

Guston CEP School's Pupil Premium Strategy Statement

2024-27

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	148
Proportion (%) of pupil premium eligible pupils	FSM: 22 (15%) SPP: 67 (45%)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£32,560 (FSM) 2024-25 £22,780 (SPP) 2024-25
Recovery premium funding allocation this academic year	£0
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	£55,340

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.

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 and a highly mobile population. .

3	Attainment levels of children across the school are varied due to the Covid 19 legacy years and gaps in curriculum knowledge due to mobility.
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	A wide range of language and communication difficulties
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.

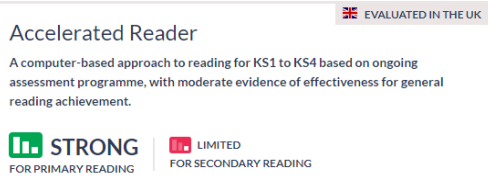
Staffing (for example, CPD, recruitment and retention)

Budgeted cost: **£14,479**

Activity	Evidence that supports this approach	Challenge number(s) addressed
De-escalation techniques CPD – Whole School £250	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 appropriate PPA release time with an experienced teacher. £4,171	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 Autumn2021)	2, 5, 3
Continual Professional Development to support Teaching Assistants development and knowledge £3900	‘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 £720 Follow up meetings with Targeted parents £150	Targeted approach working closely with families	1
Mainstream Core Standards Training for staff. £2000	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. £3288	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
Star Reader and Star Maths assessments (AR)	Gap analysis allows gaps in curriculum knowledge to be identified early and targeted.	2, 3
Freckle Maths for targeted pupils £2114 (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 £3190 (per annum)	 Accelerated Reader A computer-based approach to reading for KS1 to KS4 based on ongoing assessment programme, with moderate evidence of effectiveness for general reading achievement. STRONG FOR PRIMARY READING LIMITED FOR SECONDARY READING	2, 3, 5 and 8
Daily Readers £2850	Regular reading promotes a familiarity with books and support reading development.	8
Focused targeted reading groups (including stretch reading) £3000	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 £950 x 3 (£2850)	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 £900		2 and 3
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"> Cognition and Learning 	Professional dialogue around targeted pupils enables the school to act effectively to meet children's needs.	2 and 5

<ul style="list-style-type: none"> • Sensory processing • Speech and language • Communication and interaction • Mental Health <p>£700</p>	This is particularly relevant in our context of very high mobility.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£18,910**

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 there was a parent actively involved in the child's treatment.	4, 6 and 7
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
Lego Therapy £1000	Although the outcomes of the LEGO® therapy varied across studies, 14 studies reported at least one	

	improvement in social and communication skills (e.g., building friendships, improved social interactions and social competence), ASD-specific behaviours, belonging, family relationships, coping, and reductions in playing alone.	
Peer Mentor scheme introduced £3000	<p>The main benefits reported have to do with development of character skills such as leadership, confidence, and communication skills. Another important benefit can be the establishment of a more collaborative school culture and friendships which are formed through these programmes.</p> <div>   </div>	

Total budgeted cost: £56,193

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 2023 to 2024 academic year.

An upward trend overall in attendance for our FSM pupils over the last 2 years in the majority of cases.

- 2023-24: 93.5%
- 2024-25: 94.9% (to date)

Attendance data for our Service pupil can be skewed due to mobility and international leave.

KS2 SATS results for FSM pupils in 2023-24.

75% of our disadvantaged pupils reached the expected standard in reading, writing and Maths. This is above the National average for all pupils of 61%.

SEMH approaches have successfully supported appropriate pupils – these include ELSA, Play Therapy, Drawing and Talking and Lego 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