Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 academic year) funding to help improve the attainment of our disadvantaged students.

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	Gildredge House
Number of students in school	Total - 1160 Primary - 417 Secondary - 743
Proportion (%) of Pupil Premium eligible students	Total – 19.8% (230) Primary – 15.8% (66) Secondary – 22.0% (164)
Academic year(s) that our current pupil premium strategy plan covers	2024 to 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Victoria Jenkins and Helen Punter-Bruce **Heads of School**
Pupil premium lead	Tom Addems **Assistant Head - Inclusion**
Governor lead	Gabrielle Mace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,000
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	£300,000

Statement of intent

At Gildredge House, our vision is to provide all students with a strong value-based education, both inside and outside of the classroom. We have the highest aspirations for all students and are committed to supporting them to achieve their potential and beyond. Our all-through curriculum allows us to seamlessly build on students' learning and experiences within each phase of the school, and the collaborative approach we take in supporting students from a formal and informal curriculum perspective enhances our ability to provide smooth transitions throughout the school.

The school's **ASPIRE** values underpin everything the students are involved in at Gildredge House. Our students show **ambition (A)**, always striving to do their best, accepting **support (S)** themselves and helping others within the school and the community. Our students are encouraged to show **perseverance (P)** and to overcome challenges, seeing this as part of the process of being successful. They act with **integrity (I)**, always doing the right thing and being honest with themselves and others. Our students will consider their strengths and areas for development, whilst making connections in their learning, through regular **reflection (R)**. Finally, our students show **empathy (E)** through understanding the needs of others, supporting those who sometimes need assistance.

Our aim is to ensure that a student's socio-economic circumstances, which are out of their control, do not negatively impact their academic outcomes or limit opportunities for experiences that are afforded to other non-disadvantaged students in the school.

At the heart of our strategy is high quality teaching and learning in the classroom, adopting a whole school approach whereby every member of staff is responsible for the progress and outcomes of our disadvantaged students. Evidence from the Education Endowment Foundation (EEF) shows that this is the biggest driver in improving progress and attainment for disadvantaged students. Our disadvantaged students will develop and maintain high levels of attainment that are comparative to non-disadvantaged students nationally.

It is important that staff can respond to the needs of every student, rather than making generalised assumptions about the impact of disadvantaged students on attainment and progress. A 'needs not labels' approach underpins this, so that "*strategies are focused on the specific needs of that individuals, rather than any labels that may be ascribed to them.*" (Marc Rowland). High quality teaching and effective diagnostic assessment play a key role in ensuring our students receive the appropriate support they need.

We are committed to ensuring our disadvantaged students are able to access the materials they need both in and outside of school, and that they can analyse and understand the literature they read. The EEF emphasises the importance of high quality teaching to reduce the need for extra literacy support, but also reflects that a small number of students may require additional support, in the form of high quality, structured, targeted interventions. We have allocated some of this funding to the employment of a Literacy Intervention Specialist, who will work closely with key staff in the school to provide this appropriate and timely intervention.

Finally, all students will develop a greater level of understanding around their personal strengths and areas for development. Students will be encouraged to develop the metacognitive skills necessary to be able to plan, monitor and evaluate their performance within activities and tasks, so that this becomes an everyday part of their learning process.

