Davies – SEND Toby Tyas & John Barlow – Quality of Education	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,190
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 – No Carry Forward
Total budget for this academic year	£65,540

Part A: Pupil premium strategy plan

Current Attainment (Published)

****Please see strategy review at the bottom of the page for our PP data for the academic year end 2021/22****

Current attainment		
End of Key Stage Two 2018/19 (No data for previous two years reported due to pandemic)	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2018/19 results (National in brackets)</i>
% achieving expected standard or above in reading, writing & maths	77.8 (9)	77.8 (64.8)
% achieving expected standard or above in reading	88.9 (9)	86.7 (73.2)
% achieving expected standard or above in writing	77.8 (9)	84.4 (78.5)
% achieving expected standard or above in maths	88.9 (9)	86.7 (78.7)
End of Key Stage One 2018/19 (No data for previous two years reported due to pandemic)	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2018/19 results (National in brackets)</i>
% achieving expected standard or above in reading	80 (5)	82.2 (74.9)
% achieving expected standard or above in writing	89 (5)	77.8 (69.2)
% achieving expected standard or above in maths	60 (5)	82.2 (75.6)
Y1 Phonics Screen	100 (2)	91.1 (81.9)
EYFS % of pupils attaining a Good Level of Development	50% (2)	84.1 (71.8)

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Great Sankey Primary School, we firmly believe that every child should be given every opportunity to reach their full potential, whatever their background or circumstance. We hold high aspirations for all our children and believe that no child should be left behind. As a school all teachers acknowledge the importance of diminishing differences between varying groups of pupils. Members of staff take time to understand the barriers to learning that these pupils may be facing and plan and teach accordingly. All staff are accountable to ensure that they constantly review, adapt and improve practices to ensure effective impact on pupil's experiences and outcomes. Through quality first teaching, an ambitious curriculum, carefully planned interventions, regular retrieval practice and wider support (including pupil emotional health and wellbeing), we hope to be able to diminish the gap between disadvantaged pupils and their peers and ensure all children, regardless of their starting points, make good progress.

How does your current pupil premium strategy plan work towards achieving those objectives?

To ensure we meet our objectives, the school adopts the three-tiered approach endorsed by the EEF which recommends the greatest focus is placed upon promoting high quality teaching supported by academic interventions and wider non-teaching strategies. Underpinning the plan is the commitment to delivering high quality teaching and the development of CPD opportunities to ensure pupils have the best chance of success first time around. Over time, we recognise that our pupils need to know and remember more. Throughout each subject, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger concepts. Teaching is delivered through a series of 'small steps' allowing pupils to build on their knowledge and skills during each stage of their learning. Gaps are identified and plugged through careful checking for understanding which takes place during lessons as well as through more summative approaches. Retrieval practice is an embedded strategy carried out during each lesson to support pupils' key learning. As pupils know and remember more, their enjoyment and engagement in learning grows.

In addition to high-quality teaching, carefully planned and targeted intervention is used to support pupils at risk of not fulfilling their potential or who are displaying key gaps in learning. Specialist support from qualified, highly-trained staff support pupils in interventions across the core subjects of Maths and English (Speech and Language, Reading etc) as we recognise the importance these subjects play in ensuring pupils can successfully access the wider curriculum.

Pastoral and wider non-academic support also help to ensure our pupils, particularly those who are LAC and Post LAC, have their needs met.

What are the key principles of your strategy plan?

Key principles of our approach are all underpinned by the EEF three-tiers: Quality First Teaching, Targeted Support and Wider Approaches. Approaches follow the implementation process of Explore, Prepare, Deliver and Sustain to ensure that they continue to be effective and have the desired impact.

