

Pupil Premium strategy statement 2024 – 2027



School overview

Detail	Date
School name	Gayhurst Community School
Number of pupils in school	534
Proportion (%) of pupil premium eligible pupils	24%
Academic year/ years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Louise Nichols Executive Headteacher
Pupil premium lead	Karen Pedro Headteacher
Governor/ trustee lead	Gill Brady Chair of Governors

Funding overview

Detail	Amount
Pupil Premium allocation this academic year	£183,520
Pupil premium 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	£183,520

Part A: Pupil premium strategy plan

Statement of Intent

At Gayhurst approximately 25% of pupils at any time are eligible for the Pupil Premium Grant (PPG). This is above the national average but below the Hackney average. Gayhurst is unusual for Hackney in that it's local demographic consists of approximately one quarter of its pupils on very low incomes and many of the remaining two thirds of pupils from affluent homes. This is evident in the local area from expensive owner occupied housing and large council estates for social housing. There are higher than Hackney average levels of parents who benefitted from higher education. At Gayhurst we have high expectations of all children, regardless of their background. We expect that all children make good progress and secure good outcomes. The school- wide commitment to narrowing the gap between children from disadvantaged backgrounds and those who do not has been at the forefront of our work for a number of years.

We believe that quality first teaching is the primary driver in improving outcomes for children. Targeted and specialised support from class teachers ensures the provision in the classroom is making the most impact on outcomes. Evidence shows that this has the greatest impact in closing the gap between disadvantaged children and their peers. The use of professional development supports teachers in understanding the barriers to learning and how to support this in their classrooms. The links with families is strengthened through the work of the inclusion team and was further developed during school closures.

Our objectives for disadvantaged children is to:

- Ensure that provision is in place from the Early Years, to provide a wealth of experiences that narrows the cultural capital gap upon entry
- To reduce the gap in attainment gap between disadvantaged children and all children across the school
- To promote confidence, resilience and ambition amongst all children
- To provide additional support to all disadvantaged children to ensure additional provision supports catch up for this group

Challenges

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

Challenge number	Detail of challenge
1	On- entry data indicates a gap between some children from disadvantaged backgrounds and all children. The Reception baseline shows that the areas with the most significant gaps are communication and language and personal development.
2	Phonics data outcomes show a 10% gap in attainment between disadvantaged children and their peers. Additional support is needed to ensure that this gap is narrowed to prevent it widening as children enter Year 2. Early intervention will ensure that gaps in learning (sounds) are narrowed quickly.
3	Assessment outcomes show that disadvantaged children need more support to make rapid progress to attain at the same level as their peers. This can be down through targeted in class support, using strategies such as questioning and guided support.
4	Promoting confidence, ambition and resilience in children from disadvantaged children is a priority. Mixed ability teaching ensures that children benefit from their peers and know that all children are given the same opportunity to succeed.
5	School closures and the impact of disadvantaged children not being in school as widened the gap between this group and their peers at both the expected standard and greater depth.
6	Attendance data indicates that the overall attendance of children from disadvantaged children is 3% lower than all other children. This is also the case with persistent absence.
7	Emotional regulation is a challenge for some children from disadvantaged backgrounds. Further support is required to ensure that this is not a barrier to accessing teaching in class.
8	It is challenging for some parents to have the time and skills to support children in their learning and development 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
Attainment outcomes of disadvantaged children at the expected standard is in line with all children nationally in Key Stage 2	The percentage of children achieving the expected standard in Reading, Writing and Maths is in line with all children nationally.
Attainment outcomes of disadvantaged children at greater depth is in line with all children nationally in Key Stage 2	The percentage of children achieving the expected standard in Reading, Writing and Maths is in line with all children nationally.
The well-being of children is supported through additional support in mentoring and counselling	Counselling and learning mentor support is provided and feedback is positive in response to parent and pupil surveys. Behaviour monitoring shows a reduction in incidents in disadvantaged children.
There are opportunities planned to address the cultural capital gap through trips and activities across the year.	Opportunities for further enrichment in trips, sporting events and workshops are planned for disadvantaged children across the year. Specialist Clubs are provided at no cost to parents and cares.
Attendance of disadvantaged children is in line with all children and above 96%	Attendance data and analysis indicates that attendance is at least 96%. Meetings are carried out with parents to support good attendance.

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 attainment)

Budgeted cost: £69,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in mixed ability groups is supported through quality CPD in developing teacher's skills at supporting children from disadvantaged backgrounds	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) The document highlights to need for 'high quality teaching first rather than on bolt-on strategies and activities outside school	3, 4, 7

	<p>hours'. Another key area for Gayhurst is to promote confidence and self esteem: 'Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed'.</p> <p>The Reading Framework, DfE</p> <p>The updated Reading framework provides support for teachers, leaders and specialists to develop the English curriculum to ensure children are receiving a robust reading programme</p>	
To embed Forest School in Early Years to broaden experiences of children from an early age through training	<p>Outdoor adventure learning the EFF suggests that adventure learning provides opportunity that disadvantaged children may otherwise not experience. Although this piece states it does not include Forest School due to academic component, many of the skills listed are developed through this.</p> <p>Play- based learning also supports both the development of social and cognitive skills, including self- regulation.</p>	1, 4, 5, 7
Phonics training is carried out with all staff in Early Years and Key Stage 1, along with providing new decodable books for school and home reading	<p>Phonics EEF evidence shows that phonics provision has high impact on pupil outcomes but this has to be supported by an explicit and systematic programme and books that match the child's reading level.</p>	1, 2, 3, 4
<p>Provide coaching and mentoring to teachers, particularly TAPPs, ECTs and the career pathway for more experienced teachers to support teacher retention as well as development</p> <p>Release time for teachers to work with their peers and reading relevant research and literature.</p>	<p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Effective Professional Development EEF research highlights the need to develop and support teachers in sustaining strong pupil outcomes.</p> <p>Learn — Hackney Teaching & Schools' Alliance The professional pathway supports retention and the development of teachers at all levels.</p>	1, 2, 3, 4, 5
Training for Teaching Assistants is carried out regularly so that all staff are skilled in supporting quality first teaching in the classroom	<p>Teaching Assistants identifies recommendation 4 that teaching assistants are prepared for their role in the classroom. Training must be planned to ensure that it is effective.</p>	2, 3, 4