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

Challenge number	Detail of challenge	Phase
1 Attendance	For the 2023-24 academic year, the attendance gap between PP and non-PP students in the Primary phase was -3.5% and in the Secondary phase -6.4%. Students that fall into the Persistent Absentee category become more at risk of not making expected progress as a result.	Primary/ Secondary
2 Self-regulation	When looking at planning, monitoring and evaluating within tasks during lessons and for homework, our teacher observations, and data associated, indicate that many of our disadvantaged students currently lack the metacognitive/self-regulation strategies required to effectively meet the demands of these tasks.	Primary/ Secondary
3 Literacy	Our assessment data, lesson observations and discussions with Class Teachers identify that our disadvantaged students generally have lower reading ages, particularly in the Primary phase, and a higher vocabulary deficit than their non-PP peers. This can negatively impact their progress and attainment.	Primary/ Secondary
4 Progress and Attainment	For the 2023-24 academic year, the progress and attainment gap for PP students compared to non-PP students in Year 11 was -1.1 (P8) and -14.63 (A8). In Year 6, 50% of PP students made the expected standard in Reading and Writing, with 36% making the expected standard in Maths. In the Year 1 Phonics Screening Assessment, 56% of students eligible for PP passed.	Primary/ Secondary
5 Cultural Capital	Evidence from Community and Careers lessons, Tutor time programs, teacher observations and school trip/event participation data have identified that some of our disadvantaged students have limited background knowledge and experiences of the world around them. This can cause them to be less aware of the opportunities available to them from an academic, career and life experience perspective.	Primary/ Secondary
6 Emotional wellbeing and self-worth	Observations and discussions with our safeguarding, pastoral and Nurture teams, as well as data associated with social, emotional and mental health needs, indicates that many of our disadvantaged students struggle with anxiety, depression (diagnosed by medical professional) or low self-esteem and confidence. These feelings negatively impact their ability to attend school consistently and focus within lessons when they attend.	Primary/ Secondary

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
An increased number of disadvantaged students are rewarded for displaying the ASPIRE values both in lessons and when working independently to complete homework tasks.	**A reduction in the distribution of Homework Behaviour Points for PP students in the Secondary phase.**

	2023-24 Behaviour Homework Points	New Cohort 2024-25 Points Target
Year 7	55%	**45%**
Year 8	50%	**45%**
Year 9	32%	**40%**
Year 10	41%	**25%**
Year 11	28%	**35%**
All	39%	**30%**

An increase percentage of ASPIRE Points awarded compared to non-PP students.

Phase PP	2023-24	2024-25 Target
Primary	16%	**20%**
Secondary	18%	**22%**
Whole School	17%	**21%**

A decrease in percentage of Behaviour Points awarded in comparison to non-PP students.

Phase PP	2023-24	2024-25 Target
Secondary	41%	**31%**

Intended outcome	Success criteria
The number of students reading at a chronological age-appropriate level has increased, reducing the gap when compared with non-PP students.	**An increase in the distribution of Literacy points to PP students.**

Phase PP	2023-24	2024-25 Target
Primary	15%	**16%**
Secondary	20%	**22%**
Whole School	17%	**19.8%**

Intended outcome	Success criteria

Maintaining the average improvement scores per PP student in each Year Group.

	Disadv. cohort	Av. R.Age improvement (months)	New Cohort Target 2024-25
Year 8	27	16	**16**
Year 9	26	17	**17**
Year 10	21	15	**15**
Year 11	31	15	**15**

PP students at or above reading age in 2023-24 based on Summer Term NFER tests:

	2023-24	New Cohort 2024-25 Target
Year 10	39%	**50%**
Year 9	38%	**75%**
Year 8	67%	**50%**
Year 7	44%	**50%**

Based on Key Stage 2 outcomes:

	2023-24
Year 6	50%

Based on Summer Term Reading Data:

	2023-24	New cohort 2024-25 Target
Year 1	56%	**65%**
Year 2	11%	**65%**
Year 3	56%	**30%**
Year 4	33%	**65%**
Year 5	75%	**45%**
Year 6	50%	**80%**

Based on Good Level of Development Summer Term Literacy report:

	2023-24	New Cohort 2024-25 Target
Reception	57%	**60%**

Intended outcome	Success criteria
An increased number of PP students are provided with opportunities to improve their cultural capital, through a variety of experiences during their time at Gildredge House.	**An increase in PP students' involvement in Personal Development based opportunities.**

Personal Development Category	2023-24	2024-25 Target
Student Leadership	10.8%	**15%**
Extra-Curricular	43.6%	**50%**
KS4 Work Experience	85%	**95%%**
Year 11 in Education, Employment or Training	99.7%	**100%**

PP students are attaining well and making good progress in line with their baseline benchmark data.