As a school, we ensure the following principles apply to our spending plan:

- We promote an **ethos** that embodies the school motto of 'Together We Learn and Grow' alongside the school Curriculum drivers of '**Growth, Mindfulness and Community**'. Ensuring these drivers are applied, children, **regardless of need or disadvantage**, will make progress, be resilient and grow to become valued and important members of the **school community**.
- That we are an **evidence-based school** and that decisions and interventions are based on research and data.
- That the most effective way of addressing disadvantage is through a strong focus on **improving teaching and learning**.
- That **developing literacy** skills of pupils, particularly in reading, speech and language are essential to ensure pupils can access their **wider curriculum**.
- That a robust monitoring system with a **focus on outcomes (academic and non-academic)** can identify barriers and effectively inform and evaluate interventions to ensure maximum impact of funding.
- That any **specific interventions** should be based upon **identified need**.
- That PP funding is leveraged to benefit **as many pupils as possible**, including those described as non-PP.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge and basic skills due to COVID-19 pandemic and lack of home support.
2	Social and emotional challenges / self-esteem / resilience / separation anxiety / attachment
3	Reading (phonics, fluency, attitudes and comprehension)
4	Speech and language – including early communication and language skills (EYFS)
5	Understanding of key maths strategies, linked to fluency, varied fluency and application – KS2
6	Access to a rich cultural capital and opportunities to experience extracurricular activities and wider enrichment
7	Special Educational Needs for some pupils (SEN – 7 pupils – 17%)
8	Small proportion receive limited amount of support for learning from home – including access to technology to support learning.
9	Low levels of attendance of some disadvantaged pupils
10	Writing stamina

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
Reduce gaps in basic skills across both Maths and English for disadvantaged children and those significantly affected by COVID.	Attainment and progress of disadvantaged and identified children more in line with those of their peers in reading, writing and maths. Tracking of pupils through school catch up shows good uptake of school led tutoring offer.
Improved self-esteem leading to a more positive approach to school-work, school life resulting in good and better progress.	Disadvantaged pupils and those who are experiencing SEMH needs have fewer / limited incident reports through CPOMS and make progress in line with / above their peers across RWM. Improves social, emotional, resilience needs etc. Identified KS1, UKS2 pupils well prepared for transition into next key stages.
All disadvantaged pupils will read frequently, leading to increased fluency, stamina and an improved progress	School reading records demonstrate that pupils are reading frequently (at least 3x per week). Reading fluency, reading age improved and outcomes from NFER scores remain consistent / improved. School engagement in trust wide 'TCAT Reads' initiative.
Improved progress by our disadvantaged pupils in all areas of speech and language and	Disadvantaged pupils make improved progress in language and communication, successfully

general oracy skills. Including early language and communication at EYFS.	complete speech and language programmes and Early Talk boost interventions, alongside early language interventions in EYFS. Significant difference in pre and post COVID early language skills on entry.
Strong progress in maths, demonstrating secure fluency and application for disadvantaged pupils	Increased progress and attainment for disadvantaged pupils in line with and / or above their peers in maths – particularly from their starting points and COVID Catch Up needs.
Improved holistic development of disadvantaged pupils	All pupils, including disadvantaged pupils will have access to all enrichment activities and external trips, including across school and TCAT. Subsidised costs for music tuition lessons delivered by external professionals.
Improved outcomes and support for disadvantaged pupils who are also SEND	All disadvantaged pupils who are also SEND make good and better progress from their starting points.
Increased parental / carer involvement and support for disadvantaged pupils with pupils able to access and engage with learning via technology at home.	Families will be engaged in school, attend open evenings, respond to workshops, guidance and support. Families engaging with school online offer as and when needed / appropriate.
Attendance levels are high for identified disadvantaged pupils. (Excluding COVID Isolation – Sickness)	Disadvantaged and other identified pupil attendance is improved / improving and support is in place to swiftly support families and children where attendance is not in line with their peers. Close monitoring of disadvantaged pupils where attendance dropped due to COVID – ensuring teaching staff make regular phone calls and monitor online engagement; liaising closely with LA attendance support where necessary.

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: 18,929.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in staff CPD through coaching accreditation in conjunction with Leeds Beckett Collective Ed program and SLT coaching training & accreditation.</p> <p>£500</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</p> <p>Evidence suggests and shows that supporting staff through high quality, collaborative CPD is pivotal in promoting and improving children's outcomes and can narrow the disadvantage gap.</p>	1,3,4,5,7
<p>Additional teaching assistant for LKS2 to support in the delivery of class support with 1:1 and small groups – in particular addressing identified support needs within Y4; running small group interventions with identified pupils– NESSY.</p> <p>£12,629.90</p>	<p>Research has shown that when TAs are trained and supported to provide intensive support (1:1 or in small groups) they can make a difference to a pupils' learning of up to four months over the course of a year.</p> <p>Major, LE&Higgins,S.,(2019), <i>What Works? Research and Evidence for successful teaching</i>. Bloomsbury Education. Ltd.</p> <p>EEF Teaching and Learning Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Rowland, M., editor (2021), <i>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way</i>, John Catt Educational Ltd.</p>	1,3,5,7
<p>Subsidised purchase costs of standardised diagnostic assessments and contribution towards INSIGHT tracking system for robust monitoring and tracking of PP pupils.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1,3,5

