

# 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 (Sept 2021) 405 (Sept 2022) 400 (Sept 2023)
Proportion (%) of pupil premium eligible pupils	24% (Sept 2021) 23% (Sept 2022) 24% (Sept 2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 – 2024 (this year)
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022 – completed September 2023 – completed September 2024 – completed
Statement authorised by	Amie Bowers
Pupil premium lead	Claire Lewis
Governor / Trustee lead	Heather Ward

## Funding overview 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£144, 500
Recovery premium funding allocation this academic year	£19, 563
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£41, 511
<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	£205, 574

# 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 only a small number of '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. 23% of the children are free school meals, 1.5% are Ever 6, 0.5 % are pupil premium plus and 24.25% 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 2021 - 2024

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, particularly in relation to supporting the socially disadvantaged in their transition to	<ul style="list-style-type: none"> <li>• Pre-schools will have been provided with opportunities to come to Georgian Gardens to see how EYFS 'works' and the</li> </ul>

<p>school. i.e. language and communication, school readiness.</p>	<p>systems/expectations in order to support children to be ready for school.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Children identified through baseline assessment have access to the Nuffield Early Language Intervention (NELI). This will indicate improved oral language amongst disadvantaged children.</li> <li>• The phonics in school will all be delivered from the same scheme to ensure fidelity.</li> <li>• Standards in Phonics will be in line or above national.</li> <li>• Support and training for Preschools in the changes to the Early Years Framework through Early Adopter work led by Early Years Lead.</li> </ul>
<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"> <li>• The gap between disadvantaged and non-disadvantaged will reduce.</li> <li>• 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.</li> <li>• All staff will have continued, regular CPD sessions around barriers to learning and how to support these.</li> <li>• There will be a refocus on healthy lifestyles – food, activity, physical and mental health</li> <li>• There will be a greater emphasis on the use of maths manipulatives to support teaching and learning.</li> <li>• There will be established ‘teams’ for English, Maths and the Arts to develop practice and implement change.</li> <li>• There will be appropriate intervention in place to support identified children. This could include: <ul style="list-style-type: none"> <li>- Learning Mentor sessions</li> <li>- Play Therapy</li> <li>- Speech and Language input</li> <li>- Thrive</li> <li>- Individual weekly Mentoring for socially disadvantaged children with personalised targets</li> <li>- Lego Therapy</li> <li>- Behaviour/nurture support during lunch times</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Breakfast Club</li> <li>- Zones of Regulation</li> </ul>
3. Further develop our progression in key knowledge alongside vocabulary and oracy development throughout foundation subjects	<ul style="list-style-type: none"> <li>• The progression of knowledge in our curriculum document will be more explicit and consistently used by teachers to recap learning with pupils.</li> <li>• All pupils will be supported to use a wider range of vocabulary in relation to their learning in foundation subjects.</li> <li>• Use of knowledge organisers will be developed.</li> <li>• Staff will have updated CPD on the importance of oracy within the curriculum.</li> </ul>
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"> <li>• A wide range of extra-curricular activities will be offered to cater to our children's interests.</li> <li>• Any Socially disadvantaged children who choose not to attend a club in the autumn term will be prioritised in the spring and summer terms.</li> <li>• 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.</li> <li>• Children will be able to join 'GG Rock Band', learn an instrument and perform as a group.</li> <li>• There will be increased opportunities for enrichment across the school through the reapplication for Arts Mark Gold.</li> </ul>
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"> <li>• There will be a reduction in the persistent absenteeism levels for socially disadvantaged children.</li> <li>• There will be a continued use of 'Nudge Theory' in order to support the improvement in attendance for socially disadvantaged children.</li> <li>• 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.</li> <li>• Poor attendance will be challenged through the use of letters, meetings with parents, support where needed, and action plans.</li> </ul>