Progress and Attainment Data

Year 11	2023-24	New Cohort 2024-25 Target
Progress 8	-0.61	**0.00**
Attainment 8	36.55	**41.21**

Year 6 (SATs data)

GPVS

2023-24		New Cohort 2024-25 Target	
At Standard	**Greater Depth**	**At Standard**	**Greater Depth**
43%	7%	**33.3%**	**16.7%**

Reading

2023-24		New Cohort 2024-25 Target	
At Standard	**Greater Depth**	**At Standard**	**Greater Depth**
50%	7%	**33.3%**	**16.7%**

Maths

2023-24		New Cohort 2024-25 Target	
At Standard	**Greater Depth**	**At Standard**	**Greater Depth**
36%	14%	**50%**	**16.7%**

Intended outcome	Success criteria

Writing

2023-24		New Cohort 2024-25 Target	
At Standard	Greater Depth	At Standard	Greater Depth
50%	0%	**50%**	**5%**

Combined

2023-24		New Cohort 2024-25 Target	
At Standard	Greater Depth	At Standard	Greater Depth
36%	0%	**44%**	**11%**

Year 1 Phonics Data

2023-24	New Cohort 2024-25 Target
57% passed	**60%**

EYFS Good Level of Development Data

2023-24	New Cohort 2024-25 Target
57% achieved GLD	**60%**

Year 10	New Cohort 2024-25 Benchmark Target
Progress 8	**+0.73**
Attainment 8	**46.35**

Year 9	At or above expected attainment
	AP3
2023-24 PP	52.90%
New Cohort Target 2024-25 PP	**65%**

Year 8	At or above expected attainment
	AP3
2023-24 PP	60.70%
New Cohort Target 2024-25 PP	**60%**

Intended outcome	Success criteria		

Year 7	At or above expected attainment
	AP3
2023-24 PP	55.20%
New Cohort Target 2024-25 PP	**60%**

Year 5	At national expectation
	AP3
2023-24 PP	50%
New Cohort Target 2024-25 PP	**30%**

Year 4	At national expectation
	AP3
2023-24 PP	13%
New Cohort Target 2024-25 PP	**50%**

Year 3	At national expectation
	AP3
2023-24 PP	33%
New Cohort Target 2024-25 PP	**30%**

Year 2	At national expectation
	AP3
2023-24 PP	11%
New Cohort Target 2024-25 PP	**60%**

Year 1	At national expectation
	AP3
2023-24 PP	44%
New Cohort Target 2024-25 PP	**65%**

Reception	At national expectation
	AP3
2023-24 PP	57%
New Cohort Target 2024-25 PP	**60%**

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 (e.g. CPD, recruitment and retention)
Budgeted cost: £161,313

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
Development of evidence-based whole school teaching and learning strategies that positively impact the progress and attainment of disadvantaged students.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute The Department for Education (DfE) suggests that high quality teaching and learning is one of the most important aspects in improving attainment for disadvantaged students. The EEF agree with this notion, stating that "*the best available evidence indicates that great teaching is the most important lever schools have to improve attainment.*"	2, 3, 4	Primary and Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
Developing metacognition and self-regulation skills, through upskilling teachers and support staff, and providing students with regular opportunities to practice these skills.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1718354984 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The EEF indicates that supporting students with metacognitive processes, so they become habitual, can support them to make 7+ months' work of progress over an academic year.	2, 3, 4	Primary and Secondary
Recruitment and retention of high quality teaching and support staff, including specialist staffing to support early years literacy.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1718358587 The DfE states that the key to education is the person at the front of the classroom, and that there are no great schools without great teachers. From an early years literacy perspective, the EEF place emphasis on the importance of ensuring all students are able to read and write well.	2, 3, 4	Primary
Completing standardised diagnostic assessments with students, to identify areas of need and inform appropriate interventions and CPD focus.	https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1?utm_source=/news/eef-blog-ecf-exploring-the-evidence-part-1&utm_medium=search&utm_campaign=site_search&search_term=diagnostic Effective diagnostic assessment will support schools and their teachers to understand the needs of the students they teach more significantly, using this information to provide targeted	3, 4	Primary and Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	support, flexible grouping and other appropriate adaptations that support attainment and progress.		

