

Guston CEP School's Pupil Premium Strategy Statement

2025-28

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Guston CEP School
Proportion (%) of pupil premium eligible pupils	26% (n35) FSM 36% (n39) Service 1% (n1) PLAC
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£53,025 (FSM) £18,200 (Service PP) £ 2,630 (PLAC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£73,855

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.

Children that are new to English are supported to build solid foundations from their different starting points, to enable them to make accelerated progress and achieve their full potential.

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	The significant number of disadvantaged pupils that are new to English (69%), across all year groups, creates significant challenges, not only in academic endeavours but also communication with families.
2	Poor attendance of a small number of pupils hinders their educational progress.
3	Gaps in curriculum experience due lack of exposure to the UK curriculum and a highly mobile population.
4	Attainment levels of pupils across the school are varied
5	The emotional stability and wellbeing of some pupils, due to adverse childhood experiences, hinders their academic progress
6	Some of the children who are entitled to Pupil Premium funding are also registered within the school as having Special Educational Needs
7	Military deployment of a parent for a number of weeks / months impacts on the wellbeing of some children.
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 funding **this academic year** to address the challenges listed above.

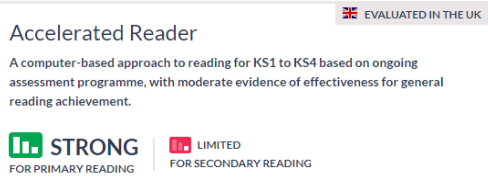

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£57,065**

Activity	Evidence that supports this approach	Challenge number(s) addressed
AEN Support Staff	<p>Oral language interventions <small>High impact for very low cost based on extensive evidence.</small></p> <p>Phonics <small>Moderate impact for very low cost based on extensive evidence.</small></p>	1, 3, 4,5,6, 7 & 8
Communicate in Print CPD	Nasen Handbook promotes the use of visual to support a range of learners but specifically EAL learners (Primary Case Study 1, Pg 136).	1, 5 & 6.
Language Through Colour CPD	<p>This approach has been recommended by SALT and STLS.</p> <p>On The Royal College's 'What Works' database, this approach is recommended.</p>	3, 4, 5 & 6
Equality and Diversity Inclusion Team CPD	<p>Cambridge Primary Review Trust Report (2016, UK): The "Primary Schools Responding to Diversity" report confirmed that CPD programs and supportive school cultures are key to building inclusive environments</p> <p>Rights-Respecting School Case Study (England): Their work fostered deepened racial awareness, expanded <i>children's rights knowledge</i>, and enhanced inclusion via cultural events and pupil-led Wellbeing Champions.</p>	1 & 5
Oracy CPD –	Nasen Handbook promotes the use of visual to support a range of learners but specifically EAL learners (Primary Case Study 1, Pg 136).	3, 4 & 5
Supporting Early Language Development CPD	The EEF's Early Years Toolkit identifies <i>Communication and Language Approaches</i> —particularly when teachers are trained—as yielding an average +7 months' progress in early language and literacy, backed by moderate evidence. [education...ion.org.uk]	3&4
Comprehension Club	<p>EEF Toolkit (+7)</p> <p>Reading comprehension strategies <small>High impact for very low cost based on moderate evidence.</small></p>	8
CPD for Persistent Literacy Difficulties	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:	3&4

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

Budgeted cost: **£17,816**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Star Reader and Star Maths assessments	Gap analysis allows gaps in curriculum knowledge to be identified early and targeted.	3 & 4
Freckle Maths for targeted pupils	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.	3&4
Accelerated Reader		3, 4 & 8
Daily Readers	Regular reading promotes a familiarity with books and support reading development.	3, 4 & 8
Focused targeted reading groups	Focussed teaching to establish accurately misconceptions and areas of need. Teachers are able thus to amend curriculum plans.	3, 4 & 8
Clicker 8 – writing support for targeted pupils	Nasen Handbook references scaffolded support throughout.	3 & 4
Writing conferencing for targeted pupils	The EEF toolkit illustrates that 1:1 support has +5 impact. This work also underpins social and emotional development.	3 & 4
Phonics resources		1, 3, 4 & 8

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

Budgeted cost: **£9,110**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear Vice Translation Services	A study in the <i>Early Childhood Education Journal</i> (Lake & Beisly, 2019) demonstrated that translation enabled teachers to interact in students' home languages, reinforcing that <i>every child's home language matters</i> . The result was stronger relationships and improved bilingual learning support	1, 2 & 5
Enrichment opportunities – school trips, swimming, residential	Supplementary enrichment beyond regular classes helps reinforce academic learning through hands-on, real-world applications, bridging theory and practice	5
Play Therapy for targeted pupils	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.	5
Anxiety Gremlin 1:1 sessions with specific pupils	The EEF toolkit illustrates that 1:1 support has +5 impact. This work also underpins social and emotional development.	5
Lego Therapy	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.	5
Books to support guided and home reading	Quality books encourage pupil's love of reading.	3, 4 & 8

Total budgeted cost: £83,991

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance has been recognised as a strength in the school

Local authority comparison

Compare your school's attendance with other schools like yours in your local authority.

Data shown: Academic year start to Friday, December 05, 2025

Last updated: Thursday, December 18, 2025

Next update: 01 January 2026

This data is updated every 2 weeks and may not match your most recent figures in Monitor your school attendance. Results show compulsory school age pupils for the full academic year.

[How we calculate your position.](#) ⓘ

Filters

Special educational needs (SEN) support

☒ Results for whole school

☐ Pupils with SEN support

☐ Pupils with no or unknown SEN support

Free school meals (FSM)

☐ Results for whole school

☒ Pupils with FSM

☐ Pupils with no or unknown FSM

Attendance measure ▲	Percentage	Ranking ⓘ
Overall attendance	96.7%	You are ranked 9th out of 459 schools
Overall absence	3.3%	You are ranked 9th out of 459 schools

KS2

50% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths in 2025.

Internal data demonstrates that a number of disadvantaged pupils remain working below ARE in other year groups. However, almost all those pupils are new to English and specific targeted support is in place and for the majority, progress is significant from their starting points. Progress is tracked using NASSEA steps for early language development and IASEND tracker for more complex needs.

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

Externally provided programmes

Programme	Provider
White Rose Maths	
Accelerated Reader / Star Reader	Renaissance Learning
Freckle Maths	Renaissance Learning
Play Therapy	The Butterfly Tree Play Therapy