## Activity in this academic year 2023 - 2024

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
<p>Specialist Speech and Language TA and Year R Teaching Assistants to be trained in, then implement Bucket Time in order to develop the children's ability to engage in direct speech and language therapy.</p> <p><i>(This is due to a recommendation by the NHS SALT to prioritise this due to the specific needs of the Year R children)</i></p>	<ul style="list-style-type: none"> <li>• Speech and language is one of the main barriers to children progressing in reading, writing and maths as well as the wider curriculum</li> </ul>	1 & 3
<p>INSET session for all staff – reminding of behaviour expectations and that we all have responsibility for keeping these high.</p> <p>Reviewing of the behaviour policy to include the Thrive Approach as well as the Zones of Regulation which are whole school approaches.</p>	<ul style="list-style-type: none"> <li>• Consistency in high behaviour expectations</li> <li>• Ensure that Assemblies (whole school and year group) are used to reiterate key messages about behaviour and expectations throughout the year – new assembly plan to be created</li> </ul>	2
<p>Staff CPD for Year R staff in Bucket Time and Makaton due to needs of the children joining Year R this September.</p> <p>Staff CPD offer to all staff in speech and language (communication friendly classroom, speech sounds, narrative therapy, robust vocabulary teaching, TA SALT training), masking and sensory needs.</p>	<ul style="list-style-type: none"> <li>• Speech, language and communication is one of the main barriers to children progressing in reading, writing and maths as well as the wider curriculum</li> </ul>	1 & 3
<p>Programme of safeguarding CPD throughout the year which focuses on the needs of our school and demographics.</p>	<ul style="list-style-type: none"> <li>• KCSIE</li> <li>• Andrew Hall 'Safeguarding in Schools'</li> <li>• Education 4 Safeguarding</li> <li>• The Thrive Approach</li> <li>• Mental Health in School Team (Thoughtful)</li> </ul>	2 & 5
<p>Continued CPD for all staff on the teaching of phonics using Song of Sounds.</p>	<ul style="list-style-type: none"> <li>• The Rose Report</li> <li>• DfE Reading framework</li> <li>• Phonics Toolkit EEF DfE accredited phonics programmes</li> </ul>	1 & 3

	<ul style="list-style-type: none"> <li>• Phonics strategies, EEF Teaching and Learning Toolkit, impact +5.</li> <li>• EEF Toolkit – Early Literacy Approaches impact +4</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78, 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Catch up' teacher providing individual and small group teaching with a qualified teacher in the area of phonics and reading for Years 3 and 4 (1 x 0.4 FTE).	<ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – teaching is top priority, including CPD.</li> <li>• Sutton trust – Quality First Teaching has a direct impact on the outcomes of children.</li> <li>• EEF Toolkit – Individualised Instruction impact + 4</li> <li>• EEF Toolkit - 1:1 Tuition impact +5</li> <li>• 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.</li> </ul>	2, 3, 5
Termly Pupil Progress Meetings for all year groups.	<ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – teaching is top priority, including CPD.</li> </ul>	2, 3, 5
Bucket Time intervention to be implemented for identified children.	<ul style="list-style-type: none"> <li>• EEF – oral language interventions consistently show positive impact on learning, impact + 6</li> </ul>	1, 2 & 3
Targeted speech and language intervention for identified children. Full time Specialist Speech and Language TA.	<ul style="list-style-type: none"> <li>• EEF – oral language interventions consistently show positive impact on learning, impact +6.</li> </ul>	1, 2 & 3
<p>Purchase web-based programs to be used to support teaching and learning. Can be used at home and in school:</p> <ul style="list-style-type: none"> <li>• SeeSaw</li> <li>• TT RockStars</li> </ul> <p>Purchase of 'Learning by Questions' to develop maths knowledge, application, reasoning skills as well as gap analysis of</p>	<ul style="list-style-type: none"> <li>• EEF Toolkit – parental engagement impact +4</li> <li>• EEF – Digital Technology impact +4. Clear evidence technology approaches are beneficial for writing and match practice</li> <li>• EEF Guide to Pupil premium – Targeted academic support.</li> </ul>	2 & 3



maths areas to support planning, teaching and learning.		
<p>Targeted intervention for identified children:</p> <ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• 1:1 catch up/target sessions</li> <li>• Lego Therapy</li> <li>• Social Skills</li> <li>• Thrive</li> <li>• Through-Full (Mental Health in Schools Team)</li> <li>• Yes We can Read</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Guide to Pupil premium – Targeted academic support.</li> <li>• EEF Toolkit - Teaching Assistant Interventions impact +4</li> </ul>	1, 2, & 3