Targeted academic support (e.g. tutoring, one-to-one support, structured interventions)
Budgeted cost: £61,121

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
The employment of a Literacy Intervention Specialist, who works with students in Years 5-11.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition At Gildredge House, we promote high levels of literacy. Evidence indicates that small group and 1:1 intervention, particularly related to the development of reading comprehension, can support more than six months' extra progress over an academic year for students.	2, 3, 4	Primary and Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
Ensure we are equipped with the most effective diagnostic assessment tools, in order to effectively identify students' specific areas of need.	https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment?utm_source=/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment&utm_medium=search&utm_campaign=site_search&search_term=diagnostic https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1?utm_source=/news/eef-blog-ecf-exploring-the-evidence-part-1&utm_medium=search&utm_campaign=site_search&search_term=diagnostic https://www.unitysp.co.uk/pupil-premium/ To ensure our students' individual needs are known and understood, we place emphasis on high quality diagnostic assessment and use this to inform next steps of support and intervention.	3, 4	Primary and Secondary
Offering a broad yet robust intervention programme, to support our students with academic, social and emotional support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3, 4, 6	Primary and Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	https://educationendowmentfoundati on.org.uk/education-evidence/teaching-learning-toolkit We understand the importance of delivering a variety of interventions to support the academic and personal growth of our students. Research shows that supporting students with their emotional development can support more than four months' extra progress over an academic year for students.		
Completion of The Scholars Programme to provide students with the opportunity to develop their knowledge, skills and confidence to secure a place at a competitive university.	https://thebrilliantclub.org/about/ https://educationendowmentfoundati on.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions The Scholars Programme is a national university access programme where students are encouraged to think and work independently across seven tutorials with a subject expert PhD researcher. We place value on providing opportunities and experiences for our students that show excellence within particular areas of the curriculum and beyond, to further stretch and challenge them to develop their skills and abilities.	5, 6	Primary and Secondary
Study support resources provided, to ensure that access to appropriate resources is not a limiting factor to attainment and progress.	https://blog.insidegovernment.co.uk/schools/blog/supporting-the-attainment-of-disadvantaged-pupils#:~:text=Providing%20specialise d%20learning%20materials%20and,lear ning%20environment%20engages%20all %20students. We want to ensure there are no barriers to accessing the highest possible attainment and progress scores our students can. We ensure students are provided with the resources they need and are shown	2, 3, 4	Primary and Secondary

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Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	how to use them to their advantage in preparation for assessments and examinations. This is one strategy we use to ensure students have access to the resources they need.		
Literacy resources are provided so that literacy-based support, both in the classroom and within interventions, have effective and appropriate reading materials.	https://literacytrust.org.uk/news/childrens-reading-enjoyment-at-lowest-level-in-almost-two-decades/ https://my.chartered.college/impact_article/reading-for-pleasure-a-catalyst-for-connection/ With the opening of our library this year and a big focus on reading for pleasure, we will invest heavily in ensuring all students have access to literature that caters to their interests and needs. Ensuring these texts are available on a variety of platforms, as well as being age-appropriate, no matter a students' reading age, is important in promoting a culture whereby reading is seen as a privilege and something to be cherished.	3	Primary and Secondary
Student Support Profiles for students that are both Pupil Premium and SEND, to ensure staff are provided with the appropriate information to be able to effectively support these students to make progress and thrive.	https://researchschool.org.uk/unity/news/pupil-premium-and-send-learning-without-labels https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send We believe in a 'needs not labels' approach, whereby the diagnosis ascribed to a student does not inform the support, rather the diagnostic assessment data, student/parent voice, and classroom-based evidence does.	2, 4, 6	Primary and Secondary

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Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	Student Support Profiles provide Class Teachers with actionable/tangible strategies to use in lessons to support the needs of students that may require additional support with their learning.		

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £77,566

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
Attendance strategy with clear thresholds for communication home and letters sent home with a focus on clarity and working with parents. **Dedicated staff hours to follow up on non-attendance.**	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance There is a direct correlation between attendance and academic achievement at school. We work closely with students and their families to support them in regular attendance at school. Our Attendance and Pastoral Teams provide swift and timely intervention to ensure that barriers to attendance are known and that students are supported to overcome these barriers and attend school every day.	1	Primary and Secondary
Forest School introduced to provide students with positive experiences in the outdoors, whilst developing their ability to work both independently and as a team and increase their self-confidence, creativity and resilience to overcome challenges.	https://forestschoolassociation.org/what-is-forest-school/#:~:text=It%20develops%20confidence%20and%20self,support%20new%20and%20imaginative%20learners. https://muddyfaces.co.uk/outdoor-hub/forest-school/reports-research https://forestschoolassociation.org/new-research-a-longitudinal-study-on-forest-school/ Research has shown that Forest School can support students with their academic attainment, social development and emotional wellbeing. We are fully committed to ensuring	5, 6	Primary and Secondary