<p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£2000</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	
<p>Continued Investment in the Mastery Maths Teacher Programme to develop and further enhance the teaching of Maths across the school.</p> <p>£1000</p>	<p>Developed and delivered by the local NW Maths Hub we are a part of, the subject lead will be trained as part of the local network to be a Maths Specialist teacher with core CPD training across the year. The expectation is for this to be disseminated to both teaching and support staff in the delivery of a Maths Mastery curriculum which will have a lasting impact on future learning for children in Maths.</p>	1,5
<p>Continued and renewed investment into RWI phonics scheme and any additional CPD needs across the year.</p> <p>£1000</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>School evidence and impact over previous years.</p>	1,3,8
<p>School to review and explore possible investment in The Global Metacognition Institute to support teaching and support staff in fostering metacognition and self regulated learning strategies amongst pupils.</p> <ul style="list-style-type: none"> - Staff CPD - Educational Resources - Research Articles 	<p>Professional development on metacognition and scaffolding techniques for our teaching assistants so they have a better understanding of how they can develop children's self-regulated learning. EEF evidence (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) demonstrates this has significant benefits for all, but disadvantaged pupils in particular.</p>	2

<p>Investment and purchase of Giglets / Reading Eggs online reading resource to support the teaching of high quality reading lessons, deliver interventions and support home reading. Costing over 3 years –</p> <p>£1800.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendations from the Improving Literacy at KS1 and KS2 guidance report find that teaching comprehension and fluency through guided practice and modelling are key – these are also key aspects of the programmes. Wider research tells us that reading is key to academic success so ensuring children have access to these online libraries as well as physical books are crucial. Ensuring we can support our disadvantaged children at home with access to a wide range of texts is important in ensuring they are not disadvantaged compared to their peers.</p>	<p>3,8</p>
--	--	------------

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

Budgeted cost: £ 31,619.90 (Including Subsidy of Recovery Funding £4350)

*Inc. funding to support with Early Speech and Language Development in EYFS.
Additional adult to support in speech and language interventions.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of early language interventions and SALT interventions with training of dedicated member of staff to support language, literacy & oracy development across school. Including Early Talk Boost language interventions – staff training implications</p> <p>£4000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	<p>1,4,7</p>
<p>Engaging with the National Tutoring Programme (school-led tutoring) for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>£9,519.90 (+£3,110 of the tutor cost is coming from the SLT Grant)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence indicates that small group tuition is effective – often the case that the smaller the group the better the progress made in terms of average months’ progress.</p>	<p>1,2,3,5,7</p>

(NG employed to deliver school-led)		
<p>Dedicated tuition for UKS2 through use of school staff and Tutorright to support pupils at risk of not meeting target with writing, reading and maths. Evidence over previous years has shown by targeting our children at the end of KS2 we can help them to make accelerated progress.</p> <p>£6,500</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence indicates that small group tuition is effective – often the case that the smaller the group the better the progress made in terms of average months’ progress.</p>	1,5,7
<p>Continued implementation and licence fee for NESSY (to target English, Reading and Spelling)</p> <p>Continued implementation and licence fee for including Spelling Frame. interventions to support with groups of SEND and disadvantaged pupils. Training implications for staff inclusive of costs. £600.</p> <p>Investment in new Spelling support scheme to support writing recovery approach.</p> <p>£1000</p>	<p>These programmes allow children to be supported in developing and mastering essential skills and can be utilised in school and at home.</p> <p>https://www.nessy.com/en-us/shop/research/the-effects-of-the-nessy-reading-and-spelling-program-used-in-a-general-educational-setting</p> <p>Recommendations from Educational Psychologist reports to support children identified with different and appropriate strategies both in school and at home.</p>	1,3,4,7,8
<p>Investment in new literature across school to support a reading for pleasure strategy in encouraging early and continued reading across school, particularly for those pupils who may not have access to high quality texts at home.</p> <p>£5000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Closing the reading gap – importance of reading and vocabulary introduction. Reading opportunities for those pupils deemed as disadvantaged.</p>	1,3,4,7,8
<p>Additional deployment and recruitment of a L2 TA to support with early speech and language interventions in EYFS – Early Talk Boost, Oracy.</p> <p>Specific targeting of those children entering the school</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	1,4,7