<p>NELI – Nuffield Early Language Intervention</p> <p>Teacher training provided for teachers</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Nuffield Early Language Intervention, EEF</p> <p>EEF Oral Language Interventions</p>	<p>1, 2, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School- led tutoring ensures that children from disadvantaged children receive additional teaching both in the school day and outside of school hours</p>	<p>The EEF research indicates that extended school hours has a positive impact on pupil outcomes</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>One to one tuition is provided by class teachers, who provide additional support based on full class teaching in Year 6</p>	<p>1:1 tuition is very effective in supporting children, particularly in prior lower attaining groups; with the greatest impact being when it is delivered by teachers</p> <p>One to one tuition EEF</p>	<p>3, 4, 5, 7</p>
<p>Small group Maths interventions in Key Stage One carried out by teaching assistants who are trained in specific programmes</p>	<p>Diagnostic testing is used to identify specific children to take part in maths intervention, with measurable impact using Sandwell testing</p> <p>small group tuition</p>	<p>2, 5, 7</p>
<p>One to one phonics provision is provided and reviewed every six weeks to ensure that children falling behind receive additional support</p>	<p>One to one tuition EEF Phonics</p>	<p>2, 3, 4, 5</p>
<p>Implement the NELI intervention for key children in Reception & Year 1 to develop Oracy. Assess all Nursery children</p>	<p>An EEF evaluation showed that the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. These impacts on language skills were still seen 6 months</p>	<p>1, 2 4</p>

Fund release time for Intervention teacher Training for TA & Nursery Officer to deliver the intervention.	after the intervention. Nuffield Early Language Intervention, EEF	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £56,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider provision of trips and experiences: sporting events, theatre visits that are planned across all year groups through the year	Life skills and enrichment EEF (educationendowmentfoundation.org.uk) EEF states that enriching education has intrinsic benefits: 'We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'.	4, 5, 7, 8
Gaining cultural capital upon entry through 'out and about' EYFS programme	Life skills and enrichment EEF (educationendowmentfoundation.org.uk) The wider skills developed through wider activities develop the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.	1, 4, 5, 7, 8
Access to extended provision at no cost as part of the wider school day: Breakfast Club and Specialist Clubs	Extending school time EEF (educationendowmentfoundation.org.uk)	4, 5, 7, 8
Attendance support from DHT to support parents in ensuring attendance is at least 96%	Improving school attendance	6, 7, 8
School Councillor and Learning Mentors are available to support emotional well-being	Effective SEL (Social and Emotional learning) can increase positive pupil behaviour, mental health and well-being, and academic performance. SEL EEF	7, 8
Breakfast Club	https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/magic-breakfast	8
Extended day Physical activity	Physical activity has important benefits in terms of health, wellbeing and physical	8

	development. https://educationendowmentfoundation.org.uk/educationevidence/teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activitylearning-toolkit/physical-activity	
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Total budgeted cost: £183,520

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.

Academic Year 2024- 2025

Outcomes in 2025 have highlighted the sustained impact of PPG provision over time, since school closures in 2020 – 2021. The attainment gap present on entry to Reception is narrowed over the academic year, but does require further, continued support.

EYFS

Group	% achieved GLD School	% achieved GLD Hackney
Reception ALL	80%	75%
FSM	40%	66%
Not FSM	88%	80%

Year 1 Phonics

Group	% achieved threshold School	% achieved threshold Hackney
Year 1 ALL	90%	85%
FSM	88%	78%
Not FSM	91%	90%

Targeted 1:1 support from the beginning of Year 1 for children in phonics has ensured that PPG children performed well in phonics, with one child who did not pass the PSC.

Key Stage 2

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading GDS	Writing GDS	Maths GDS	RWM GDS
Year 6 ALL	88%	91%	91%	88%	49%	38%	35%	26%
FSM (16)	79%	83%	83%	79%	25%	21%	8%	8%

The impact of school closures had widened the gap between PPG and non- PPG children during the last three academic year. This year, the gap narrowed again, significantly at the expected standard, at less than 10% in all areas. Targeted academic support had an impact on outcomes and wider cultural experiences increased self-esteem. The focus is now to support children to achieve the greater depth standard.

Academic Year 2025- 2026

Academic Year 2026 - 2027

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
RWI Phonics Programme	Ruth Miskin Inc.
Speech and Language therapists	Hackney NHS
RE-engagement unit	Hackney LA
White Rose Maths	White Rose Maths
Accelerated Reader	Renaissance Learning
Wellbeing and Mental Health in Schools (WAHMS) project	Hackney LA
Music tuition	Hackney LA