

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	Gorringe Park Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	28.3% (117 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	31/12/21
Date on which it will be reviewed	1/11/22
Statement authorised by	Mrs Pearl Harris-Coke
Pupil premium lead	Miss Lucy Gawthorp
Governor / Trustee lead	Mr James Whiting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,675
Recovery premium funding allocation this academic year	£16,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£172,350

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all the children at Gorringer Park Primary make good progress in all areas of the curriculum despite their starting points, background or any other challenges that they might be facing. Our aim is to support the most disadvantaged, including those who are already on track to achieve expected outcomes.

We work closely with our families who are in need of support from varied external agencies, aspects of this strategy will also support their needs and outcomes.

As a school we ensure that the children's daily diet includes challenging, engaging, risk taking and diverse learning opportunities. Our class teachers carefully design the curriculum, with our most disadvantaged in mind, therefore providing a rich and engaging curriculum delivered at the highest level and closing the gap.

By appointing 2 tutors, we are targeting the learning of our pupils who have been the most affected by the pandemic and remote learning.

Using diagnostic assessment across the school, teachers were provided with valid data, and a baseline to move forward therefore, planning steps of learning carefully especially for the most disadvantaged. To do this we will:

- Challenge our disadvantaged pupils across the curriculum
- Use varied forms of assessment to track pupil outcomes and where a need is identified, early intervention is put in place
- Ensure the ethos of the school addresses the need for all staff to take responsibility for the outcomes and progress of the most disadvantaged, therefore raising expectations and achievement in all areas of the curriculum

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data since 2019 indicates that attendance among disadvantaged pupils is below national, and is lower compared to our non-disadvantaged pupils. This was exacerbated during the pandemic. 22% disadvantaged pupils have been 'persistently absent' during the Autumn Term 2021 compared to 15% of our non-disadvantaged pupils. Our assessments and observations indicate that

	absenteeism is negatively impacting disadvantaged pupils' progress.
2	Our assessments including PHSE lessons, circle times, school council meetings, observations, discussions with pupils and families, feedback from TAMHS and JIGSAW have identified an increase in social and emotional issues for many pupils. There was a marked increase in the need for Early Help support during and post school closures. These challenges particularly affected our most disadvantaged pupils, including their attainment and progress. Teacher referrals for support have markedly increased during the pandemic.
3	Whole school assessments, observations, and discussions with pupils/parents indicate underdeveloped oral language skills and vocabulary gaps mostly for our disadvantaged pupils. These were evident from Nursery pupils through to Year 6 and more noticeable in our disadvantaged pupils when compared with their peers.
4	In school diagnostic assessments have indicated that maths reasoning amongst our disadvantaged pupils is significantly weaker than our non-disadvantaged pupils.
5	In school diagnostic assessments have indicated that reading comprehension and writing at length amongst our disadvantaged pupils is significantly weaker than our non-disadvantaged pupils.
6	School data shows that there is a higher percentage of disadvantaged children in year 5 (37%) and 6 (35%) compared to the whole school figure of 28%. In Year 6, 24% of the cohort are both SEND and Pupil Premium. Mobility factors beyond our control have meant that overall attainment is weaker than the cohorts' KS1 data.

Intended outcomes

This section 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
Improved oracy skills and vocabulary among disadvantaged pupils from Nursery to Year 6	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading comprehension skills among the most disadvantaged.	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard. Significant improvement will be made each academic year.

Improved maths reasoning attainment for disadvantaged pupils by the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard. Significant improvement will be made each academic year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • Feedback from student voice, student and parent surveys and teacher observations • a significant reduction in low level disruption • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: • the overall attendance rate for all pupils being no less than 96.6% • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10%

