

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	Gosford Park Primary
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	Original: December 2021 This version: December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs R Allen
Pupil premium lead	Miss J Stewart
Governor / Trustee lead	Mr D Toulson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,440
Recovery premium funding allocation this academic year	£25,000
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	£230,440

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.

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.

Context:

Gosford Park is a successful, diverse and vibrant school in the City of Coventry. We are a two-form entry school with Nursery provision. For 57% of our children, English is an additional language and 74% identify as Non-White British. Currently 34% of our children are eligible for the Pupil Premium and of this figure, 28% of these children also have Special Educational needs.

Challenges

This details the key challenges to achievement that we have identified for our Disadvantaged Pupils:

Challenge number	Detail of challenge
1	Attainment gap between Pupil Premium eligible children and their non Pupil Premium eligible peers at the end of KS2 in R/W/M and S at the expected standard and R/W/M at greater depth.
2	The gap in progress measures at the end of KS2 for Pupil Premium eligible children their non-Pupil Premium eligible peers.
3	Attendance and Punctuality for PP children.
4	Language and communication skills for all children.
5	Attainment in Early Years for all children.
6	Mental health and wellbeing for all learners during the COVID 19 pandemic.

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
Progress in Reading	Achieve National Average progress scores in KS2 Reading.
Progress in Writing	Achieve National Average progress scores in KS2 Writing.
Progress in Mathematics	Achieve National Average progress scores in KS2 Mathematics.
Attainment gap diminished	PP pupils and non PP pupils both achieve in line with National Average at the end of KS2 for R/W/M and S.
Attendance and Punctuality	PP attendance data is in line with, or above, their peers.
Attainment in Early Years	EYFS attainment of the expected standard in the writing ELG to be broadly in line with National. (Was 62% and in the lowest 20% of all schools in 2019)
All pupils, including those who are newly arrived to the country, have a range of resources to support them to communicate and express their developing language skills.	Racing to English programme results Progress measures for EAL children at the end of KS2. Children and families feel supported by the school to develop their language and communication skills.

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: £ 37,306

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 6
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 4 5
Increased capacity at Middle Leadership level	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. Receiving targeted CPD and coaching from external advisors and Senior Leaders in school and release time regularly to enable this. Children are enthused and engaged with the vast curriculum offer at GPPS.	1 2 3 4
Employment of 3 rd Reception Teacher from January 2021-22	Reducing class size +2 EYFS children were not in school during lockdowns and rapid progress is needed to ensure these children are KS1 ready.	5

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

Budgeted cost: £175,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Counselling- Time for You	Social and Emotional learning +4 EEF	6 3
Family Support Worker engages with vulnerable families across school offering a range of support.	Parental engagement +4 EEF	5 3
Teaching assistant 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 2
DHT release time to review attendance and implement attendance policy- engaging with parents	Parental engagement +4 EEF	3
2 nd DHT release time to monitor PP progress and attainment and interventions	Monitoring the implementation of all of the above and gathering evidence that children have improving outcomes because of the spend- ready for reviewing with CoG termly.	1 2 3 4 5 6

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

Budgeted cost: £22,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
School contribution 50% for all PP children for trips, clubs and musical instrument tuition.	Arts participation- +3 Impact EEF. Increased engagement with curriculum. Development of personal wellbeing and increased confidence. Developing peer relationships.	3 4 5 6
Warm clothing grant- school has applied for the maximum £7.60 per child to buy every PP child in school a fleece (approx. £8) or a coat (up to £12) and school to cover cost of difference.	Inclusion Health benefits Attendance should improve during winter months	3 6
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.	3
PSHE curriculum and behaviour and rewards (Code of Conduct) launch in 2021/22	Behaviour interventions +4 EEF	3 6
All children in school receive a healthy snack every day.	Children are more likely to be ready to learn if they are fed.	6

Total budgeted cost: £235,300

Part B: Review of outcomes in the previous academic year

Gosford Park Primary School did not publish a Pupil Premium document for academic year 2020-21.

However, official data showed:

2020 IDSR:

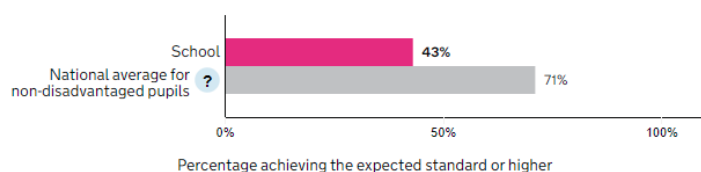
- Overall absence in autumn 2020 (4.9%) was in the **highest 20%** of all schools
- Persistent absence in autumn 2020 (13.5%) was in the **highest 20%** of all schools.
- For disadvantaged pupils, key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (43%) was **significantly below** national in 2019, as well as in 2018 and 2017.

KS2 Results 2019

Reading, writing and maths combined ?

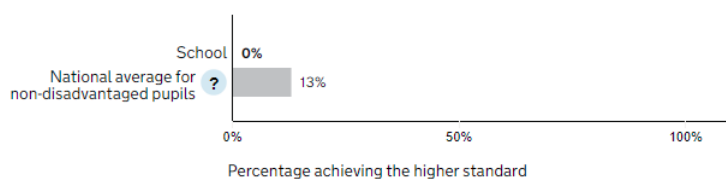
Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 21



Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 21



Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	