<p>further behind those of their peers in relation to speech and language development. £5,000 contribution from pp</p>	<p>method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence indicates that small group tuition is effective – often the case that the smaller the group the better the progress made in terms of average months’ progress.</p>	
--	---	--

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

Budgeted cost: £ 14,990.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with the Progressive Sports Mental Health & Wellbeing to support identified pupils in school. £5000</p>	<p>Supporting work in the personal development & PSHE curriculum and research completed by ViaVita where it is found that 1 in 10 children have a mental health condition.</p>	<p>2,6</p>
<p>Subsidised funding towards the cost of educational visits and wider enrichment opportunities; including music tuition support for pupils. (£5000)</p>	<p>Ofsted research (Webinar, 2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils and it is important that all children are able to take a full part in school life.</p>	<p>6</p>
<p>School Uniform Subsidy (£700)</p>	<p>Ofsted research (Webinar, 2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils and it is important that all children are able to take a full part in school life.</p>	<p>9</p>
<p>Dedicated pastoral support lead across 5 afternoons to support with pupil’s social, emotional and mental health needs – including some pupils with SEND and early help family support. £4,290.20</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement, including through wider school engagement activities, show that when effective can lead to learning and progress gains of +3 months over the course of a year.</p>	<p>2,8,9</p>
<p>Embedding principles of good practice set out in the</p>	<p>The DfE guidance has been informed by engagement with schools that have</p>	<p>9</p>

<p>DfE's Improving School Attendance advice.</p> <p>This involves the role of a dedicated HLTA to support in leading pastoral, DSL support and daily attendance monitoring / procedures.</p> <ul style="list-style-type: none"> -first day response -letters / nudges -attendance awards -key children identified, fortnightly review -focused conversations with pupils and families 	<p>significantly reduced levels of absence and persistent absence.</p> <p>Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and attendance improved.</p> <p>https://www.bps.org.uk/news-and-policy/behaviour-change-school-attendance-exclusion-and-persistent-absence</p>	
--	--	--

Total budgeted cost: £ 65,540

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Academic Performance – 2021/22 for pupils in receipt of Pupil Premium:

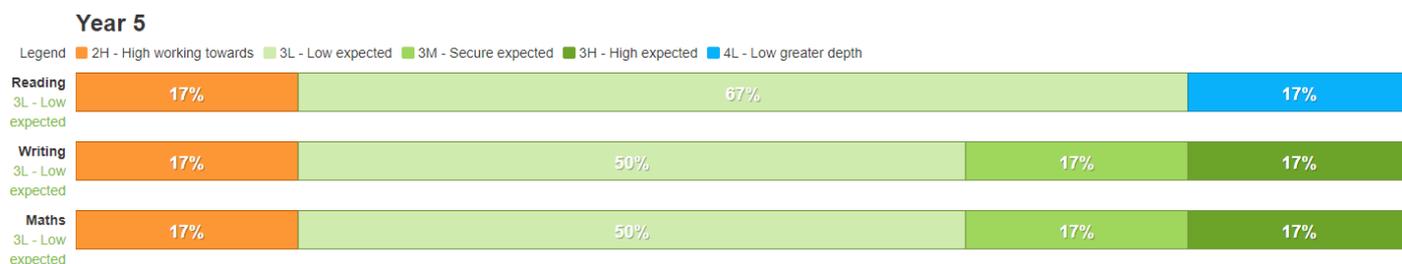
On the whole, the performance of our Pupil Premium children across school remains positive and close consideration is given to how we can best support pupils to raise their attainment and progress. Please find below an overview of the academic performance for each cohort of children last academic year across the school. SLT and teachers continue to have a clear oversight of how PP children are performing and staff act quickly to ensure support is provided where needed.

