

Pupil Premium Strategy Statement

End of Year Evaluation – July 2024

Progress Against Intended Outcomes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,623
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 128,623

School vision and culture for disadvantaged (DA) pupils

GHPS sets **aspirational targets** in all areas for our DA pupils, this allows continual organisational improvement in this area.

It is noteworthy that the school has achieved **exceptional outcomes** for its DA pupils and believes that they will continue to thrive at GHPS.

In 2023 our DA pupils completed the ‘triple outcome’:

- Outperformed non-DA pupils in school
- Outperformed DA pupils nationally
- Outperformed non-DA pupils nationally

Intended outcome	Success criteria	Progress against Intended Outcomes	RAG																		
Quality First Teaching is ‘tilted’ for DA pupils to ensure they outperform non-DA pupils nationally and the combined gaps diminish across the school.	DA pupils to outperform non-DA pupils in reading , writing and maths at the end of Year 6 (aspirational target). Identified combined gaps to be: Year 2: <20 Year 3: <20 Year 4: <20 Year 5: no gap Year 6: <10	Data analysis taken from <i>FFT Aspire</i> July 2024 for end of Key Stage 2:																			
		<table border="1"> <thead> <tr> <th>% Expected for ALL pupils</th> <th>GHPS</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Read/Writ/Maths (combined)</td> <td style="background-color: green;">72%</td> <td>62%</td> </tr> </tbody> </table>		% Expected for ALL pupils	GHPS	National	Read/Writ/Maths (combined)	72%	62%												
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	<p>Release time is provided for Curriculum Leads and Phase Leaders to monitor the quality of teaching, planning, supporting/coaching staff, mastery readers (supply teacher two days a week).</p> <p>Focus on professional development for staff using the WALKTHRU's.</p>	<p>SS – Standardised Score VA – Value Added</p> <p>Combined gaps at the end of July 2024:</p> <p>Year 1 combined DA gap: -14% Year 2 combined DA gap: -19% Year 3 combined DA gap: -37% Year 4 combined DA gap: -21% Year 5 combined DA gap: -14% Year 6 combined DA gap: -6%</p> <p>Year 3 will be a priority year group next year for the combined and a gap analysis will be undertaken next academic year to identify curriculum subjects that are resulting in the large gap between DA and non-DA pupils and appropriate action will be put in place to diminish the gap.</p>														
<p>Accelerated progress for reading across the school e.g., Year 1 and Year 2 DA pupils reach 84% in screener and resit and there are no reading gaps between DA and non-DA pupils in Years 4–6.</p>	<p>100% of DA Year 1 pupils pass phonics screener. 100% of DA Year 2 pupils pass phonics resit.</p> <p>15% of Year 3 pupils who will remain on RWI programme at the end of the academic year.</p> <p>There are no gaps in reading in Years 4–6.</p>	<p>Phonics results year 1:</p> <table border="1" data-bbox="703 958 1310 1032"> <thead> <tr> <th>PPG pupils</th> <th>Non-PPG pupils</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>95%</td> </tr> </tbody> </table> <p>Year 2 phonics resit for PPG pupils – 100%.</p> <p>Year 3 – only 12% of pupils remained on the RWI programme in July 2024 (Sept. 2023 there were 30% on the programme).</p> <p>Year 4 reading gap: -28% Year 5 reading gap: +11%</p> <p>Year 6 end of Key Stage 2 (from FFT <i>Aspire</i>):</p> <table border="1" data-bbox="703 1402 1305 1576"> <thead> <tr> <th></th> <th>Reading Standardised Score</th> <th>Reading Value Added</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>105.3</td> <td>+2.9</td> </tr> <tr> <td>Non-DA</td> <td>104.9</td> <td>+2.3</td> </tr> </tbody> </table>	PPG pupils	Non-PPG pupils	100%	95%		Reading Standardised Score	Reading Value Added	DA	105.3	+2.9	Non-DA	104.9	+2.3	
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<p>Accelerated progress in writing for all especially for DA boys so that writing is not a barrier to achieving the combined.</p>	<p>Year 2 DA writing gap to be: < 15% Year 3 DA writing gap to be: < 20% Year 4 DA writing gap to be: < 20% Year 5 DA writing gap to be: > 5% Year 6 DA writing gap to be: no gap</p>	<p>Writing gap at the end of July 2024 for EXS:</p> <p>Year 1 writing DA gap: -19% Year 2 writing DA gap: -23% Year 3 writing DA gap: -41% Year 4 writing DA gap: -21% Year 5 writing DA gap: -9% Year 6 writing DA gap: no gap</p> <p>Effective targeting and support for DA pupils in UKS2 has ensured either a minimal gap or NO GAP existing for pupils entering KS3. This success has led to an overall RAG of G.</p>														

