

# Great Sankey Primary School

## Pupil Premium Strategy 2023/24 & Previous Review



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	357 (inc. Nursery)	
Proportion (%) of pupil premium eligible pupils	42 Pupils – 12% (40 PP & 2 LAC) (Spring Term 2024 Update) (5/42 = 12% 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 2023	
Date on which it will be reviewed	July 2024 (Interim Reviews) Full Review at strategy end – 2024/25	
Statement authorised by	Lisa Wilding	
Pupil premium lead	Tom Gawne (DHT)	
Governor / Trustee lead	Jane Hardman, Leanne Keavey & John Barlow (Quality of Education inc. SEND & PP)	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63 676 (PP & LAC Funding)
Recovery premium funding allocation this academic year	£5655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 – No Carry Forward
<b>Total budget for this academic year</b>	<b>£69 331</b>

## Part A: Pupil premium strategy plan

### Current Attainment (Published)

Currently published attainment		
<b>End of Key Stage Two 2022/23</b>	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2022/23 results (National average in brackets)</i>
% achieving expected standard or above in reading, writing & maths	71% EXS – 5 Pupils (7 Pupils eligible)	41 Pupils 83% (61% national combined)
% achieving expected standard or above in reading	86% EXS 14% GDS (7 Pupils eligible)	41 Pupils 88% (73% national for reading)
% achieving expected standard or above in writing	86% EXS (7 Pupils eligible)	41 Pupils 83% (71% national for writing)
% achieving expected standard or above in maths	71% EXS (7 Pupils eligible)	41 Pupils 95% (73% national for maths)
<b>End of Key Stage One 2022/23</b>	<i>% Disadvantaged pupils at GSP (no. of eligible pupils)</i>	<i>% Non-disadvantaged pupils 2022/23 results (National in brackets)</i>
% achieving expected standard or above in reading, writing & maths	63% EXS – 5 Pupils (8 Pupils eligible)	39 Pupils 64% (national average not reported)
% achieving expected standard or above in reading	75% EXS (8 Pupils eligible)	39 Pupils 85% (68% national for reading)
% achieving expected standard or above in writing	75% EXS (8 Pupils eligible)	39 Pupils 77% (60% national for writing)
% achieving expected standard or above in maths	63% EXS (8 Pupils eligible)	39 Pupils 85% (70% national for maths)
<b>Phonics &amp; EYFS 2022/23</b>		
<b>Y1 Phonics Screen</b> <b>2 pupils added at start of 2023/24</b>	4/6 Pupils – 67% (6 pupils eligible)	41 Pupils 88% (79% national average for phonics up from 75% in 2022)
<b>EYFS % of pupils attaining a Good Level of Development</b> <b>1 pupil added at start of 2023/24</b>	5/7 Pupils – 71% (7 pupils eligible)	38 Pupils – 79% (67.2% national average for GLD up from 65.2% in 2022)

## Previous Attainment (Published) 2018-19

Previously published attainment		
<b>End of Key Stage Two 2018/19</b>	<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)
<b>End of Key Stage One 2018/19</b>	<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)
<b>Phonics &amp; EYFS</b>		
<b>Y1 Phonics Screen</b>	100 (2)	91.1 (81.9)
<b>EYFS % of pupils attaining a Good Level of Development</b>	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 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 first 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 ideas. Teaching is delivered on a 'small steps' scale allowing gaps to be identified and plugged. Retrieval practice is an embedded approach seen at the start of every lesson to support pupils key learning. As pupils know and remember more, their enjoyment and engagement in learning grows.

In addition to quality first 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 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 extra-curricular and enrichment activities
7	Special Educational Needs for some pupils (SEND – 5 pupils – 12%)
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

## 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 absence years.	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 general oracy skills. Including early language and communication at EYFS.	Disadvantaged pupils make improved progress in language and communication, successfully 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 SEN	All disadvantaged pupils who are also SEN 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 – reduced persistent absentees falling under PP.	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 drops or PA; 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: £ 28 850 (£22 500 support staff allocation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in staff coaching support through TCAT training offer – Instructional Coaching Model for school's SLT to support in developing high quality teaching.  £1300	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</a>  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.	1,3,4,5,7
Additional teaching assistant for LKS2 to support in the delivery of class support with 1:1 and small groups – in particular addressing	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	1,3,5,7