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

Budgeted cost: £98, 546

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time Family Support Manager to:</p> <ul style="list-style-type: none"> <li>• work with vulnerable families and improve parental engagement (Family Thrive, Parent Forums, Family Learning projects, etc.)</li> <li>• Support families in increasing the attendance of children, particularly for those children who are pupil premium.</li> <li>• Meet regularly with families where attendance is low and gather the voice of parents, children and professionals to put appropriate support in place.</li> <li>• Use resources available to reduce persistent absenteeism. ie WSCC EBSA resources, ATTEND Framework, Wellbeing cards (Dr Jerricah Holder).</li> <li>• Work with outside agencies, parents, staff and children to provide support and guidance.</li> <li>• Lead on Early Help Plans to support families and liaise with other professionals to achieve the best possible outcomes for the family.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Toolkit – parental engagement impact +4</li> <li>• Attendance data</li> <li>• Early Help Plan data</li> <li>• ATTEND Framework information</li> <li>• WSCC EBSA resource findings.</li> </ul>	2, 4 & 5
<p>Full Time Learning and Behaviour Mentor to:</p>	<ul style="list-style-type: none"> <li>• EEF Toolkit - Behaviour Interventions impact +4</li> <li>• EEF Toolkit – Mentoring impact +2</li> </ul>	2, 4 & 5

<ul style="list-style-type: none"> <li>• Support children’s emotional wellbeing</li> <li>• Address individual needs that are impacting on a child’s well-being and ability to effectively learn.</li> <li>• Work alongside children who benefit from additional guidance and strategies in order to effectively manage their behaviour so they are ready to learn.</li> <li>• Work collaboratively with the Family Support Manager in order to reduce persistent absenteeism, particularly children who are Pupil Premium.</li> <li>• Use resources available to reduce persistent absenteeism. ie WSCC EBSA resources, ATTEND Framework, Wellbeing cards (Dr Jerricah Holder).</li> <li>• Work with outside agencies, parents, staff and children to provide support and guidance to reduce persistent absenteeism.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Toolkit – Social and Emotional Learning impact +4</li> <li>• EEF Toolkit – Self regulation strategies impact +5</li> </ul>	
<p>Five Thrive Practitioners to support:</p> <ul style="list-style-type: none"> <li>• children who are having difficulty accessing learning through gaps in development.</li> <li>• children in using the Thrive Approach to support their own regulation and readiness to learn.</li> </ul> <p>Mental Health in Schools worker to support children with low level emotional needs.</p>	<ul style="list-style-type: none"> <li>• EEF Toolkit – Self regulation strategies impact +5</li> <li>• EEF Toolkit – Social and Emotional Learning impact +4</li> <li>• EEF Toolkit - Behaviour Interventions impact +4</li> <li>• 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.</li> </ul>	2, 4 & 5
<p>Breakfast Club to</p> <ul style="list-style-type: none"> <li>• ensure all children begin the day on a full tummy.</li> <li>• provide a nurturing environment for children and support good attendance and punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Toolkit – parental engagement impact +4</li> <li>• Attendance data</li> </ul>	2 & 5
<p>Play Therapy to:</p> <ul style="list-style-type: none"> <li>• empower children to feel confident and happy to be able to respond in an appropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Toolkit – Self regulation strategies impact +5</li> <li>• EEF Toolkit – Social and Emotional Learning impact +4</li> </ul>	2, 4 & 5