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Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	that as many students as possible are afforded this opportunity, particularly for those identified as needing support with their self-confidence and emotional regulation.		
Place2Be	https://www.youngminds.org.uk/young-person/your-guide-to-support/counselling-and-therapy/#:~:text=This%20can%20help%20you%20to,coping%20when%20things%20are%20difficult. https://www.place2be.org.uk/about-us/impact-and-evidence/statistics-and-evidence/ https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/ Place2Be is a mental health charity that supports students, families and staff in schools. Research shows that students receiving Place2Be 1:1 counselling make considerable progress in relation to their emotional wellbeing, and we want to continue to support this progress for all of our stakeholders.	2, 6	Primary and Secondary
ELSA	https://www.elsa-support.co.uk/what-is-elsa-intervention/ https://www.elsanetwork.org/wp-content/uploads/2023/08/ELSA-Evaluation-Report-Pembrokeshire.pdf https://theses.ncl.ac.uk/jspui/bitstream/10443/5382/1/Robertson%20H%20E%202021.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Research has shown that ELSA support for students can have a profound and significant impact on their emotional wellbeing and ability to understand	2, 6	Primary and Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	and regulate their emotions. We are committed to equipping our students with the skills to be able to overcome challenges and understand their emotions and how to deal with them as they begin to cause discomfort and distract from their education and enjoyment of life.		
University Outreach	https://www.bsms.ac.uk/about/info-for-schools-teachers-parents/outreach-activities-for-schools-and-colleges.aspx https://www.sussex.ac.uk/about/access-to-education https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/rev3.3406 We will work closely with universities to ensure as many of our students as possible are exposed to the variety of higher education opportunities available to them. We want to support and challenge our students to put themselves forward and be involved in activities and projects requiring university-level aptitude.	5, 6	Secondary
Summer Camp is offered for those that will be attending as Year 7 students in the upcoming academic year, to support a smoother transition and promote cohesion between all students and staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance To support with a positive transition, particularly for members of our new Year 7 cohort that need support with building relationships and overcoming anxieties related to change, we run a Summer School at the end of August before the new academic year begins. The Summer School has been hugely successful in reducing anxiety around school and formulating positive relationships between students and the staff that deliver the Summer	5, 6	Secondary

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Activity	Evidence that supports this approach	Challenge number(s) addressed	Phase
	School.		
Parent Partnership events will be held to increase the collaborative approach in supporting students and promoting closer and more frequent communication between the school and parents/carers	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement When a triangulated approach between parents, students and the school is evident, students can make over 4 months' worth of extra progress over an academic year. We value the input of parents/carers and want to ensure they feel supported and included in the decision-making around the offer their child receives at school.	1, 5, 6	Primary and Secondary
Extra-curricular activities	https://assets.publishing.service.gov.uk/media/60dc34c88fa8f50aad4ddb0a/Against_the_odds_report.pdf https://www.tes.com/magazine/teaching-learning/general/why-poorer-pupils-need-more-cultural-capital Providing students with opportunities to gain cultural capital is extremely important, as it reduces inequalities and promotes an inclusive and equitable educational environment. We will ensure that no student is disadvantaged from attending any clubs, trips, or other educational offers due to financial restraints.	5, 6	Primary and Secondary
Hardship fund for students that need support with items that allow them to access the curriculum and follow the school policies and procedures in the same way as non-PP students.	https://www.headteacher-update.com/content/news/cost-of-living-crisis-majority-of-schools-giving-pupils-uniform-clothing-and-food/ We appreciate that the day-to-day functioning as a student can be difficult for families. Therefore, we will also support families with uniform, footwear, PE kits, and personal hygiene products when required.	4, 6	Primary and Secondary

Total budgeted cost: £300,00

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 students in the 2023-24 academic year.

Outcome 1 - The school's progress and attainment gap is no greater than the national average and comparative to other schools with similar student demographics.