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: £88,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are administered	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. The school will be using Rising Stars termly	3, 4, 5, 6

correctly and results are analysed, thoroughly.	assessments for reading and writing.	
Continued training through the TRG (Teacher Research Group) to develop the teaching of maths, curriculum design and planning in line with DfE and EEF guidance. Subject leader release time will be funded to embed key elements of guidance across school, and to purchase resources and provide CPD (including Teaching for Mastery).	Non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. The school has partnered with the <i>South West London Maths Hub</i> to support this teaching.	4, 6
Continue to implement the Sounds-Write phonics and early reading programme, training further members of staff to increase the impact across school.	Sounds Write is a synthetic phonics programme taught from Reception through to Year 2/3. The programme is highly structured, cumulative, sequential and explicit, therefore teaching children to read and spell.	5
Appointment of a highly experienced teacher to further improve teaching in KS2 and support pupils in Year 5 and 6 The teacher will be teaching small groups and whole classes, for reading writing and maths. Supporting and working with class teachers, including team teaching, pupil progress reviews	Modelling lessons and team teaching, as well as joint planning with an excellent, experienced teacher are proven methods to develop skills in less experienced members of staff. The use of diagnostic assessment will allow next steps of learning to be planned for and for gaps in learning to be filled.	4, 5, 6

and using the diagnostic and standardised assessment to plan and deliver next steps of learning.		
--	--	--

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

Budgeted cost: £ 45, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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.	3, 4
Developing pupils oracy skills across the curriculum. These can support pupils to articulate key ideas, convey learning consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release time.	Evidence suggests that oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	3, 5
Appointment of 2 experienced intervention teachers. These teachers will provide a blend of tuition, mentoring and	Findings on small group tuition from the EEF: 1. Small group tuition has an average impact of four months'	4, 5, 6

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, including those who are high attainers. One to one tuition and small groups, to take place throughout the day. In reading, writing and maths.	additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	
NELI Nuffield Early Language Intervention Diagnostic language tool for Reception aged children, DfE approved. A 20-week programme 10 weeks of language intervention, followed by 10 weeks of phonics. Carried out in small groups and 1:1 intervention.	The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children's oral language and early literacy skills, including in two robust EEF trials. The most recent trial of the programme found that children made on average +3 months of additional progress in oral language compared to children in the comparison group.	5
Beanstalk reading programme	This is an evidenced based programme that helps schools ensure that children become independent readers. This programme aims to raise attainment and improve children's wellbeing and learning across the whole curriculum.	5

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

Budgeted cost: £ 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social, emotional and Mental Health (SEMH) learning. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Evidence suggests that childhood social, emotional skills balanced Mental Health will improved outcomes at school and in later life, such as improved academic performance, attitudes, behaviour and relationships with peers.	2
Jigsaw4U art and play therapist in school one day per week provided targeted therapy for identified pupils (typically 80% of the caseload are disadvantaged pupils)	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	2
CAMHS in Schools Practitioner one day per week. Work includes supporting parents with home	Evidence suggests that, on average, behaviour interventions can produce improvements in academic performance along with	2

behaviour and parenting strategies, liaising with CAMHS and completing paperwork for referrals, advising teachers around mental health issues in pupils etc.	a decrease in problematic behaviours. Early diagnoses enable appropriate targeted support to be put in place.	
Further developing strategies to improve attendance and punctuality. Attendance Officer to spend 1 day per week focussing on following up attendance issues, through letters and attendance meetings. Late Office used each morning to challenge lateness and draw up Punctuality Action plans with parents.	Evidence from the National Strategies is that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	1
Provide enrichment opportunities for disadvantaged pupils, including subsidised residential visits, school trips and after school clubs.	Evidence suggests that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.	1, 2

Total budgeted cost: £ 172,350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our internal assessments during the last academic year shows that the performance of disadvantaged pupils was lower than in the previous academic year especially in maths and reading. The expected outcomes we aimed for in our previous strategy were not fully met.

Senior leaders attributed these outcomes mainly to the impact of the pandemic, which effected our most disadvantaged.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by providing digital devices such as laptops or broadband SIM cards. Daily live on-line lessons for all areas of the curriculum were taught by teachers with any absences recorded and telephone calls made to ensure families were coping.

Regular well-being telephone calls were made by staff to ensure disadvantaged children were able to access learning as well as checks for mental and emotional needs. Disadvantaged children learning from home had one-to-one online meetings with their class teachers and support staff so they were able to speak about their experiences during lockdown and/or isolation periods. Overall attendance in 2020/21 was broadly in-line with national average.

Our assessments and observations indicated that pupil behaviour; well-being and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.