

# Guston CEP School's Pupil Premium Strategy Statement

**2022-23**

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Guston CEP School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	FSM: 14 (9%) SPP: 73 (48%)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	FGB
Pupil premium lead	Deby Day
Governor / Trustee lead	Mick Brazier

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,700 (FSM) 2022-23 £20,800 (SPP) 2022-23
Recovery premium funding allocation this academic year	£1,836
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£50,336</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Guston CEP School is committed to ensuring that all of our children reach their potential during their time with us.

When making decisions about how we used our Pupil Premium funding we first considered the context of our school and the subsequent challenges we faced. We then looked at research conducted by EEF to support decisions around the usefulness of different strategies and their value for money.

We endeavour to reduce the impact of financial need on childhood and use resources creatively to support and accelerate progress. This is underpinned by a whole school approach to Mental Health and wellbeing, led by the school's SLT and Mental Health Champion.

Children who are vulnerable due to adverse childhood experiences and who have during their primary school life had an allocated social worker are supported by specially trained staff.

Children who have parents serving in the armed forces are an important part of our school community. We strive to identify challenges these children experience when moving schools and support them during these emotionally challenging times.

Our experienced staff enable high quality teaching to take place. They are able to swiftly identify gaps in learning and plan and assess accordingly to ensure continued skill and knowledge progression. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefited the non pupil premium children in the school.

The school has used the National Tutoring Programme (Tempest Resourcing) to further accelerate progress of children impacted by the Covid 19 pandemic, including non-pupil premium children.

## Challenges

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

Challenge number	Detail of challenge Pupil Premium / Service / Both
1	Poor attendance of some children hinders their educational progress.

2	Gaps in curriculum experience due to multiple lockdowns – including children from MOD school in Brunei where there were continued lockdowns / curfew regimes into 2022.
3	Attainment levels of children across the school are varied due to the Covid 19 legacy years (especially evident in KS1 where few children attended EYFS settings)
4	The emotional stability and wellbeing of some children hinders their academic progress
5	Some of the children who are entitled to Pupil Premium funding are also registered within the school as having Special Educational Needs
6	Military deployment of a parent for a number of weeks / months impacts on the wellbeing of some children.
7	The Royal Gurkha Rifles Unit Move in the Summer of 2022 after 2 previous postponements will significantly change the school community. This has an impact of those service children leaving and joining the school as well as the “core” needing emotional support at school during this time of transition.
8	The lack of opportunities to read at home

## 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
Attendance of disadvantaged pupils is at least in line with National averages.	Disadvantaged pupils will not be further disadvantaged by poor attendance (below 95%)
Disadvantaged pupils receive focused support for targeted areas of need to enable them to achieve the expected age related level.	All disadvantaged pupils are working at Age related expectations.
Pupils are supported in an age appropriate way to understanding their thoughts and feelings. They are given opportunities to share their worries and anxieties in a safe environment.	Children share their anxieties and worries and they use appropriate strategies to help them deal with their emotions.
Parents are able to access support (both in and out of school) to enable them to understand themselves and the impact some of their behaviours/choices/decisions have on their children.	Parents are supported and receive the help they need. Impact of their own SEMH on their children is minimised.

Staff are trained to support pupils with SEND	Pupils with SEND can access support required for them to access and progress
Children are given opportunities in school to read regularly.	Children's confidence in reading develops and progress is evident.

## 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.

## Staffing (for example, CPD, recruitment and retention)

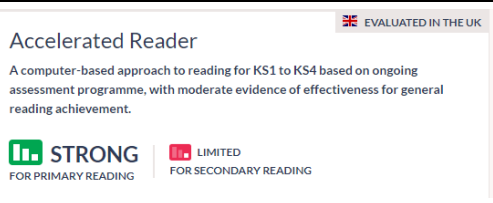
Budgeted cost: **£14,768**

Activity	Evidence that supports this approach	Challenge number(s) addressed
De-escalation techniques CPD – Whole School <b>£250</b>	Consistent whole school approach to managing pupils displaying stressed and distressed behaviour allows appropriate boundaries and strategies to be used to support them	4, 6 and 7
Support ECT with appropriate release time (1 day per week) and a trained and experienced mentor. <b>£2660 Release Time</b> <b>£1800 Mentor time</b>	Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF Guide to Pupil Premium Autumn 2021)	2, 5, 3
Continual Professional Development to support Teaching Assistants development and knowledge <b>£3900</b>	'Ensure TAs are fully prepared for their role in the classroom.' (The EEF Guide to making best use of teaching assistants, September 2021)  Regular weekly TA CPD sessions led by AHT (inclusion) to disseminate the training completed in Teacher CPD sessions.	2, 5, 3
Termly SLT Attendance Meetings <b>£720</b>	Targeted approach working closely with families	1

Follow up meetings with Targeted parents <b>£150</b>		
Mainstream Core Standards Training for staff. <b>£2000</b>	Cycle of CPD has proven to be the most effective way of upskilling staff, revisiting areas throughout the year.	2, 5, 3
Whole school SEMH training to help identify both Service and Civilian pupils struggling. <b>£3288</b>	Consistent whole school approach to managing pupils displaying stressed and distressed behaviour allows appropriate boundaries and strategies to be used to support them	4, 6 and 7

