

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	Georgian Gardens Community Primary School
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	24%
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	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Amie Bowers
Pupil premium lead	Claire Lewis
Governor / Trustee lead	Heather Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131, 707
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£55,087
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	£199,989

Part A: Pupil premium strategy plan

Statement of intent

At Georgian Gardens we pride ourselves in knowing every child as an individual and want to ensure that we provide every pupil with a chance to excel whilst they are at school. Our dynamic approach allows our curriculum to fit the needs of our children rather than expecting children to just 'fit' into the existing curriculum. Our school approach is based around three simple statements: Be Ready, Be Respectful, Be Safe. These key messages run throughout all aspects of pupils lives in school.

Emotional wellbeing comes first at Georgian Gardens and as one of the only 'Thrive' Schools in West Sussex we are fortunate to have trained staff who are always available to help both our pupils and their families. Education for Safeguarding is a prominent subject which is taught to children in all year groups covering the vital life aspects of relationships, digital and media literacy, physical health and wellbeing and emotional health and well-being. This is tailored to the context of our school.

Our range of curriculum opportunities are broad and balanced, we really believe in trying to find the catalyst that inspires each child's 'passion', which ignites their desire for life long learning. We are passionate about the Arts and promoting opportunities for all pupils to participate. Every term each year group has a day of learning with a music and dance specialist teacher. We offer a diverse range of extra curricula opportunities to enrich our curriculum offer even further. For example taking part in a rock band or helping to build a battery operated car. Georgian Gardens also about promotes excellence in sports and recognizes both the physical and emotional benefits of regular exercise for our pupils.

As a school we always work closely with our families to strive towards the very best outcomes for our pupil's. We are a school at the heart of it's community and actively engage children with taking pride in their local community, taking part in activities such as art displays at the local train station and singing to local residential homes. We ambitious to continually expand our opportunities for learning outside the classroom and utilise local resources such as the beach, our own woodland area and quad garden.

We want our pupils to leave our school with having being ready to learn even more, the ability to respect themselves, others and the world around them and the knowledge to keep themselves and others safe.

We know that there is strong evidence that "what happens in the classroom makes the biggest difference ... good teaching for all pupils has a particular benefit for disadvantaged students" (EEF Attainment Gap Report 2018). Therefore, at Georgian Gardens, we are prioritising teaching practice, especially feedback, formative assessment, and further developing our broad, culturally rich, and knowledge-based curriculum.

We believe taking the time to get to know our children and families is key when looking at common barriers to learning. There may be complex family difficulties that can prevent children from thriving. This information then directly impacts on our decision making about how pupil premium funding is directed, alongside research conducted by the EEF.

Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all children.
- We ensure that all teaching staff are involved in analysis of data and identification of children, so that they are fully aware of strengths and weaknesses across the school.
- We recognise that not all children who receive free school meals are socially disadvantaged.

- We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any child or children we have identified as being socially disadvantaged.
- Pupil premium funding will be allocated by identifying priority classes, individuals or groups. Limited funding and resources means that not all children receiving free school meals will have intervention at one time.
- As a Thrive school, we will develop the emotional literacy of children in order to develop their learning power, resilience, resourcefulness, reflective capacity and reciprocity.

Context:

Georgian Gardens is a community school located on The Allengate housing estate in Rustington, West Sussex. The school serves a mixed social demographic. All year groups have two classes.

Pupil premium is above the national average. 22% of the children are free school meals, 3% are Ever 6, 1 % are pupil premium plus and 26% are pupil premium over all.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged children within internal school data, and in turn, nationally.
- To help all children to thrive and give them resilience in the face of life's challenges, enabling them to regulate their emotions in healthy ways, managing their impulses, and think rationally, even under pressure. They will be able to bounce back.

Achieving the Objectives:

- Adopting a tiered approach to pupil premium spending to ensure that there is a balanced approach to targeting teaching, academic support as well as wider strategies.
- To allocate a 'catch up' teacher to each phase, providing individual and small group teaching with a qualified teacher.
- Maximum number of children in each class and, where possible, reducing class sizes for core subjects, thus improving opportunities for effective teaching and accelerating progress.
- Further develop the use of formative assessment across the curriculum to ensure that all learning is well pitched to meet the needs of pupils within the year group.
- Further develop our progression in key knowledge alongside vocabulary and oracy development throughout foundation subjects.
- Implementation of a new phonics scheme.
- Develop the use of manipulatives in mathematics to support sense making, mathematical thinking and reasoning.
- Targeted, effective intervention for identified children.
- Good transition provision from preschool to EYFS and then from primary to secondary.
- Support the funding of specialist learning software and resources.
- To support the children in learning a musical instrument and to have the opportunity to experience the 'GG Rock Band'.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Georgian Gardens values and, in turn, enhance learning.
- To maintain the five qualified Thrive Practitioners and Family Thrive Trainers to support

emotional wellbeing throughout the school.

