

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Gascoigne Primary School
Number of pupils in school	1095
Proportion (%) of pupil premium eligible pupils	20%
Pupil premium allocation this academic year	£343,890
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023 / April 2024 September 2024 / April 2025
Statement authorised by	Rahat Ismail
Pupil Premium lead	Jo Preston
Governor lead	Rahat Ismail

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,890
Recovery premium funding allocation this academic year	£42,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£386,230

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Gascoigne Primary, we have high aspirations and ambitions for **all** our children and we are passionate that all learners should be well-supported to reach their full potential.

We strongly believe that reaching one's full potential is possible when the necessary skills and values required to succeed are developed and nurtured.

Our pupils in receipt of the Pupil Premium Funding, face specific barriers to reaching their full potential, and, at Gascoigne, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have identified Speech and Language needs.
2	Pupils' attainment is limited compared to that of their peers due to low starting points.
3	Pupils have social and emotional needs, including medical and mental health.
4	Pupils experience unsettled home routines and limited expectations.
5	Irregular attendance and persistent absenteeism of PP/disadvantaged children.
6	Pupils have adverse childhood experiences.

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
All eligible pupils with identified speech and language needs will have been assessed and a programme of support put in place for them.	Pupils speech and language needs are being addressed. SALT Assessments show progress.
All eligible pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage in Reading, Writing, Maths and Science. Eligible pupils not on track make accelerated progress and 'catch up' or exceed prior attainment	Summer data will show 100% of eligible pupils have made expected or better progress from previous end of year data. End of summer data will also show that 10 – 20% of eligible pupils will have made accelerated progress.

<p>standards. All eligible pupils receive targeted high-quality Intervention.</p>	<p>Analysis of interventions will show that they have had a positive impact on eligible pupils' outcomes in all core subjects.</p>
<p>All eligible pupils with identified social, emotional or mental health needs are well-supported by the pastoral team so that the needs are addressed/met.</p>	<p>Family Liaison Practitioners, Inclusion Managers, School Counsellor, SEMH Outreach and Pastoral Team, with Headteacher, identify and support eligible pupils and their families to ensure their child's access to their education is full and complete. Pastoral Team to facilitate support from and signpost to external agencies when appropriate to do so. Identified eligible pupils to access Nurture Group support, School Counsellor, Emotional Health and Wellbeing Professional, Learning Mentors and Therapy Dog when needed. Eligible pupils will be allocated an advocate to monitor their progress against outcomes outlined in this plan. Pupil and parent questionnaires will show that parents and eligible pupils feel supported and educational barriers removed.</p>
<p>All eligible pupils have a wealth of cultural capital to enable them to engage fully in their learning. The Gascoigne Curriculum will provide them with engaging, rich and varied experiences.</p>	<p>The Gascoigne Curriculum will provide pupils with engaging, rich and varied learning experiences as demonstrated in our end of topic Beautiful Outcomes. (<i>Evidence – photographic and recorded learning</i>). Pupil voice will show that children enjoy school and are enthused to learn well as they understand the value of their education and are life-long learners. (<i>Evidence – recorded learning</i>). Teachers will plan a wide range of educational experiences to enhance learning and make it memorable. (<i>Evidence – curriculum map and planning</i>) Subject Leads will plan and deliver school-wide events to further enrich the educational experiences of pupils. (<i>Evidence – curriculum map and planning / website</i>) Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within the school day and as part of wrap around/extended school provision.</p>
<p>All eligible pupils will meet national expectations for attendance/persistent absence.</p>	<p>The attendance of all eligible pupils will be in line with or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Attendance Lead, FLPs, Pastoral Team and Inclusion Managers brings about and increase in their overall attendance and a decrease in persistent absence.</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: £136,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
SaLT to deliver whole staff training. Inclusion Manager to review pupils and SaLT to assess. Programmes delivered to meet needs.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1
Buy-in to Words First to enhance and broaden the SaLT provision at Gascoigne.	https://www.wordsfirst.uk/	1
Core subject leaders to deliver a programme of high-quality CPD to all teaching staff focussed on pedagogy and good practice.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2
<i>Towards Outstanding Practice</i> – Gascoigne Programme to ensure consistency of high-quality first teaching for all pupils. Includes mentoring and incremental coaching.	https://blog.irisconnect.com/uk/coaching-for-teachers	2
Targeted support by our Nurture Team and SEMH Outreach Team to engage our eligible pupils in their learning and to advocate for them.	https://www.nurtureuk.org/what-we-do/nurture-groups/	3
Eligible pupils to engage in Thrive. Progress facilitated by bespoke interventions following Thrive assessments.	https://www.thriveapproach.com/	3
Targeted Early Help to work in partnership with the school's professionals to support families who are in need due to	https://www.lbbd.gov.uk/children-young-people-and-families/early-help	4

Family Liaison Practitioners available at the start and end of school day to support with collection and drop off of eligible pupils as and when need arises. Also, home visits carried out when eligible pupils are not in school and school is unaware as to the reason. FLPs as advocates and supportive intervention in improving attendance of vulnerable pupils.	https://attendanceplus.co.uk/early-intervention/	5
School employs a School Counsellor to work with pupils with ACEs in a Psychodynamic approach.	https://www.bacp.co.uk/about-therapy/types-of-therapy/psychodynamic-therapy/	6

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to provide one-to-one before/after school tuition to targeted pupils after Autumn assessments analysed.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
Before and after school targeted interventions to be carried out by Teaching Assistants within school.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue deploy large and experienced pastoral team to	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3

engage with eligible pupils and their parents to support pupils/family's SEL/MH needs.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Continue to invest in access to high quality resources and learning experiences - Cultural Capital.	https://culturallearningalliance.org.uk/what-is-cultural-capital/	4
Continue to deploy staff to support families to understand the importance of education and improve attendance /eradicate persistent absenteeism.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5

Total budgeted cost: £386,230

Part B: Review of outcomes in the previous academic year (2021 – 2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

What progress has been made this year by pupils in receipt of Pupil Premium/Disadvantaged?			
Pupil Premium Average Progress from Sep 2021-July 2022 (Non-PP in brackets)			
5 steps expected	Reading	Writing	Maths
Year 6	8.4 (8.2)	7 (7.5)	9.1 (8.7)
Year 5	7 (6.3)	7.2 (6.8)	8 (7.1)
Year 4	5.5 (6.4)	6 (6.7)	6.4 (7.0)
Year 3	5.4 (5.6)	6.7 (7)	5.5 (5.2)
Year 2	5.7 (5.3)	6.2 (6.1)	6.2 (6.1)
Year 1	6 (6.3)	5.(6.3)	6.1 (6.3)

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
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Part B: Review of outcomes in the previous academic year (2022 – 2023)

Pupil premium strategy outcomes

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What progress has been made this year by pupils in receipt of Pupil Premium/Disadvantaged?			
Pupil Premium Average Progress from Sep 2022-July 2023 (Non-PP in brackets)			
5 steps expected	Reading	Writing	Maths
Year 6	70% (71%)	75% (74%)	74% (74%)
Year 5	78% (75%)	81% (79%)	57% (70%)
Year 4	78% (71%)	73% (71%)	76% (74%)
Year 3	62% (63%)	64% (60%)	48% (51%)
Year 2	56% (56%)	68% (67%)	61% (62%)
Year 1	79% (43%)	43% (34%)	29% (34%)

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N/A	
N/A	

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