

## Pupil Premium strategy statement

### School overview

Detail	Date
School name	Gayhurst Community School
Number of pupils in school	541
Proportion (%) of pupil premium eligible pupils	23%
Academic year/ years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 – 2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Louise Nichols Executive Headteacher
Pupil premium lead	Karen Pedro Associate Headteacher
Governor/ trustee lead	Gill Brady Chair of Governors

### Funding overview

Detail	Amount
Pupil Premium allocation this academic year	£196,644
Recovery Premium funding allocation this academic year	£41,520
Pupil premium carried forward from previous years (enter £0 if not applicable)	£0
<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	£238.16

## Part A: Pupil premium strategy plan

### Statement of Intent

At Gayhurst approximately 30% 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 third 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 – 15% 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 done 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 1 and 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 1 and 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 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 intent 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: £87,900

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	<a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a> The document highlights to need for 'high quality teaching first rather than on bolt-on strategies and activities outside school 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'.	3, 4, 7
To embed Forest School in Early Years to broaden experiences of children from an early age through training	<a href="#">Outdoor adventure learning</a> 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. <a href="#">Play- based learning</a> also supports both the development of social and cognitive skills, including self- regulation.	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	<a href="#">Phonics</a> 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	1, 2, 3, 4

for school and home reading	books that match the child's reading level.	
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	<a href="#">Professional Development</a> EEF research highlights the need to develop and support teachers in sustaining strong pupil outcomes	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	<a href="#">Teaching Assistants</a> identifies recommendation 4 that teaching assistants are prepared for their role in the classroom. Training must be planned to ensure that it is effective.	2, 3, 4

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

Budgeted cost: £78,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
School- led tutoring ensures that children from disadvantaged children receive additional teaching both in the school day and outside of school hours	The EEF research indicates that extended school hours has a positive impact on pupil outcomes <a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 5
One to one tuition is provided by class teachers, who provide additional support based on full class teaching in Year 6	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 <a href="#">One to one tuition EEF</a>	3, 4, 5, 7
Small group Maths interventions in Key Stage One carried out by teaching assistants who are trained in specific programmes	Diagnostic testing is used to identify specific children to take part in maths intervention, with measurable impact using Sandwell testing <a href="#">small group tuition</a>	2, 5, 7
One to one phonics provision is provided and reviewed every six weeks to ensure that children falling behind receive additional support	<a href="#">One to one tuition EEF Phonics</a>	2, 3, 4, 5

### Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £73,000

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	<a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a> 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	<a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a> 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	<a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	4, 5, 7, 8
Attendance support from DHT to support parents in ensuring attendance is at least 96%	<a href="#">Improving school attendance</a>	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. <a href="#">SEL EEF</a>	7, 8

Total budgeted cost: £239,350

## 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 2020 – 2021**

The school's internal data analysed for 2020- 2021 suggests that the performance disadvantaged children is lower than it was in 2019. In the summer term of 2019, the PPG gap had narrowed considerably to less than 10% in all areas across the school. In Key Stage 2, there was a greater proportion of PPG children achieving the expected standard when compared to all other children at Gayhurst. In Summer 2021, the PPG gap was approximately 20% across the school, with a greater difference in Writing and Maths.

We have used the evidence from EEF and our assessment data to understand the impact school closures have had on children nationally in terms of their learning. Research states that

- Pupils have made less academic progress compared with previous year groups
- There is a large attainment gap for disadvantaged pupils, which seems to have grown.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded initiatives to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and our determination to help our disadvantaged pupils access the curriculum we provided and support them during lockdown.

Our strategies included:

- Providing all children from disadvantaged backgrounds with a laptop and wifi dongle
- Targeting vulnerable families for face- to face learning in school
- Full curriculum delivered to key worker and vulnerable children in school
- SLT twice weekly check in's with children and parents of vulnerable disadvantaged pupils
- Printed packs provided and resources where necessary
- Consistent monitoring of engagement and follow up of non-completion of work.
- Access to a weekly food shop for families

Our termly analysis of the impact of interventions in reading (particularly phonics), First Class at Number in Maths and teacher/ teaching assistant led small groups and 1:1 sessions, academic mentors and lessons outside of the school day had a significant impact on the progress of disadvantaged children.

## Academic Year 2021 – 2022

Outcomes in 2022 have highlighted the significant impact of work with children from disadvantaged children across the school. There is an in-school gap between disadvantaged children and their peers, which narrows considerably as children progress through the school. The impact of the pandemic and school closures has meant that the gap did increase since 2019, but is narrowing from EYFS, Phonics and Key Stage 1. The gap in Key Stage 2 has again narrowed to less than 10% at the expected standard.

### EYFS

Group	% achieved GLD School	% achieved GLD Hackney
Reception ALL	82%	78%
FSM	78%	67%
Not FSM	83%	75%

In EYFS, the children achieving a good level of development is above the Hackney and National averages for all children and children who are FSM. Quality first teaching and the additional targeted support from an EY Educator has had a positive impact on the progress children have made in all areas of learning.

### Year 1 Phonics

Group	% achieved threshold School	% achieved threshold Hackney
Year 1 ALL	90% (71)	82%
FSM	75% (16)	77%
Not FSM	98% (53)	86%

Targeted small group and 1:1 phonics has ensured that more children from disadvantaged children pass the phonics screening check. Early identification of need through the SEND referral process will ensure that this gap is further narrowed in the next academic year.

### Key Stage 1

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading GDS	Writing GDS	Maths GDS	RWM GDS
Year 2 ALL	83%	81%	86%	80%	33%	28%	39%	20%
FSM (16)	75%	75%	75%	75%	19%	19%	19%	19%
Not FSM (53)	85%	83%	89%	81%	38%	30%	34%	21%

Significant amounts of additional teaching, outside of the school day, with boosters before and after school from trained Academic Mentors and Teaching and Learning Associates has

ensured that the gap between disadvantaged children and all children has narrowed to less than 10% at the expected standard. This work will continue with a further focus on supporting children with the potential to reach the greater depth standard.

### Key Stage 2

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading GDS	Writing GDS	Maths GDS	RWM GDS
<b>Year 6 ALL</b>	90%	84%	93%	83%	30%	30%	27%	14%
<b>FSM (20)</b>	75%	70%	80%	65%	10%	10%	15%	5%
<b>Not FSM (50)</b>	96%	90%	98%	90%	38%	38%	32%	18%

In Key Stage 2, narrowing the gap was more challenging due to the amount of time to teach and the amount of Key Stage 2 teaching that the children had not all experienced. Writing was the greatest challenge and will continue to be a focus as well as supporting children to reach the greater depth standard.

## 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

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- continuing to engage in the WAHMs project. This innovative project aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in City& Hackney. We will work with our CAHMs mental health practitioner to continue to develop our knowledge in supporting pupils' mental health.
- Embed the work of our new school councillor (Place2be) in supporting children with emotional barriers
- utilising a [DfE grant to train an additional senior mental health lead](#).
- Training a member of staff in Forest School practice to ensure more children benefit from outdoor learning sessions which develop vocabulary and serve as an additional enriching experience in our curriculum
- release ECTs for additional training [EEF: Effective Professional Development](#)
- leaders engaging with NPQs and the HTSA career pathway [EEF: Effective Professional Development](#)