Primary Phase

EYFS GLD

2023 - 67%

2024 - 57% (4 students)

County Moderation was successful and validated all teacher assessments for students. Robust discussions were had about ensuring evidence of attainment was consistent, especially within writing. Advice continued to be sought and followed from external services. CLASS, EALS, and Educational Psychology teams have supported students who are eligible for PP, and who had additional needs. Reactive and planned interventions were run successfully and tracked thoroughly throughout the year. Parent communication was sent to encourage an increase in the level of support at home.

Phonics Screening Assessment

2023 – 38%

2024 – 56%

KS1 SATS

	Writing Expected/Exceeding Progress (%)		Reading Expected/Exceeding Progress (%)		Maths Expected/Exceeding Progress (%)	
	2023	2024	2023	2024	2023	2024
All students	66	67	80	63	86	72
Disadvantaged	56	44	89	56	78	56
Non-disadvantaged	72	67	78	61	75	70
Gap	**-16**	**-23**	**+11**	**-5**	**+3**	**-14**

KS2 SATS

	Writing Expected/Exceeding Progress (%)		Reading Expected/Exceeding Progress (%)		Maths Expected/Exceeding Progress (%)	
	2023	2024	2023	2024	2023	2024
All students	70	74	80	74	75	77

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	Writing Expected/Exceeding Progress (%)		Reading Expected/Exceeding Progress (%)		Maths Expected/Exceeding Progress (%)	
	2023	2024	2023	2024	2023	2024
Disadvantaged	67	50	67	50	58	36
Non- disadvantaged	73	81	83	81	79	89
Gap	**-6**	**-31**	**-16**	**-16**	**-21**	**-53**

Although reading outcome data from SATS has shown stability, disadvantaged students' performance in writing and maths has shown a decline in progress. Compared to the provisional national averages, which were as follows: Writing 58%, Reading 62%, Maths 59%, with gaps of – 20% (Writing), -17% (Reading), and –20% (Maths), this picture indicates that we need to do more to support our disadvantaged students in Year 6 to make better progress. This pupil premium strategy will look to achieve this objective.

(Source – https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2023-24#dataBlock-c72561d3-502b-4297-a5c3-ce1f8d7c9b96-tables)

An overall highlight of the 2023-24 data is the positive attitude the students had towards SATs week. They worked hard, challenged themselves, and showed resilience and a positive attitude. There is brilliant progress across the subjects and many individual moments to celebrate (tracked across the year).

The length of retrieval starters for maths was adapted; planned specific interventions based on lessons and data, focused the use of yellow feedback forms so they were personal and made an individual impact, ran after school intervention sessions and completed a weekly arithmetic paper every week in Term 4 to support the development of arithmetic, speed, problem solving and making links across the curriculum.

Secondary phase

KS4 Attainment 8

	Gildredge House		National Average	
	2023	2024	2023	2024
All students	47.26	47.92	46.20	45.9
Disadvantaged	31.41	36.53	34.90	34.50
Non-disadvantaged	52.35	51.3	50.20	49.50
Gap	**-20.94**	**-14.71**	**-15.30**	**-15.00**

KS4 Progress 8

	Gildredge House		National Average	
	2023	2024	2023	2024
All students	-0.26	+0.16	-	-
Disadvantaged	-0.83	-0.61	-0.57	-0.57

	Gildredge House		National Average	
	2023	2024	2023	2024
Non-disadvantaged	-0.08	+0.33	+ 0.17	+ 0.16
Gap	**-0.75**	**-0.94**	**-0.74**	**-0.73**

(Source – Provisional DfE Release 14 Oct 2024)

(Source - https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised)

We are delighted with the attainment scores of our most disadvantaged students. Year on year, Attainment 8 scores have increased, with the attainment gap reducing to its lowest throughout the duration of this strategy. Whilst students' Progress 8 score has improved from last year, the gap has increased due to the exceptional performance of our non-disadvantaged students.

When looking at the progress data more closely, it emphasises the importance of engaging those students whose attendance is significantly below national averages or who are persistently absent from education. We must ensure that the strategies we have outlined to engage these students, and their families, have the desired impact of getting students into school and thriving, both in and out of the classroom.

Outcome 2 - A consistently high quality of teaching and learning across both primary and secondary phases.