Year 6

Reading, Writing & Maths Combined	7/9	78%
Reading	8/9	89%
Writing	7/9	78%
Maths	8/9	89%
GPS	8/9	89%
Total Pupils = 9		

The use of additional adults and quality first teaching has been effective in ensuring gaps for these pupils were identified quickly on entry into Y6 and support put in place to effectively target these. PP children also benefited from support from the school's 'Catch Up' tutor as part of the school led tutoring program.

Year 5



For this academic year, there are 7 pupils in receipt of pupil premium funding in Year 6 due to an additional child being in receipt of the funding from the start of this academic year.

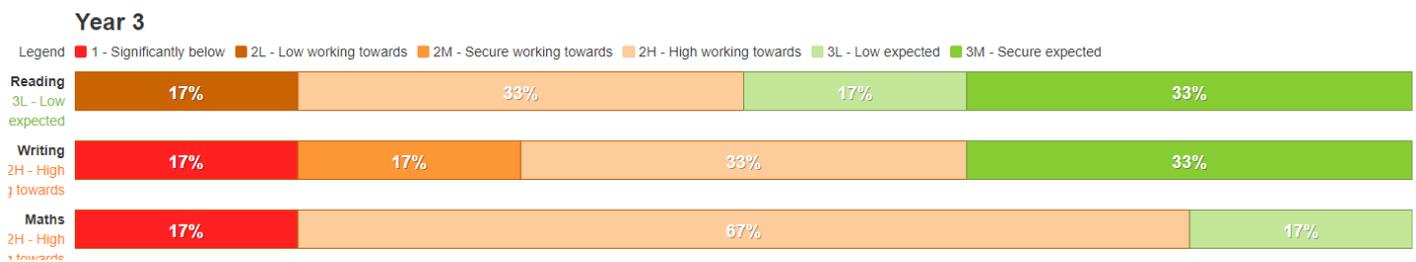
83% of children achieved their RWM combined. 17% (1 pupil) achieved the GDS standard for reading and 1 pupil (17%) was assessed at a 2H across RWM – they will be closely targeted upon entry into Y6 to support them in raising attainment / progress.

Year 4



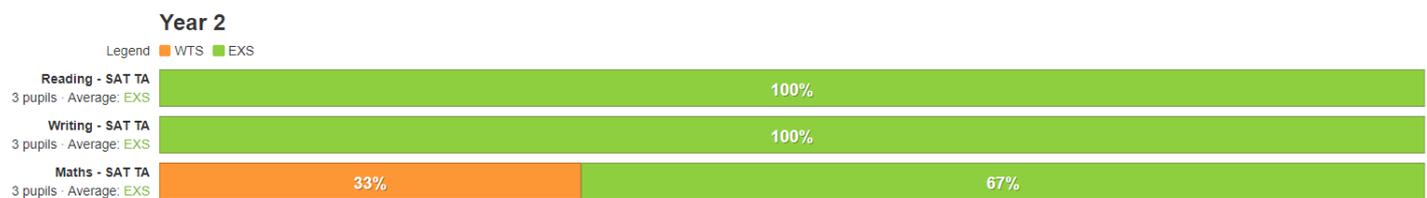
67% children achieved their RWM combined. Of these pupils, 33% (2 pupils) achieved the GDS standard in Reading and Maths. 2 pupils were working towards in Reading and Writing, one of these pupils is on the SEND register and the other pupil was new to the country in the academic year with English as an additional language.

Year 3



This cohort of children, currently our Y4 pupils, are being carefully targeted through the use of catch up funding and quality first teaching to raise attainment across RWM. Dedicated support in place through use of school catch up tutor to support raising attainment in Maths in particular.

Year 2

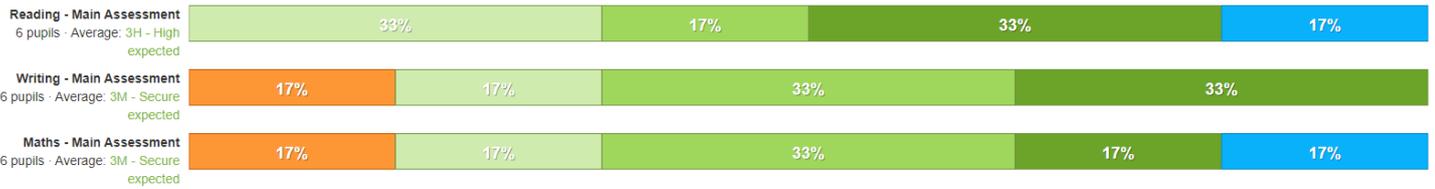


67% of children achieved their RWM at the end of Y2, with one pupil (33%) missing out on their Maths. Dedicated support in place in Y3 through use of school catch up tutor to support raising attainment in Maths.