<p>identified support needs within Y3; running small group interventions with identified pupils SEND programmes – NESSY. (Inc. of £22,500 support staff budgets)</p>	<p>up to four months over the course of a year.</p> <p>Major, LE&amp;Higgins,S.,(2019), <i>What Works? Research and Evidence for successful teaching</i>. Bloomsbury Education. Ltd.</p> <p>EEF Teaching and Learning Toolkit.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Rowland, M., editor (2021), <i>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way</i>, John Catt Educational Ltd.</p>	
<p>Subsidised purchase costs of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£750</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> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1,3,5
<p>Investment in the Mastery Maths Teacher Programme to develop and further enhance the teaching of Maths across the school.</p> <p>£1500</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. (£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>	1,3,8

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  School evidence and impact over previous years.	
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.  <ul style="list-style-type: none"> <li>- Staff CPD</li> <li>- Educational Resources</li> <li>- Research Articles</li> </ul>	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 ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> ) demonstrates this has significant benefits for all, but disadvantaged pupils in particular.	2
Continued Investment and purchase of LbQ online English and Maths resource to support the teaching of high quality lessons, deliver interventions and support home learning. Costing over 3 years - £1800.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  Recommendations from the Improving Literacy at KS2 guidance report find that teaching comprehension and fluency through guided practice and modelling are key – these are also key aspects of the programme. 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.	3,8

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

Budgeted cost: £ 33 031 (Including Subsidy of Catch Up Funding £5655)

*Inc. Additional 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>Additional Maths tutoring support for pupils in UKS2, particularly those children in receipt of PP through external provider – Tutor Right support. Small group tuition weekly until May 2024. (£2300)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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>	1,2,5,7
<p>Delivery of early language interventions and SALT interventions with training of dedicated member of staff to support language, literacy &amp; oracy development across school. Including Early Talk Boost language interventions – staff training implications  (Inc of support staff funding.)</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>	1,4,7
<p>Engaging with the National Tutoring Pro-gramme (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. (£5655 subsidised in addition to £4400 from PP) (NG employed to deliver catch up and MG supporting with interventions)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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>	1,2,3,5,7
<p>Dedicated UKS2 teaching support through DHT in RWM to groups of UKS2 pupils, particularly those working at EXS+ and targeted to achieve the higher standard. Evidence over previous years has shown by targeting our children at the end of KS2 we can help them to make accelerated progress. (£10,000)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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>Purchasing, and delivery of NESSY English, Reading and Spelling (including Spelling Frame) interventions to support with groups of SEND and disadvantaged pupils. Training implications for staff inclusive of costs. (£600.)</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><a href="https://www.nessy.com/en-us/shop/research/the-effects-of-the-nessy-reading-and-spelling-program-used-in-a-general-educational-setting">https://www.nessy.com/en-us/shop/research/the-effects-of-the-nessy-reading-and-spelling-program-used-in-a-general-educational-setting</a></p> <p>Recommendations from Educational Psychologist reports to support children identified with different and appropriate strategies both in school and at home.</p>	<p>1,3,4,7,8</p>
<p>Additional deployment and recruitment of a L2 TA to support with early speech and language interventions in EYFS – WellComm.</p> <p>Specific targeting of those children entering the school further behind those of their peers in relation to speech and language development.</p> <p>(£9931)</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 method to support low attaining pupils or those falling behind.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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>1,4,7</p>

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

Budgeted cost: £ 7450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with the Progressive Sports Mental Health &amp; Wellbeing to support identified pupils in school. (£5700)</p>	<p>Supporting work in the personal development &amp; 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</p>	<p>Ofsted research (Webinar, 2019) places an emphasis on improving cultural capital, particu-</p>	<p>6</p>

WeCreateMusic lessons. (£1050)	larly for disadvantaged pupils and it is important that all children are able to take a full part in school life.	
School Uniform Subsidy (£700)	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.	9
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.  (Inc of support staff funding.)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  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.	2,8,9
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This involves the role of a dedicated HLTA to support in leading pastoral, DSL support and daily attendance monitoring / procedures.  -first day response -letters / nudges -attendance awards -key children identified, fortnightly review -focused conversations with pupils and families  (Inc of support staff funding.)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  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.  <a href="https://www.bps.org.uk/news-and-policy/behaviour-change-school-attendance-exclusion-and-persistent-absence">https://www.bps.org.uk/news-and-policy/behaviour-change-school-attendance-exclusion-and-persistent-absence</a>	9