- Provide regular Thrive sessions for identified children and Family Thrive sessions for their families.
- Bespoke support for families who need it.
- Use of activity passports which have been personalised to the child's year group.
- Ensuring all children have first hand experiences to support their learning as well as aspirational opportunities.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry Low attainment as well as speech and language development in the Early Years Foundation Stage. There has been an increase in the number of children entering EYFS who are not school ready.
2	Multiple barriers to learning Many of the children who are socially disadvantaged also have additional special educational needs, generational disadvantage, are post looked after/looked after or have safeguarding needs.
3	Exposure to rich vocabulary Many of our socially disadvantaged children do not have the rich and varied oral language and vocabulary skills.
4	Experiences Many of our socially disadvantaged children do not have the rich and varied experiences that our non-disadvantaged children have.
5	Attendance and punctuality The attendance of our socially disadvantaged children as a group is lower than that of the whole school.

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
1. To establish further links with pre-schools,	• Pre-schools will have been provided with

<p>particularly in relation to supporting the socially disadvantaged in their transition to school. i.e. language and communication, school readiness.</p>	<p>opportunities to come to Georgian Gardens to see how EYFS ‘works’ and the systems/expectations in order to support children to be ready for school.</p> <ul style="list-style-type: none"> • Pre-schools will be supported in getting children at expected levels in the area of speech, language and communication through inviting them to locality meetings for Speech and Language specialist Teaching Assistants. • Children identified through baseline assessment have access to the Nuffield Early Language Intervention (NELI). This will indicate improved oral language amongst disadvantaged children. • The phonics in school will all be delivered from the same scheme to ensure fidelity. • Standards in Phonics will be in line or above national. • Support and training for Preschools in the changes to the Early Years Framework through Early Adopter work led by Early Years Lead.
<p>2. To ensure socially disadvantaged children (who do not have a cognitive SEND) to have additional barriers to learning addressed so that they make expected progress from their starting point in reading, writing and maths and meet the requirements of the Year 1 phonics check and the Year 4 multiplication check.</p>	<ul style="list-style-type: none"> • The gap between disadvantaged and non-disadvantaged will reduce. • Identified children will access regular Thrive sessions to develop the emotional literacy of children in order to develop their learning power, resilience, resourcefulness, reflective capacity and reciprocity. Thrive profiles will show an improvement in their emotional wellbeing. • All staff will have continued, regular CPD sessions around barriers to learning and how to support these. • There will be a refocus on healthy lifestyles – food, activity, physical and mental health • There will be a greater emphasis on the use of maths manipulatives to support teaching and learning. • There will be established ‘teams’ for English, Maths and the Arts to develop practice and implement change. • There will be appropriate intervention in place to support identified children. This could include: <ul style="list-style-type: none"> - Learning Mentor sessions - Play Therapy - Speech and Language input - Thrive - Individual weekly Mentoring for socially disadvantaged children with personalised targets - Lego Therapy

	<ul style="list-style-type: none"> - Behaviour/nurture support during lunch times - Breakfast Club - Zones of Regulation
3. Further develop our progression in key knowledge alongside vocabulary and oracy development throughout foundation subjects	<ul style="list-style-type: none"> • The progression of knowledge in our curriculum document will be more explicit and consistently used by teachers to recap learning with pupils. • All pupils will be supported to use a wider range of vocabulary in relation to their learning in foundation subjects. • Use of knowledge organisers will be developed. • Staff will have updated CPD on the importance of oracy within the curriculum.
4. To ensure that our socially disadvantaged children have the rich and varied experiences that our non-disadvantaged children have.	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to cater to our children's interests. • Any Socially disadvantaged children who choose not to attend a club in the autumn term will be prioritised in the spring and summer terms. • Discounts or full payment in line with our charging and remissions policy will continue to apply to pupil premium families for all enrichment opportunities, including trips, visits, music experiences, residentials, uniform. • Children will be able to join 'GG Rock Band', learn an instrument and perform as a group. • There will be increased opportunities for enrichment across the school through the reapplication for Arts Mark Gold.
5. For the attendance of socially disadvantaged children to be roughly in line with non-disadvantaged and the national attendance goal of 96%	<ul style="list-style-type: none"> • There will be a reduction in the persistent absenteeism levels for socially disadvantaged children. • There will be a continued use of 'Nudge Theory' in order to support the improvement in attendance for socially disadvantaged children. • The Family Support Manager and Learning/Behaviour Mentor will build relationships with families who have poor attendance and are persistently absent in order to offer bespoke support in improving attendance. • Poor attendance will be challenged through the use of letters, meetings with parents, support where needed, and action plans.

