

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 |
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| Number of pupils in school | 433 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-26 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | April 2026 July 2026 |
| Statement authorised by | J Jacobs |
| Pupil premium lead | J Jacobs |
| Governor / Trustee lead | D Toulson |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £204,125 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <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> | £204,125 |

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 aim is to ensure that consistent high-quality, evidence based teaching and targeted interventions, enable pupils to 'keep up rather than catch up'. Whilst benefiting all pupils it will ensure that disadvantaged pupils are given the best possible opportunities to have the skills, knowledge and tools that they need to enter the next phase of their education.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | The teaching of Reading and Maths is not consistently of high-quality. Many pupils enter the school with a lack of exposure to a wide range of maths and reading opportunities. |
| 2 | Some pupils lack the communication and language skills required for them to become successful communicators. Many pupils enter the school with a lack of exposure to a wide range of vocabulary. |
| 3 | Teaching and Learning is not consistently of high-quality. The assessment processes in place are not robust and rigorous meaning that opportunities are missed to ensure that all children know more and remember more. |
| 4 | Children arrive in Early Years with lower than average starting points, particularly in language and communication. |
| 5 | Attendance of pupil premium pupils is below that of their non-PP peers. A high proportion of the pupils who are PA are eligible for PP. |

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| 6 | Some children with SEMH difficulties are not always ready to engage in education. |
| 7 | Parent/carer engagement in school and learning is often low, with many having poor literacy and maths skills themselves. |

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 |
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| 1. Improve skills in reading and maths across the school. | <p>% of children will be at least in line with national for reading and maths.</p> <p>% of pp will be at least line with their non PP peers.</p> <p>Pupils will have access to Accelerated Reader which will have an impact on their reading skills across the school.</p> <p>Reading Fluency scheme will be taught effectively to embed fluency in reading across the school.</p> <p>Resources to support Ark Maths Mastery will have impact across the school.</p> <p>Books for the Gosford Reading spine.</p> <p>CPD for staff on T&L strategies to support the Gosford way.</p> <p>A consistent high-quality teaching approach is evidenced by triangulation of other sources of evidence:</p> <p>engagement in lessons, book looks, pupil voice, staff voice.</p> <p>RWI phonics programme will be followed with fidelity.</p> <p>Regular and rigorous assessment will ensure support is put in place to allow children to 'keep up rather than catch up'.</p> <p>A well-resourced library will give the children an opportunity to be exposed to a wide range of high-quality texts.</p> |
| 2. Improve Communication and Language skills for all pupils. | % of children achieving ELG for C&L will at least be in line with national. |

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| | <p>% of PP children achieving ELG for C&L will at least be in line with their non-PP peers.</p> <p>Development of Voice 21 principles embedded across the school.</p> <p>Observations indicate improvement in communication skills across the school.</p> <p>This is evidenced by triangulation of other sources of evidence:</p> <p>engagement in lessons, book looks, pupil voice, staff voice.</p> <p>Opportunities to practise oracy skills are woven throughout the school day: Opal, clubs, non-class based interactions, primary leadership team.</p> <p>WellComm is used in EYFS to improve communication skills.</p> <p>NELI is used in EYFS to develop communication skills.</p> |
| Improve vocabulary across the school. | <p>% of children meeting the expected level in writing will be at least in line with national.</p> <p>% of PP children meeting the expected level in writing will be at least in line with their non-PP peers.</p> <p>Vocabulary is a key focus in EYFS with vocab prompts for adults.</p> <p>Vocabulary working walls are in every classroom from Y1 up.</p> <p>Pupil voice evidences an improvement in vocabulary.</p> <p>Book looks evidence a wider range of vocabulary being used appropriately and accurately.</p> |
| 3. Teaching and Learning is consistently of a high quality across the school. A clear and consistent evidence-based approach to teaching is embedded across school and delivered by highly skilled teachers. | <p>% of children achieving GLD at the end of EYFS is at least in line with national.</p> <p>% of PP children achieving GLD at the end of EYFS is at least in line with their non-PP peers.</p> <p>% of children passing the Phonics screening check in Y1 and Y2 will be at least in line with national.</p> <p>% of PP children passing the phonics screening check in Y1 and Y2 will be at least in line with their non-PP peers.</p> |

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| | <p>% of children passing the MTC in Y4 will be at least in line with national.</p> <p>% of PP children passing the MTC in Y4 will be at least in line with their non-PP peers.</p> <p>% of children achieving the combined expected standard at the end of KS2 will be at least in line with national.</p> <p>% of PP children achieving the combined expected standard at the end of KS2 will be at least in line with their non-PP peers.</p> <p>Teaching profile shows that teaching and learning across school is effective.</p> <p>Curriculum team will have clear roles and responsibilities to develop and implement the strategic plan for teaching across the school.</p> <p>Staff voice will show that CPD supports their development and meets their needs.</p> |
| 4. Children arrive in Early Years with lower than average starting points. | <p>% of children achieving GLD at the end of EYFS is at least in line with national.</p> <p>% of PP children achieving GLD at the end of EYFS is at least in line with their non-PP peers.</p> <p>Evidence based interventions support accelerated progress.</p> <p>Strong Foundations guidance is implemented.</p> <p>WellComm is used in EYFS to improve communication skills.</p> <p>NELI is used in EYFS to develop communication skills.</p> |
| 5. Increased attendance and reduced persistent absence across the school. | <p>The school attendance target of 95% will be met.</p> <p>The % of persistent absence will continue to decrease.</p> <p>PP attendance will at least be in line with non-PP attendance.</p> <p>A staged and evidence-based approach to attendance is followed consistently and applied to all pupils.</p> <p>All stakeholders will understand the importance of high attendance and will promote this within school.</p> |