Following the launch of our Gildredge House 5 (GH5) in the 2022-23 academic year, the objective for 2023-24 was to embed this lesson culture across all phases of the school. The GH5 essentials are as follows:

- **Challenge -** Students have high expectations of what they can achieve. Students are engaged and motivated to learn.
- **Explanations -** Students acquire new knowledge and skills.
- **Modelling -** Students know how to apply the knowledge and skills.
- **Questioning -** Students are made to think hard with breadth, depth and accuracy.
- **Feedback –** Students think about and further develop their knowledge and skills.

By the end of the 2023-24 academic year, many elements of the GH5 and its associated strategies were beginning to become embedded practice within lessons.

Lesson observations, Running Evaluations, and learning walks have provided evidence that the use of retrieval practice is embedded, whilst Show Me Boards are now very much part of our whole school lesson culture.

Explanation and Modelling have been identified as strengths across the school, whilst the standard of Questioning and quality of Feedback has also improved. Further embedding of the GH5 and its related strategies will continue to be our whole school Teaching & Learning focus during the 2024-25 academic year.

We are aiming to increase challenge and opportunities for student collaboration in lessons, improve adaptive teaching strategies, and further develop our vocabulary instruction. We remain convinced that improving the overall standard and consistency of teaching will have the greatest impact upon the outcomes of our most vulnerable learners.

Outcome 3 - Students are able to read at an age-appropriate level.

Primary Phase

Students within our primary phase continue to be supported to develop their literacy skills. Little Wandle, Daily Readers, Language Link, Boosting Reading Potential, and Lexia continued to be used last year to support students during additional literacy intervention sessions.

Interventions from Reception to Year 3 are delivered using the Little Wandle Rapid Catch-up and Keep-up sessions. These were delivered by Teaching Assistants assigned to the Year Group who receive regular Little Wandle training to ensure these are high quality. Little Wandle Assessments are used regularly to determine the impact of the interventions. Interventions from Years 4-6 include Lexia, Fluency into Comprehension, Daily Readers, and BRP (Boosted Reading Programme). These were also delivered by Teaching Assistants assigned to the Year Group and our BRP reading specialist Teaching Assistant. Assessments are completed at the end of the time-limited intervention to assess the impact.

We have developed our 'Lowest 20%' document across the Primary phase to ensure all Class Teachers are aware of, and know how to support, these students. YARC assessment has been available to staff who require additional analysis of a student's reading need.

We have continued to follow the latest research and guidance from the 2023 Reading Framework. Therefore, in Key Stage 1 we developed our Reading lessons based on the Little Wandle Fluency Scheme to prioritise fluency in these Year Groups. In addition to this, our Key Stage 2 Whole Class Reading curriculum (developed from FRED's Reading) has developed a focus on developing fluency and discussion and all students will have a chance to practise fluency within these sessions.

We have worked hard to raise the profile of reading and, as well as all of the above, we have taken all students in the Primary phase to the local library at least once, taken part in book swaps, increased our number of author visits to the school, developed our Primary Phase Library and took part in the East Sussex Book Awards which meant that lots of these author visits were fully funded.

Secondary phase

NGRT Data 2024

	Disadvantaged cohort	Average improvement (months)
Year 8	27	16
Year 9	26	17
Year 10	21	15
Year 11	31	15

All students in the Secondary phase completed the NGRT Reading Age Assessment during the Summer Term of 2024. The results of our disadvantaged cohort were encouraging; on average their Reading Ages improved at least in line with expectations (12 months) when compared with their 2023 NGRT Reading Age assessment.

It is encouraging to see that our increased focus on embedding quality first teaching of literacy, and the literacy interventions we offer, have made a positive impact on the reading capabilities of these students.

Building on these positive results, reinforcing the value and importance placed on developing students' literacy skills across the school, we have appointed a Literacy Intervention Specialist. The purpose of this new role will be to deliver a variety of literacy-based interventions to students from Years 5-8 that have been identified as requiring support with their literacy skills.

The Literacy Intervention Specialist will work closely with the Literacy Coordinator and English Department to ensure interventions delivered are appropriate and link to timetabled lesson content where possible.