<ul style="list-style-type: none"> <li>• improve sibling relationships and the impact of these on the family as a whole.</li> <li>• enable children to express their emotions and increase feeling of self-esteem.</li> </ul>		
<ul style="list-style-type: none"> <li>• Cultural capital experiences promoted within the curriculum.</li> <li>• Reduction in cost or full payment of trips/residential for disadvantaged children.</li> <li>• Sports clubs/events promoted to disadvantaged children and they are encouraged to attend.</li> <li>• Outdoor learning is encouraged.</li> <li>• 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.</li> <li>• Increased opportunities for participation in the arts through the renewal of Arts Mark gold.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is contextualised in concrete experiences and language rich environments.</li> <li>• Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged children.</li> <li>• Enrichment activities offer children a context for learning and a stimulus to trigger their interests, which can be evidenced in pupil books.</li> <li>• If learning is engaging, fun and real, children will be more likely to want to engage in learning by coming to school.</li> <li>• The DfE - The Importance of Music</li> <li>• ArtsEd Research – music and academic performance.</li> <li>• EEF Teaching and Learning Toolkit – Arts Participation impact +3.</li> </ul>	4 & 5
<ul style="list-style-type: none"> <li>• Increased opportunities to participate in Science, Technology, Engineering, Arts and Maths activities (STEAM) to increase pupil knowledge and aspirations.</li> <li>• Specialist STEAM Leader in place to lead the school towards becoming a STEAM school.</li> <li>• Deeper understanding of the STEAM areas and roles within society for these.</li> <li>• Foster a culture of enquiry, problem solving and creativity. Promote student led projects and exploration.</li> <li>• Promote diversity in STEAM.</li> <li>• Develop enrichment opportunities and resources in the STEAM areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is contextualised in concrete experiences and language rich environments.</li> <li>• EEF Teaching and Learning Toolkit – Arts Participation impact +3.</li> <li>• Enrichment activities offer children a context for learning and a stimulus to trigger their interests, which can be evidenced in pupil books.</li> <li>• Improved engagement through STEM learning – NFER Thinks, what the evidence tells us.</li> <li>• If learning is engaging, fun and real, children will be more likely to want to engage in learning by coming to school.</li> </ul>	3, 4, & 5

**Total budgeted cost: £205, 574**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2023 - 2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Priority 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)*

As a school, we took out an additional subscription to Tapestry again this year to enable to Early Years team work with new September 2023 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 2023.

Our AHT/SENCO and Specialist Speech and Language Teaching Assistant liaised with our school Speech and Language Therapist to ensure provision was in place when the children started. They met with the various SALTs to ensure training and provision could be in place prior to the children starting.

The AHT/SENCO and Speech and Language TA were also 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.

The SENCO attended EHCP meetings and transition meetings for the children starting in September.

#### Priority 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)*

A continuation of work started last academic year looked at those children who are PP but are not SEND, CP, CIN, etc and have no known barriers to learning. Essentially, there is no known reason why they should not be making progress and achieving in line with their peers. This work ensured that all staff have an understanding of those children who have/do not have barriers to learning and have appropriate strategies to support them within the classroom through the use of ordinarily available inclusive practice as outlined in the WSCC OAIP document.

A piece of work subject leaders took part in last academic year was to investigate what learning looked like for all learners, including PP, in their subject areas. They also investigated what was in place to ensure all learners were able to access teaching and learning in their subject. This was reported back to Governors, staff and SLT by subject leaders. This work has been built on by the AHT/SENCO and subject leaders and they have developed an overview for all foundation subjects to outline inclusive practice in their subject area. This sits alongside the curriculum documents to support teaching and learning.

The March 2022 Ofsted inspection identified that "Senior leaders have introduced a new curriculum for each foundation subject, with the clear ambition to ensure that all pupils, especially pupils who are disadvantaged or who have SEND, have the knowledge, skills and experiences they need to succeed

in life.” It also went on to say that “Throughout their work to develop the quality of education that pupils receive, leaders have kept the needs of pupils with SEND and pupils who are disadvantaged at the heart of their thinking.”