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

Budgeted cost: **£22,804**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Freckle Maths for targeted pupils <b>£2114</b> (per annum)	Consistent, joined up approach to assessment across the school including the development of a common language for assessment. Targets identified to address groups and individuals learning needs.	2, 5, 3
Accelerated Reader <b>£3190</b> (per annum)	 <p>Accelerated Reader <small>UK EVALUATED IN THE UK</small> A computer-based approach to reading for KS1 to KS4 based on ongoing assessment programme, with moderate evidence of effectiveness for general reading achievement. <b>STRONG</b> FOR PRIMARY READING   <b>LIMITED</b> FOR SECONDARY READING</p>	2, 3, 5 and 8
Daily Readers <b>£2850</b>	Regular reading promotes a familiarity with books and support reading development.	8
Focused targeted reading groups (including stretch reading) <b>£3000</b>	Focussed teaching to establish accurately misconceptions and areas of need. Teachers are able thus to amend curriculum plans.	8
Power of 2 intervention for specific pupils <b>£950 x 3 (£2850)</b>	The EEF toolkit illustrates that 1:1 support has +5 impact. This work also underpins social and emotional development.	2 and 3
Clicker 8 – writing support for targeted pupils		2 and 3

£900		
Writing conferencing for targeted pupils £7200	The EEF toolkit illustrates that 1:1 support has +5 impact. This work also underpins social and emotional development.	2 and 3
Access to full local offer by attending STLS clinics for: <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Sensory processing</li> <li>• Speech and language</li> <li>• Communication and interaction</li> <li>• Mental Health</li> </ul> £700	Professional dialogue around targeted pupils enables the school to act effectively to meet children's needs. This is particularly relevant in our context of very high mobility.	2 and 5

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

Budgeted cost: **£14,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boxall Profiling used as a whole school approach to track SEMH and well being £600	All staff upskilled to identify pupils that are struggling with SEMH issues and therefore able to support when needed.	4, 6 and 7
ELSA Support for targeted pupils £5600	The EEF toolkit illustrates that 1:1 support has +5 impact. This work also underpins social and emotional development.	4, 6 and 7
ELSA Training for Additional member of staff £100 (training) £6000	The EEF toolkit illustrates that 1:1 support has +5 impact. This work also underpins social and emotional development.	4, 6 and 7
Play Therapy for targeted pupils £2310	Meta-analytic reviews of over 100 play therapy outcome studies (Bratton, Ray, Rhine, & Jones, 2005; LeBlanc & Ritchie, 2001; Lin & Bratton, 2015; Ray, Armstrong, Balkin, & Jayne, 2015). have found that the over-all treatment effect of play therapy ranges from moderate to high positive effects. Play therapy has proven equally effective across age, gender, and presenting problem. Additionally, positive treatment effects were found to be greatest when	4, 6 and 7

	there was a parent actively involved in the child's treatment.	
Anxiety Gremlin 1:1 sessions with specific pupils £300	The EEF toolkit illustrates that 1:1 support has +5 impact. This work also underpins social and emotional development.	4, 6 and 7

**Total budgeted cost: £52,482**

# 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 2022 to 2023 academic year.

**An upward trend in Attendance over the last 3 years in the majority of cases.**

Year Group	No. of Pupils	21-22 %	22-23 %
Total:		92.0%	96.0%
Year 3	1	88.4%	97.9%
Year 4	5	91.4%	95.4%
Year 5	2	93.7%	94.9%
Year 6	6	94.7%	95.9%

The table below details the KS2 SATS results for FSM pupils in 2022-23. Despite a significant disruption of learning.

- Reading – 100% ARE (n1)
- Writing: 0% ARE (n1)
- SPAG: 0% ARE (n1)
- Maths: 100% ARE (n1)
- Science: 100% ARE (n1)

As the graph demonstrates below, the progress of pupils eligible for FSM.

Writing remains an issue for targeted pupils.



Steps Progress Between Terms  
Y2, Y3, Y4, Y5, Y6 - Selected Pupils (14 pupils)

06 February 2024  
Sum2 21-22 to Sum2 22-23

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress
FSM	14	100.0	50.6	57.0	6.4	50.7	56.9	6.2	50.4	56.3	5.9	50.7	57.8	7.1
Not Pupil Premium	5	35.7	51.2	57.8	6.6	50.8	57.0	6.2	50.8	56.6	5.8	52.0	59.8	7.8

Key





Attainment is improving for FSM pupils too.

### Age Related Expectation Summary Report

Y2, Y3, Y4, Y5, Y6 - Selected Pupils (14 pupils)

14 pupils	Below	On Track or higher	Higher
Reading	5 (35.7%)	9 (64.3%)	3 (21.4%)
Writing	5 (35.7%)	9 (64.3%)	0 (0%)
Mathematics	2 (14.3%)	12 (85.7%)	1 (7.1%)
Combined	<b>Below in one or more</b> 6 (42.9%)	<b>On Track or higher in all</b> 8 (57.1%)	<b>Higher in all</b> 0 (0%)

**Key:** Number of Pupils (Percentage)

**On Track** - All pupils at ARE, including those at risk of working below

**Higher** - Pupils working above, or significantly above, ARE

**SEMH approaches have successfully supported appropriate pupils – these include ELSA and Play Therapy.**

## 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
White Rose Maths	
Accelerated Reader MyOn / Star Reader	Renaissance Learning
Freckle Maths	Renaissance Learning
Jigsaw PSHE	Jan Lever Group
The Boxall Profile	
Play Therapy	The Butterfly Tree Play Therapy