This exciting new position, alongside our established intervention offers, designated literacy time during Tutor time each week, and targeted CPD for staff relating to embedding vocabulary instruction and application of the Frayer Model, ensures that literacy is interwoven within every facet of a students' experience at Gildredge House.

Perhaps the most exciting development this academic year will be the utilisation of the school Library. We have appointed a school Librarian whose role will be to support students to foster a culture of reading for pleasure. Students will also have timetabled lessons in this space each week and will be permitted to use this space to read during breaks and lunchtimes.

Outcome 4 - Whole school data regarding attendance, behaviour and rewards indicates that there is no discernible difference between disadvantaged and non-disadvantaged students.

Attendance 2023-24

	Reception-Year 6	National Average (%)	Years 7-11	National Average (%)
All students	94.9	94.5	92.4	90.9
Disadvantaged	92.0	91.9	87.4	85.4
Non- disadvantaged	95.5	95.4	93.8	92.9
Gap	**-3.5**	**-3.5**	**-6.4**	**-7.5**

(Source - Pupil attendance in schools, Week 49 2024 - Explore education statistics - GOV.UK)

Attendance of all students in both phases of the school was better than the national average.

At Gildredge House, we use a variety of strategies to promote consistent attendance to school. Our Deputy Head – Behaviour, Attitudes and Safeguarding works closely with the Attendance Officer, Educational Welfare Officer, and the Pastoral Teams across both phases to ensure disadvantaged students are prioritised and supported to attend school regularly. Through this work, a culture of collaboration has been established between the school, students, and families, to understand the barriers associated with each student's attendance and the strategies that can be put in place to overcome these.

Furthermore, to support students with the transition from Year 6 into Year 7, we continued with our Summer School Programme, paid for out of the PP budget. The Summer School looks to alleviate some of the anxieties around starting a new phase and/or location of a student's education, and it was encouraging to see that 64% of our Pupil Premium students moving into our Year 7 attended the event.

We continue to work with The Brilliant Club to run The Scholars Programme with our Year 6, 8 and 10 cohorts, focusing on raising their aspirations and affording greater opportunity to our High Prior Attaining disadvantaged students, and continue to provide free music lessons and subsidise school trips and events.

ASPIRE Points

Our whole school **ASPIRE** values were launched in September 2022. These values are as follows: **A**mbition, **S**upport, **P**erseverance, **I**ntegrity, **R**espect and **E**mpathy.

ASPIRE points are awarded to students when they display specific behaviour that aligns with one or more of our ASPIRE values. The number of ASPIRE points awarded to our PP students is comparable to the percentage of PP students' whole school. We are committed to providing our disadvantaged students with the opportunities to receive more ASPIRE points for their contributions both inside and outside of the classroom, to improve on this percentage.

All students	176,270
Disadvantaged	30,685 (17%)
Non-disadvantaged	145,585 (83%)

Further Information

Identification

To continue the work being undertaken within our Inclusion Department, through ensuring staff have access to information regarding our disadvantaged students within our whole school Inclusion Register and Inclusion Briefings. Staff have also been provided with information and guidance around raising concerns about the academic and emotional needs of these students.

Through our dedicated Primary and Secondary SEND email accounts, which link directly to SENDCos within each respective phase, staff can flag concerns relating to the things they may be observing from students within their class. This will begin the process for the Inclusion Leads to work collaboratively with Class Teachers, support staff, parents/carers and, where appropriate, external agencies to unpick these concerns and identify if a concern requires further exploration.

Where the concern is around a Social, Emotional and Mental Health (SEMH) need, the Inclusion Team will work collaboratively with the Pastoral Team to ensure students, and their families, receive the appropriate level of support.

Teaching Assistants

Where appropriate, Teaching Assistants may be required to provide additional support to some of our disadvantaged students who require assistance within lessons, when that member of staff is present in the room to provide support to a student with an Education Health Care Plan (EHCP) or a specific Special Education Need and/or Disability (SEND).

Assistant Heads of Year and Nurture Leads

To further support our disadvantaged students with emotional support and with the day-to-day organizational elements associated with school, our Assistant Heads of Year in the Secondary phase and our Nurture Leads in the Primary phase will provide support to ensure theses students are able to access the curriculum and feel happy and safe at school.