#### Priority 3: Exposure to rich vocabulary

*(Many of our socially disadvantaged children do not have the rich and varied oral language and vocabulary skills)*

Key vocabulary has also been included within the curriculum overview document used by all teachers to support planning, teaching and learning in the majority of foundation subjects but this needs to be developed further. Work has been completed with staff around the need for consistency across classes/year groups in how vocabulary is introduced and used with the children.

#### Priority 4: Experiences

*(Many of our socially disadvantaged children do not have the rich and varied experiences that our non-disadvantaged children have)*

All year groups were given £500 in order to provide enrichment opportunities to have a positive impact on PP children, including exposure to experiences, team building and engagement. Experience the children had included trips to the beach, Zoo Lab, Hands on History, circus experience, Thrive day, sensory play, Reptilers, Forest School day.

GG Rock Band has many PP 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. We also accessed bursaries for music lessons from West Sussex Music Service for 15 PP children who wanted to learn an instrument through peripatetic music lessons.

Other experiences were planned for children in order to expose them to a variety of people/vocations:

- An astrophysicist met Year 5 when they were learning about rock and space.
- The parent of one of teachers gave the children a live tour of the Colosseum.
- Published authors came in to school to work with the children.
- A representative from HSBC came to work with children when learning about money.
- The local Magistrates worked with Year 6 when learning about democracy and the justice system.
- A marine biologist worked with Year 2 when learning about oceans.

No child missed an educational visit or opportunity due to the family not being able to contribute financially to it.

The March 2022 Ofsted inspection found that we “have carefully considered the context of their school, and the range of experiences that they want their pupils to have. These rich experiences have been carefully threaded through the curriculum, right from the beginning of Reception.”

#### Priority 5: Attendance and punctuality

*(The attendance of our socially disadvantaged children as a group is lower than that of the whole school)*

Weekly tracking/monitoring of attendance was continued and persistent absenteeism has reduced significantly so it is in line with national. The overall attendance remained above or in line overall national and in line with primary schools nationally. Persistent absenteeism reduced from 26.1% at the end of the summer term 2022 to 17% at the end of the summer term 2023 to 15% at the end of the summer term 2024.

Strategies we implemented in order to improve attendance were:

- Weekly monitoring of persistent absentees:
  - their weekly attendance
  - whether they have been absent during that week
  - reasons for any absence
  - actions taken if they have had absence
- Attendance letters for all families where children are persistently absent.
- Attendance letters to families where sibling have shared absences.
- Use of Nudge Theory to target families and improve attendance.
- Making contact with families where a child is absent and no reason has been provided. ie, email, text, phone, home visit. These absences are recorded as unauthorised.
- Where children are late after the register closes, this is recorded as an unauthorised absence.
- Referrals to the Pupil Entitlement Investigations Team (PEIT).
- Return to school plans in place for children who are absent due to emotional based school avoidance or other difficulties. The children have a clear action plan, fortnightly meetings with parents, signed agreements being made and more detailed tracking of attendance/absences.
- Attendance discussions or meetings with parents.
- Class Teachers discussing attendance as part of their parents evening discussions. Parents were also given a copy of their child's attendance certificate with a leaflet about attendance.
- Discussions with families with children who have below 92% attendance by senior leaders at parents evening.
- Letters to parents highlighting levels of illness and requesting consent to share information with their child's GP due to regular illnesses.

The number of school holiday requests has increased significantly post Covid-19 and, as a result, the number of FPN referrals has rapidly increased. 36 FPN referrals were submitted in the last academic year. The AHT Inclusion is in contact with the Pupil Entitlement Team at WSCC in order to reduce persistent absenteeism as well as increase the percentages of attendance for all groups.

## 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
Bucket Time	Attention Autism
Accelerated Reader, Star Reader, Star Maths	Renaissance
Times Table Rockstars	TT Rockstars
Song of Sounds (phonics programme)	Song of Sounds

Zones of Regulation	Leah Kuypers
SeeSaw	SeeSaw
Learning by Questions	LBQ
ATTEND Framework	Brighton & Hove Council
Emotional Based School Avoidance Framework	West Sussex County Council