		<p>However, due to the large gaps in writing, this subject will continue to be a priority for the school next academic year. In Key Stage 1 there will be a focus on transcription, accompanied by CPD for staff to help diminish the writing gaps.</p>							
<p>Pupils are able to regulate their emotions and then access learning more readily.</p>	<p>Behaviour incidents for DA pupils reduce by 10%.</p> <p>90% of DA pupils attending therapy groups see improvements in SQ+DQs or all smart targets are met. 95% of parents feel they have the correct tools to support their child with their SEN and mental health needs etc.</p>	<p>DA behaviour incidents per term:</p> <table border="1"> <tr> <td>Autumn 2023</td> <td>98</td> </tr> <tr> <td>Spring 2024</td> <td>43</td> </tr> <tr> <td>Summer 2024</td> <td>46</td> </tr> </table> <p>Through review of behaviour plans, provision, adaptations, CPD for staff, external agency referrals resulted in behaviour incidents being halved in the spring and summer term.</p> <p>Pupils attending Play therapy, Canine Therapy, ELSA will have had targets reviewed at the end of their sessions and 91% showed an improvement.</p> <p>School have referred pupils to the Mental Health Support Team for face-to-face sessions. All those referred to Mental Health Support Team were accepted for support.</p>	Autumn 2023	98	Spring 2024	43	Summer 2024	46	
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<p>PA for DA is below 10% and below the national.</p>	<p>Disadvantaged pupils' attendance reaches 95%. PA for disadvantaged pupils is below 10% and below the national. No gap in attendance between DA and non-DA pupils (gap of -1% at the end of July 2023)</p>	<p>Attendance for the school's DA pupils was above the national by +1.5% [National DA -91.8% compared with School DA pupils -93.3%].</p> <p>The school's PA figures are below the national by 2%, but PA will continue to be a priority next year, so PA is below 10%.</p> <p>School PA – 14% National PA – 16%</p> <p>At the end of July there was a -1.1% attendance gap between the school's DA and non-DA pupils.</p> <p>School has put in high levels of support to reduce PA: support in place for identified pupils and their families e.g., working with the school's EWO, letters sent to parents regarding the importance of attending school, teachers and school staff speaking to parents about attendance.</p>							
<p>School uniform and trip support for DA pupils</p>	<p>All families who request help with uniform are provided with e.g., jumpers, shoes etc.</p>	<p>100% of families who have requested help for school shoes uniform, PE kit etc and have been provided with the appropriate items straight away.</p>							

	All DA pupils able to access and attend trips to enhance their cultural capital.	All DA pupils have accessed trips.																						
Accelerated progress for double disadvantaged pupils e.g., DA SEND pupils and a diminishing of the gap between double disadvantaged pupils in all year groups for the combined.	<p>The progress of DA SEND pupils carefully monitored and tracked using provision map.</p> <p>High expectation for all SEND pupils.</p> <p>A range of strategies are put in place to support of SEND pupils making accelerated progress – e.g., effective adaptations, mind-maps, pre-teaching of key vocabulary, visual timetables, communication in print, access to external agencies (speech therapist, EP, Support for Learning) language groups, sensory resources.</p> <p>Staff provided with continuous CPD on colour semantics, Speech and Language, Makaton, Zones of Regulation, use of provision maps, ASD, specific learning difficulties.</p>	<p>Data analysis taken from <i>FFT Aspire</i> July 2024 for end of Key Stage 2 comparing SEN and non-SEN pupils:</p> <table border="1" data-bbox="707 439 1308 595"> <thead> <tr> <th></th> <th>R SS</th> <th>R VA</th> <th>W SS</th> <th>W VA</th> <th>M SS</th> <th>M VA</th> </tr> </thead> <tbody> <tr> <td>SEN</td> <td>106.4</td> <td>+4.3</td> <td>101.1</td> <td>+3.4</td> <td>105.1</td> <td>+4.1</td> </tr> <tr> <td>Not SEN</td> <td>106.1</td> <td>+2.3</td> <td>102.8</td> <td>+3.9</td> <td>106.7</td> <td>+3.7</td> </tr> </tbody> </table> <p>SS- Standardised Score VA- Value Added</p> <p>All SEND pupils on Provision Map and targets tracked and reviewed termly using system. All Child Learning Profiles have been checked by SEN Team and the SEN Team have worked with staff to improve plans and provision so that ALL SEN pupils' needs are met.</p> <p>Clear plans were put in place for any adaptations to ensure individual pupil's needs were met and that they had full access to the curriculum and gaps were diminished e.g., mind maps, concrete apparatus, Clicker 8, colourful semantics etc.</p> <p>Staff received training on the following: mind maps, colourful semantics, speech and language, RWI, sensory processing, Makaton, Clicker 8.</p>		R SS	R VA	W SS	W VA	M SS	M VA	SEN	106.4	+4.3	101.1	+3.4	105.1	+4.1	Not SEN	106.1	+2.3	102.8	+3.9	106.7	+3.7	
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