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: £17,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Speech and Language TA to baseline the Reception children on entry using the Nuffield Early Language Intervention baseline assessment. Full time Specialist Speech and Language TA.	<ul style="list-style-type: none"> • Nuffield foundation, closing the language gap • Early years interventions EEF Teaching & Learning Toolkit • Speech and language is one of the main barriers to children progressing in reading, writing and maths as well as the wider curriculum 	1 & 3
INSET training for all staff on the Thrive approach and the Zones of Regulation	<ul style="list-style-type: none"> • The Thrive Approach • Zones of Regulation • Trauma Informed Schools, Beacon house 	2
INSET training for all support staff on scaffolding	<ul style="list-style-type: none"> • EEF – ‘Making the best use of teaching assistants: Scaffolding framework for teaching assistant-pupil interactions’ • Mobilise Project (Lincolnshire Teaching Schools Together and Lincolnshire Learning Partnership) • ‘Maximising the Impact of Teaching Assistants’ (MITA Project) 	1, 3 & 4
Staff CPD in formative assessment, maths and the arts.	<ul style="list-style-type: none"> • ‘The Research Ed Guide to Assessment: An Evidence-Informed Guide for Teachers’ • ‘Embedded Formative Assessment’, Dylan Wiliam 	1, 2 & 3
Programme of safeguarding CPD throughout the year which focuses on the needs of our school and demographics.	<ul style="list-style-type: none"> • KCSIE • Andrew Hall ‘Safeguarding in Schools’ • Education 4 Safeguarding • The Thrive Approach 	2 & 5
Ongoing CPD to improve phonics teaching and reading across the school.	<ul style="list-style-type: none"> • The Rose Report • DfE Reading framework • Phonics Toolkit EEF DfE accredited phonics programmes • Phonics strategies, EEF Teaching and Learning Toolkit, impact +5. • EEF Toolkit – Early Literacy 	1 & 3

	Approaches impact +4	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Catch up' teacher to each phase, providing individual and small group teaching with a qualified teacher (3 x 0.6 FTE).	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is top priority, including CPD. • Sutton trust – Quality First Teaching has a direct impact on the outcomes of children. • EEF Toolkit – Individualised Instruction impact + 4 • EEF Toolkit - 1:1 Tuition impact +5 • Standardised assessments to provide insights into the specific strengths and weaknesses of each child. This will ensure they receive the correct additional support through intervention, catch up or tuition. 	2, 3, 5
Termly Pupil Progress Meetings for all year groups.	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is top priority, including CPD. 	2, 3, 5
Nuffield Early Language Intervention to be implemented for identified children.	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning, impact + 6 • EEF Toolkit – Early Literacy Approaches impact +4 	1, 2 & 3
Targeted speech and language intervention for identified children. Full time Specialist Speech and Language TA.	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning, impact +6. 	1, 2 & 3
Purchase of maths manipulatives to support children's mathematical thinking, reasoning and problem solving.	<ul style="list-style-type: none"> • NRIC and University of Cambridge Faculty of Mathematics – Research suggests that manipulatives can be powerful tools to support sense making, mathematical thinking and reasoning when they are used as tools to support these processes. 	2&3
Purchase web-based programs to be used to support teaching and learning. Can be used at home and in school: <ul style="list-style-type: none"> • Education City 	<ul style="list-style-type: none"> • EEF Toolkit – parental engagement impact +4 • EEF – Digital Technology impact +4. Clear evidence technology approaches are beneficial for writing and match 	2 & 3

<ul style="list-style-type: none"> • IDL • SeeSaw • TT RockStars 	<p>practice</p> <ul style="list-style-type: none"> • EEF Guide to Pupil premium – Targeted academic support. 	
<p>Targeted intervention for identified children:</p> <ul style="list-style-type: none"> • Precision Teaching • IDL • 1:1 catch up/target sessions • Lego Therapy • Social Skills • Thrive 	<ul style="list-style-type: none"> • EEF Guide to Pupil premium – Targeted academic support. • EEF Toolkit - Teaching Assistant Interventions impact +4 	1, 2, & 3