**Total budgeted cost: £ 77 200**

## 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 year.

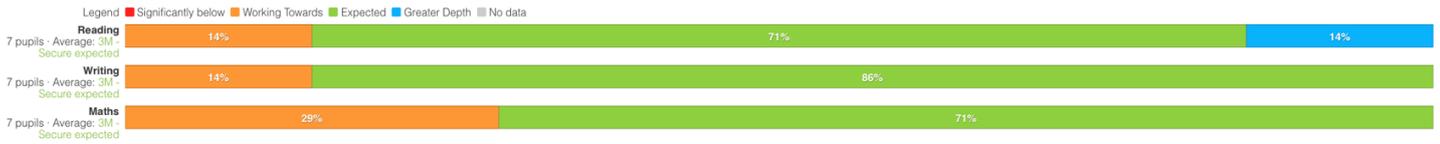
#### Academic Performance – 2022/23 for pupils in receipt of Pupil Premium:

The performance of Pupil Premium children across school is closely monitored and 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 work diligently to ensure support is provided where needed. Further breakdown is provided below the overview table below:

Year Group Info	Reading	Writing	Maths	GPS	RWM Combined
<b>Year 1</b> 4 pupils	25% (25%) 50% = Phonics Screening	25%	25%	25%	25% = 1 Pupil
<b>Year 2</b> 8 Pupils	75%	75%	63%	75%	63% = 5 Pupils
<b>Year 3</b> 3 Pupils	66% (33%)	33%	66% (33%)	66%	33% = 1 Pupil
<b>Year 4</b> 6 Pupils	67%	50%	33%	67%	33% = 2 Pupils
<b>Year 5</b> 8 Pupils	63% (25%)	63% (25%)	75% (25%)	75% (25%)	63% = 5 Pupils (13% = 1 Pupil)
<b>Year 6</b> 7 Pupils	86% (14%)	86%	71%	86% (29%)	71% = 5 Pupils
<b>EYFS</b> 6 Pupils	50% Pupils @ GLD Attaining all 18 assessments				

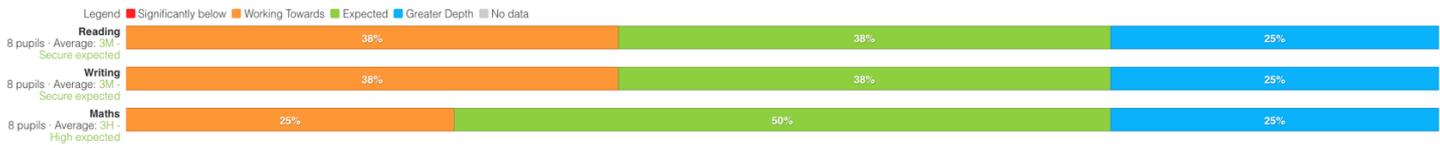
#### Year 6

<b>Reading, Writing &amp; Maths Combined</b>	<b>71% = 5 pupils</b>
<b>Reading</b>	<b>86% (14% GDS)</b>
<b>Writing</b>	<b>86%</b>
<b>Maths</b>	<b>71%</b>
<b>GPS</b>	<b>86% (29% GDS)</b>
<b>Total Pupils = 7</b>	



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. Additional tutoring through an external provider also supported targeted intervention for groups of pupils. In order to ensure that careful targeting of Y6 PP groups continues, the DHT will support smaller group teaching for the academic year 2023/24 in R,W and M.

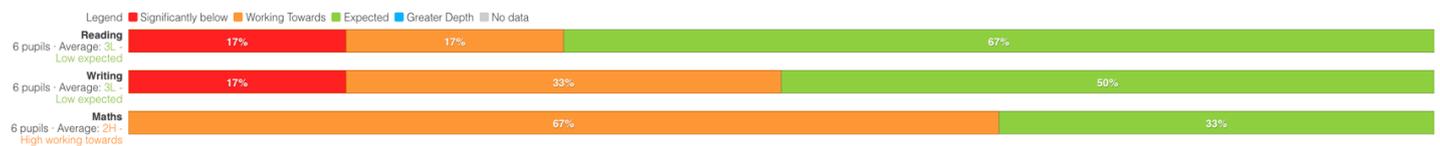
### Year 5



For this academic year, 63% of pupils achieved RWM combined and 1 pupil achieved GDS combined – 1 additional pupil is a target for GDS combined at the end of the current academic year however is currently at risk due to persistent absences. School liaising with local authority attendance, parents and school health to support the family.