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| | <p>Early Help is effectively used as a tool to improve attendance.</p> <p>Parent/carer workshops will be delivered effectively to educate families on the importance of good attendance.</p> |
| 6. All children are ready to learn. | <p>Families and children needing additional support will be quickly identified and effective support will be put in place. This includes support for transport and school uniform.</p> <p>Early Help will be used as a tool to effectively support families who need it. Clear routines will be established across the school to ensure children understand expectations and feel safe and secure. Behaviour for learning will show that children understand what being 'ready to learn' looks like.</p> |
| 7. Parents engage in school life and value the support and education Gosford Park provides. | <p>Parental attendance at school events increases.</p> <p>Parents access the workshops to support their children's education.</p> <p>Parental engagement with parent's evenings improves.</p> |

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: £72,290.36

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Secure quality first teaching through the successful | Evidence from EEF – the Guide to Pupil Premium: A tiered approach to spending. | 1, 3, 4 |

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| <p>implementation of well-resourced RWI phonics and a whole-school approach to Reading.</p> <p>£372.86</p> | | |
| <p>Secure quality first teaching through the successful implementation of well-resourced Ark Maths Mastery</p> <p>£12,000</p> | <p>Evidence from EEF – the Guide to Pupil Premium: A tiered approach to spending.</p> | 1, 3, 4 |
| <p>CPD for staff on T&L strategies to support the Gosford way.</p> <p>£32,000</p> | <p>Evidence from EEF – the Guide to Pupil Premium: A tiered approach to spending.</p> <p>'Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015), particularly those from disadvantaged backgrounds (William, 2016.</p> | 1, 3, 4 |
| <p>My Happy Mind CPD training for all staff-supporting the whole community's mental health and wellbeing</p> <p>£4,873</p> | <p>Key benefits and outcomes (from www.nhsconfed)</p> <ul style="list-style-type: none"> -89 per cent of teachers said that children have learned to self-regulate through the programme. -80 per cent of teachers reported seeing their children's self-esteem improve from using the programme. -For every £1 invested in the programme, the NHS saves £2. | 2, 6 |
| <p>Develop a clear and consistent approach to Oracy across the school to develop language development.</p> <p>£23,044.50</p> | <p>Evidence from EEF – the Guide to Pupil Premium: A tiered approach to spending.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> | 2 |

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

Budgeted cost: £21,061.60

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Accelerated Reader resources £4179.60 | Evidence from EEF – Accelerated Reader provides an opportunity for individualised instruction – four months additional progress. | 1, 2 |
| RWI Fresh start intervention £3,563.50 | Evidence from EEF Toolkit – phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. | 1,2 |
| RWI 1:1/small group £3,563.50 | Evidence from EEF Toolkit – phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. | 1,2 |
| NELI £4657 | Evidence from EEF Toolkit – children who are involved in communication and language approaches make approximately six months additional progress over the course of a year. | 2 |
| WellComm £100 | Evidence from EEF Toolkit – children who are involved in communication and language approaches make approximately six months additional progress over the course of a year. | 2 |
| Pupil progress meetings using the data information from Smart Grade. £1731 | Evidence from EEF – implementation requires ongoing evaluation and adjustments according to the impact of interventions. | 3 |
| Online teaching programmes to support learning £3267 | TTRS, LBQ, Purple Mash, Spelling shed (programmes based on AI) helps educators to track children's progress, provides powerful data driven reports, help teachers track student progress and personalised learning routes. Provides insight into how to support classrooms or individual learners. | 1, 2, 3 |

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| | Evidence from EEF – Using Digital Technology to Improve Learning – Technology can offer a means for lower ability, SEN and disadvantaged young people to access intensive support and catch up with their peers. (Higgins et al, 2012). | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £110,773.04

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| A strong and experienced pastoral team to support vulnerable children and families. £66,032.50 | Evidence shows that working with families to address individual needs has a positive impact on the academic and social outcomes for children. Use of Cpoms for safeguarding ensures that consistent and thorough tracking, record keeping and monitoring takes place. | 5, 6, 7 |
| The leadership of the attendance and pastoral support. £21,219 | Evidence from EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. | 5, 6, 7 |
| Wider enrichment opportunities e.g. clubs, trips, residential. £20,579 | Evidence from EEF – the Guide to Pupil Premium: A tiered approach to spending. Children develop cultural capital by subsidising school trips to allow them to take part in all activities. | 5, 6, 7 |
| Increase opportunities for two-way communication between school and home, through parental workshops and communication tools. £2,942.54 | Evidence from EEF – the average impact of parental engagement approaches is an additional four months progress over the course of a year. | 5, 6, 7 |

Total budgeted cost: £204,125