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

Budgeted cost: £81,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time Family Support Manager to:</p> <ul style="list-style-type: none"> • work with vulnerable families and improve parental engagement (Family Thrive, Parent Forums, Family Learning projects, etc.) • Support families in increasing the attendance of children. • Work with outside agencies, parents, staff and children to provide support and guidance. • Lead on Early Help Plans to support families and liaise with other professionals to achieve the best possible outcomes for the family. 	<ul style="list-style-type: none"> • EEF Toolkit – parental engagement impact +4 • Attendance data • Early Help Plan data 	2, 4 & 5
<p>Full Time Learning and Behaviour Mentor to:</p> <ul style="list-style-type: none"> • Support children’s emotional wellbeing • Address individual needs that are impacting on a child’s well-being and ability to effectively learn. • Work alongside children who benefit from additional guidance and strategies in order to effectively manage their behaviour so they are ready to learn. 	<ul style="list-style-type: none"> • EEF Toolkit - Behaviour Interventions impact +4 • EEF Toolkit – Mentoring impact +2 • EEF Toolkit – Social and Emotional Learning impact +4 • EEF Toolkit – Self regulation strategies impact +5 	2, 4 & 5

<p>Five Thrive Practitioners to support:</p> <ul style="list-style-type: none"> • children who are having difficulty accessing learning through gaps in development. • children in using the Thrive Approach to support their own regulation and readiness to learn. 	<ul style="list-style-type: none"> • EEF Toolkit – Self regulation strategies impact +5 • EEF Toolkit – Social and Emotional Learning impact +4 • EEF Toolkit - Behaviour Interventions impact +4 • There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, e.g., improved academic performance, attitudes, behaviour and relationships with peers. 	<p>2, 4 & 5</p>
<p>Breakfast Club to</p> <ul style="list-style-type: none"> • ensure all children begin the day on a full tummy. • provide a nurturing environment for children and support good attendance and punctuality. 	<ul style="list-style-type: none"> • EEF Toolkit – parental engagement impact +4 • Attendance data 	<p>2 & 5</p>
<p>Play Therapy to:</p> <ul style="list-style-type: none"> • empower children to feel confident and happy to be able to respond in an appropriate way. • improve sibling relationships and the impact of these on the family as a whole. • enable children to express their emotions and increase feeling of self-esteem. 	<ul style="list-style-type: none"> • EEF Toolkit – Self regulation strategies impact +5 • EEF Toolkit – Social and Emotional Learning impact +4 	<p>2, 4 & 5</p>
<ul style="list-style-type: none"> • Cultural capital experiences promoted within the curriculum. • Reduction in cost or full payment of trips/residential for disadvantaged children. • Sports clubs/events promoted to disadvantaged children and they are encouraged to attend. • Outdoor learning is encouraged. • Specialist music teacher to teach music, offer music lessons (1:1 or small group) and run 'GG Rock Band', as well as continued investment in musical instruments. • Increased opportunities for participation in the arts through the renewal of Arts Mark gold. 	<ul style="list-style-type: none"> • Learning is contextualised in concrete experiences and language rich environments. • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged children. • Enrichment activities offer children a context for learning and a stimulus to trigger their interests, which can be evidenced in pupil books. • If learning is engaging, fun and real, children will be more likely to want to engage in learning by coming to school. • The DfE - The Importance of Music • ArtsEd Research – music and academic performance. • EEF Teaching and Learning Toolkit – Arts Participation impact +3. 	<p>4 & 5</p>

Total budgeted cost: £199, 989

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.

Due to the significant disruption to learning in the academic year, the impact statement reports slightly different outcomes as detailed below:

The Figures 2020 - 2021:

Year Group	FSM	Ever 6	PP+
R	15	0	0
1	11	0	0
2	13	0	0
3	17	4	1
4	12	3	1
5	9	5	1
6	18	2	1
	95	13	4
	23.8%	3.5%	1%

1 child is FSM and PP+ so has only been counted once in the numbers.

	School	National (Primary)
FSM	23.8% (95 chn)	17.7%
Ever 6	3.5% (13 chn)	
PP+	1% (4 chn)	
Total	28% (112 chn)	

Inclusion Team:

Before and during school closure the role of the Inclusion team have been invaluable in giving timely and consistent support to our pupils and families. This support has included pastoral support for families finding lockdown difficult, organising calls and socially distant meeting for pupils transitioning to secondary school, making regular contact with our families, working with social care and other services, ensuring Annual Reviews continue to take place.

