



Progress KS1-KS2	R <b>+0.79</b>	W <b>+0.46</b>	M <b>-2.14</b>	R -0.92	W -1.86	M -1.09	R 0	W 0	M 0
<b>4</b>	<b>Challenges identified in the 2021 Three Year plan</b>								
<b>Challenge number</b>	<b>Detail of challenge</b>								
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.								
<b>4.</b>	<b>Intended outcomes</b>								
	<b>Outcome</b>	<b>Success criteria</b>				<b>Impact 2022-23</b>			
<b>1</b>	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.				At combined, PP achieved higher than their non PP peer and their National PP years in 22-23. However, we recognise that both groups were not in line with National Average for all Non disadvantaged pupils.			
<b>2</b>	Progress in Reading	Achieve National Average progress scores in KS2 Reading.				Achieved for PP in 22-23, but not for their non PP peers.			

<b>2</b>	Progress in Writing	Achieve National Average progress scores in KS2 Writing.	Achieved for PP in 22-23, but not for their non PP peers.
<b>2</b>	Progress in Mathematics	Achieve National Average progress scores in KS2 Mathematics.	Achieved closer to 0 than previous year for PP (-2.3) but not yet national.
<b>3</b>	Attendance and Punctuality	<p>PP attendance data is in line with, or above, their peers.</p> <p>2021-22 data:</p> <p>Overall attendance last year 94.72% (without EYFS) (15.01 persistent absence)</p> <p>PP 93.92%% (19.18% persistent absence)</p> <p>Non PP 95% (12% persistent absence)</p> <p>PP Late: 2.24%</p> <p>Non PP Late: 0.88%</p>	<p>Overall attendance last year 92.25% (without EYFS) (25.76 persistent absence)</p> <p>PP 89.96% (31.65% persistent absence)</p> <p>Non PP 94.03% (21.18 persistent absence)</p> <p>PP Late: 1.15%</p> <p>Non PP Late: 0.4%</p>
<b>4</b>	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.	<p>Racing to English programme results</p> <p>Progress measures for EAL children at the end of KS2.</p> <p>Children and families feel supported by the school to develop their language and communication skills.</p>	<p>EAL Progress measures:</p> <p>R +0.55</p> <p>W +0.74</p> <p>M +0.62</p>
<b>5</b>	Attainment in Early Years	EYFS attainment of the expected standard in the GLD to improve and be closer to	2022-23 GLD

		national. (2021-22 46.6% Gosford vs 65.2% National= -18.6% difference)	52% Gosford vs 67.3% National  (-9.9% from national 22-23, but +5.4% from Gosford data previous year)	
<b>5.</b>	<b>Review of expenditure</b>			
	<b>Quality of teaching for all</b>			
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)
Improve quality of teaching for all learners through CPD, individualised PP Support Plans, Increase leadership capacity and 3 <sup>rd</sup> teacher in Reception.	Attainment gap diminishing over 3 years, progress gap diminishing in R/W/M over 3 years  Foundation stage supported in language development and EYFS attainment improved over 3 years.	"Gap" at Gosford diminishing, but both groups under performing National for all pupils- data is improving.  EYFS data improving and the gap to national is decreasing.	Leadership of maths and English changing next academic year- succession of these subjects, handovers and consistency monitoring will be crucial.  3 <sup>rd</sup> teacher in reception naturally moved on and was not replaced last academic year. Plans for academic year 2023/24 are so have two members of the Strategic Leadership Team	£37,000

			teaching 2/3 teaching roles in EYFS.	
<b>Targeted support</b>				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)
DHT and FSW employed to engage with PP families, monitor attendance, support attainment and interventions across school.	<p>Improve Attendance and Punctuality</p> <p>Improve mental health and wellbeing for all learners.</p> <p>Progress and attainment gap diminished over 3 years.</p>	<p>Whole school attendance was 92.25% last academic year, a <b>decrease</b> on the previous year.</p> <p>PP persistent absence is increasing and higher than national.</p>	<p>Support from NLE and strategies have not yet had an improvement in attendance. All families who are PA are tracked, all absences are accounted for and children are contacted on the first day of every absence if not reported.</p> <p>There is still a gap between PP and non PP attendance and punctuality. Persistent absence is still too high for all pupils, but particularly for PP.</p>	£162,00

			Capacity needs to increase within the attendance team.	
<b>Other approaches</b>				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)
<p>School paying 50% contribution to music lessons, trips and clubs.</p> <p>Clothing purchased for vulnerable families.</p> <p>PSHE curriculum purchased</p>	<p>School is an inclusive environment where all children feel a sense of belonging.</p>	<p>Feedback from parents re: clothing has been extremely positive, in particular during the cost of living crisis currently.</p> <p>PSHE curriculum teaching and learning judged as good in Ofsted 2022.</p> <p>School contributing to 50% of costs of trips and tuition lessons means school feels inclusive for all.</p> <p>July Pupil Feedback- 97% enjoy coming to school.</p>	<p>Families are also very willing to donate uniform and unwanted gifts, so at parents evenings we were able to have a "help yourself if you need" area.</p> <p>All of these features would continue next academic year.</p>	<p>£17,000</p>
<b>6. Planned expenditure</b>				

Gosford Park Primary School will run the final year of this 3 year plan next year- funding allocated for 2023/24 £237,165.00. The additional money received this year will go to increasing the capacity around the attendance team.