Year 1

Year 1

Legend 2H - High working towards 3L - Low expected 3M - Secure expected 3H - High expected 4L - Low greater depth



Attainment here was pleasing with just one pupil (17%) missing out on their RWM in their Writing and Maths. This pupil did however achieve a '2H' suggesting they are not far from achieving the expected standard moving into Y2.

Phonics Screening:

Year 1

Legend D 35 37 39



For this academic year, there are 8 pupils in receipt of pupil premium funding in Year 2 due to an additional child being in receipt of the funding from the start of this academic year.

Reception

Reception

Legend Emerging Expected



We are aware of the significant needs of our current Y4 and Y1 pupils for this academic year, and additional support is being utilised to target children within these year groups. Last academic year, Early language and SALT intervention was delivered and this has become an even more prominent need this academic year, particularly within the EYFS department and Y1 as children are experiencing greater difficulties with early communication and language than we have seen previously. Children in our current Y1 have a larger than usual percentage of pupils who did not meet the ELG.

Wider enrichment continues across the school and all pupil premium children within our Y6 cohort were able to partake in the London Residential, the first time this has run and been offered as a school. We are committed to enriching the cultural capital of our PP children and this continues to remain a focus as we try to ensure that our disadvantaged and wider pupils have the experience of a curriculum beyond just the academics and are not at a disadvantage compared to their peers with things that they are able to / have opportunity to experience. Additional funding has been set aside for this academic year to cover the cost of individual music tuition for PP pupils who wish to partake from an external professional tutor.

PP attendance data overview for previous academic year:

(For some and for a breakdown of specific children, individual case studies are kept to support with the context and to provide greater detail for attendance figures where there may be areas of concern.)

Number of Pupils	< 90% attendance	90% - 95% attendance	>95% attendance
	7 Pupils	17 pupils	17 pupils
Average Attendance	95.1%		

Attendance data is monitored closely each day by our dedicated pastoral lead and the HT. This is also looked at closely by the trust and communication is regular between the school and local attendance officer for those showing persistence absence.

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
A programme of mindfulness and wellbeing to support young children with pastoral and mental health needs during lockdown.	Progressive Sports
Early Language Intervention	NELI Talk Boost
Phonics – Targeted Teaching	RWI (Ruth Miskin)
Learning By Questions (Online Home Learning Support – Used Wider In School)	Learning By Questions

Further Information: (Optional)

We have a robust and thorough system to monitor the needs and progress of all children across the school and we discuss pupil premium children regularly so that necessary adaptations can be made quickly as well as ensure all staff are aware of the individual challenges of

these pupils. These challenges have been identified in this strategy and are discussed in termly pupil premium data review/pupil progress meetings with SLT and teachers.

We use evidence from multiple sources: lesson visits, book scrutiny and conversations with pupils and teachers as well as internal data. We use reports, studies and research papers about effective use of pupil premium, the impact of disadvantage and how to address challenges to learning presented by pupil disadvantage. Studies about the impact of the pandemic on disadvantaged pupils have also been considered.

Work within the trust also allows us to conduct reviews of our pupil premium spending to ensure effective use of funds and targeting of pupils on education outcomes.

This Pupil Premium Strategy will be closely monitored over the three years to ensure we are targeting our most vulnerable children with the greatest impact. This strategy is also informed by the latest evidence-based research and published reports, such as from the EEF and Sutton Trust.

We follow the EEF three-tiered approach: Quality Teaching For All, Targeted Support, Additional Approaches and all strategies are underpinned by the EEF implementation process of Explore, Prepare, Deliver, Sustain.

An identified governor with responsibility for overseeing provision for disadvantaged pupils makes visits to monitor and discuss provision and reports directly to governors.

Disadvantaged pupils have made good progress at GSP from their starting points across the school. This is to the bespoke approach we lead on PP.