School Mobile phones were used so the AHT Inclusion, Family Support Manager and Learning/Behaviour Mentor could be contacted easily.

The Learning and Behaviour Mentor has regularly supported 34 PP children on a daily or weekly basis. A further 7 PP children were supported or monitored throughout the Lockdown period. 14 Early Helps plans were open in the academic year 2020-2021. These involved 22 children. Out of those 22 children, 15 were for PP families.

The Diocese Family Support Worker provided support for an additional 5 PP children and their families.

Termly Inclusion Newsletters kept families up to date with interventions, latest information and contact numbers/email addresses with who to phone for what support.

Attendance:

The gap between the attendance of PP and non PP children went from 3.35% in the Autumn term, 4.36% in the Spring term and 3.5% in the Summer Term. Looking at the reasons for absence, the majority have valid reasons for not being in school such as hospital visits, operations, tooth extractions, respite or isolation due to Covid-19.

Attendance will continue to be a focus next academic year.

Enrichment:

Due to Covid 19, we were limited with school trips this academic year. As a result, we ensured that all year groups experienced an enrichment day in school which was linked to their learning. All children participated in experiences such as Poi Passion Circus, Zoo Lab, Marwell Zoo, Fire Brigade, NSPCC 'Speak out Stay Safe', Virtual Reality trips using our school's VR headsets.

Music:

GG Rock Band has many members from Year 5 and 6, who not only learned how to play instruments such as bass guitar, guitar, drums, keyboard and voice, but also performed to audiences at events such as our end of year event on the school field. Click here to listen to the GG Rock Band: <https://www.youtube.com/watch?v=lk4b7DSBaqc>

We can't wait to hear how the new GG Rock Band get on!

Thrive:

A total of 65 children were profiled using Thrive Online in order to assess need then, if needed, access further in depth Thrive sessions with a Practitioner.

All staff have completed modules 1 to 5 of Thrive Together in order to revisit the main elements of the Thrive approach and to gain a greater understanding of the reasons behind the behaviours seen in school and to reinforce the whole school approach.

The next whole school profiling is timetabled for October 2021.

We now have 5 qualified Thrive Practitioners in school, 2 of those are qualified Family Thrive Trainers. Discussions have taken place with some parents who will be our first Family Thrive cohort.

Early Years:

As a school, we took out an additional subscription to Tapestry again this year to enable to Early Years team work with new September 2021 intake parents in order to ensure the children are as school ready as possible. It also enabled the team to build relationships with the parents and children prior to them starting school in September 2021 in difficult circumstances.

Our Specialist Speech and Language Teaching Assistant has liaised with our school Speech and Language Therapist throughout lockdown to ensure provision is in place when the children start. The AHT/SENCO and Speech and Language TA have also been in contact with some PP families as well as those who have children with additional needs to ensure staff are fully aware of the children's needs.

Nuffield Early Language Intervention:

We had a total of 13 children accessing this intervention, of which 6 were PP. The children completed part 1 prior to the summer break and will complete part 2 in the Autumn Term 2021.

Star Reading and Maths Data:

- PP children, on average, made more progress from their starting points in comparison to non-PP children in reading in Years 4 and 5
- PP children, on average, made more progress from their starting points in comparison to non-PP children in maths in Year 4.
- As a result of the progress data, there will be a greater focus on Year 3 (current Year 4) in reading. There will also be a whole school focus on maths.

Year 5 PP Reading Catch Up Tutoring:

1:1 or small group tutoring in reading with a British Dyslexia Association qualified tutor. The children in the intervention all made progress from their starting points, some of the children made significant progress. Progress ranged from +3 to +13 in the children's standardised scores.

Play Therapy:

5 Pupil Premium children accessed the school's Play Therapist (out of 6 children). This enabled children to express their emotions and increase their feelings of self-esteem and also empower the children to feel confident and happy and be able to respond in an appropriate way.

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
Thrive and Family Thrive	The Thrive Approach, Fronting the Challenge Projects Limited
Nuffield Early Language Intervention	Nuffield
Accelerated Reader, Star Reader, Star Maths	Renaissance
IDL	International Dyslexia Learning Solutions Limited
Times Table Rockstars	TT Rockstars
Song of Sounds (phonics programme)	Song of Sounds
Zones of Regulation	Leah Kuypers
SeeSaw	SeeSaw