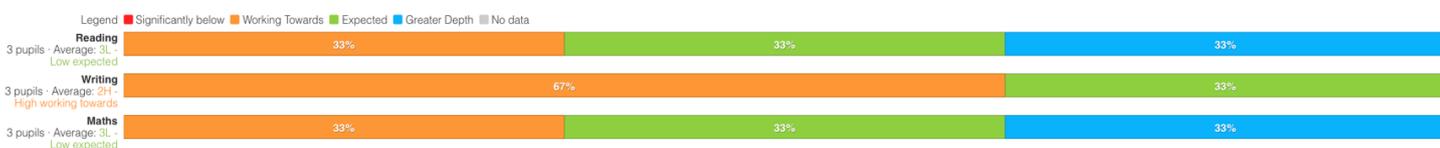
For context, 1 pupil out of the PP cohort is on the SEND register, 1 pupil is EAL and was new to school in the last academic year after moving from overseas and 1 pupil is a new starter during the year.

### Year 4



For context, one pupil within this year group’s PP cohort is also in receipt of an EHCP. One pupil left at the start of the current academic year as the cohort moved into Year 5. It is recognised that the combined PP data for this cohort is lower than we would like, and also those children working at the expected standard in Maths. To support, in the later parts of the current academic year, pupils will be supported in targeted groups for R,W and M by the DHT alongside the catch up tutor who will continue to work closely with this year group.

### Year 3



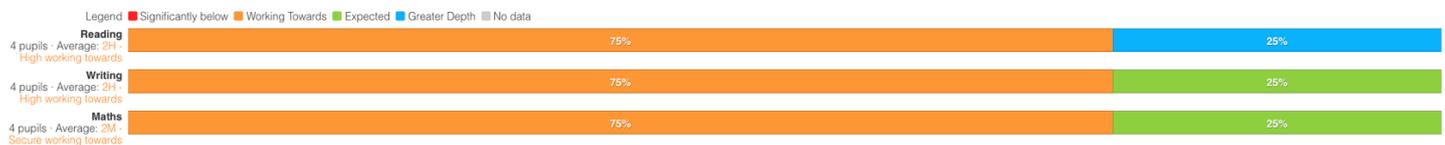
3 children within the cohort of PP children – this continues to be the case as the children have moved into Year 4. Targeted QFT with the previous Y6 teacher moving into Lower Key Stage 2 to support. Targets for these children continue to be reviewed, most recently at the pupil progress meetings for the Autumn Term 2023/24 and considering 2/3 pupils achieved their RWM combined at the end of KS1.

## Year 2



Targeted support for this cohort moving into LKS2, particularly supporting Reading and Maths. For context, one pupil is EAL and moved during KS1 from overseas speaking no English upon arrival.

## Year 1



Out of the 4 pupils, one

## Phonics Screening:



4 pupils sat the phonics screening check with 2 of these pupils also EAL. 3 out of the 4 pupils also did not meet their GLD at the end of EYFS. 2 additional pupils were added to this cohort of pupil premium children who became eligible at the start of 2023/24 – 4/6 pupils – 67%.

## Reception



Out of the EYFS PP cohort, there were 3/6 pupils who achieved their GLD. One of the pupils who did not meet their GLD, was new to the country from overseas at the end of the previous academic year and another on our school SEND register – currently in receipt of an EHCP and exploration of provision.

We are aware of the significant needs of our current Y2, Y4 and Y5 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 continues to become an even more prominent need this academic year, particularly within KS1 as children are experiencing greater difficulties with early communication and language than we have seen previously – this was identified as these children joined us in EYFS following COVID and their disrupted Nursery years. Children in

our current KS1 have a larger than usual percentage of pupils who did not meet their GLD at the end of EYFS.

Wider enrichment continues across the school and all pupil premium children, apart from one child within our Y6 cohort were able to partake in the London Residential – including all PP children accessing residential in both Y2 and Y4. 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 academic subjects 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 again to cover the cost of individual music tuition for PP pupils who wish to receive this from an external tutor and experience playing within a band.

Our work with progressive sports also continues to evolve with dedicated time each week being set aside to ensure that 100% our PP children across the school receive an enrichment opportunity as part of their time at GSP this academic year.

**PP attendance data overview for previous academic year (2022/23):**

(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
	8 Pupils	18 pupils	16 pupils
<b>Average Attendance</b>	<b>93.7%</b>		

Average attendance of PP pupils against Non-PP peers slightly below the school average of 95.41% but above 2022/23 National figure of 90.7%.

Attendance data is monitored closely each day by our dedicated pastoral lead, school admin 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.	Progressive Sports

Early Language Intervention	NELI Talk Boost WellComm
Phonics – Targeted Teaching	RWI (Ruth Miskin)
Learning By Questions (Online Home Learning Support – Used Wider In School)	Learning By Questions
A programme of Enrichment for all PP pupils across the current academic year.	Progressive Sports
A programme of music tuition for PP pupils who wish to partake to receive funded music lessons and band experience.	WeCreateMusic

## 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.