

# Pupil premium strategy statement – *Guildhall Feoffment Community Primary School*

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	335
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	9 <sup>th</sup> December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Andy Matthews, Headteacher
Pupil premium lead	Fiona-Catherine Thompson, Deputy Headteacher
Governor / Trustee lead	Ben Tanner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£ 75,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£ 75,750

# Part A: Pupil premium strategy plan

## Statement of intent

At Guildhall Feoffment Community Primary School, our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

Our 2025-2028 pupil premium strategy plan aims to address the main barriers that our children face, supporting disadvantaged pupils to achieve, through reducing gaps in knowledge and skills for those with lower attainment and to support further progress for those who are already expected or higher attainers. We will consider the challenges faced by vulnerable pupils, such as those who have financial hardship, young carers, previously looked after children and service children and provide support to mitigate the impact of these challenges on pupils through our curriculum offer and beyond.

The Education Endowment Foundation (EEF) recognises that there is a significant gap in attainment between disadvantaged pupils and their peers and that furthermore 'evidence is clear that disadvantaged students have fallen further behind during the pandemic' and that the effects of the disruption to education seen during Covid-19 has and continues to have a disproportionate effect on disadvantaged pupils. This is still evidenced within particular year groups.

Guildhall is a positive and inclusive school with a hardworking, enthusiastic and dedicated staff team. We have an experienced senior leadership team and a school ethos that champions the highest expectations and nurture, putting children and staff at the heart of all we do and is reflected in our school values.

We are a pan-45, two form entry primary school in Bury St Edmunds, Suffolk, in the historic part of this cathedral town, and our pupils range from across a wide area, many from outside our direct catchment area, including military families (4%). Currently, 18% of pupils are pupil premium but we recognise that many families will be just above this threshold and we are mindful of this when considering the range of opportunities and provisions we offer and the support we may need to give.

Although we are a school in the heart of Suffolk, our historic, listed building and location within the centre of town, means that our children have limited access to outdoor and green spaces and we continue to pursue this as an area of development, understanding the importance of facilities for sporting and outdoor learning and the benefits of the natural world. We actively seek opportunities to enrich our curriculum by engaging in activities and experiences outside of school including the local rugby club, Royal Ballet School, St Edmundsbury cathedral, local organisations and trips and regional and national opportunities.

We strongly believe the curriculum is our children's opportunity to develop lifelong interests and talents. We aim to provide the knowledge, skills, experiences and opportunities that will improve the life chances for all, especially our disadvantaged pupils.

Our curriculum is regularly reviewed as we continue to respond to the needs and interests of our children alongside the national curriculum. We are continuing to focus on language development in all its forms with a clear emphasis on vocabulary, oracy and reading. We are constantly looking to refine and improve teaching and learning practice in this area whilst also providing targeted interventions to struggling learners both prior to, and during the school day.

We have a strong ethos of inclusion and a compassionate approach towards engaging and supporting our children and parents. We have high expectations for behaviour and support pupils to engage and manage challenges through support from our pastoral team. Targeted support enables pupils to develop their emotional literacy, resilience and enables them to feel more positive about themselves and their learning.

There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage. Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing and supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, peer coaching and professional development and senior leaders spend time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

There is a clear, shared understanding of strategic milestones and goals in our school development plan that enable constructive conversations between staff members, governors and leaders. Our middle leadership team are developing their skills in ensuring all subjects in our curriculum are taught at the highest standard to enable pupils to have excellent teaching and learning that engages, inspires and empowers them for their future studies and careers. Children are encouraged to be aspirational, with individuals from a wide range of backgrounds profiled and celebrated across the curriculum.

The activity we have outlined in this strategy is also intended to support all pupil needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to wider challenges and individual needs faced by pupils supporting them in school and through engagement with families to enable approaches we have adopted to complement one other to enable pupils to excel.

At Guildhall Feoffment Community Primary School, it is our intention that no child should be left behind either socially or academically due to disadvantage. Through the development of an inspirational and inclusive learning environment coupled with robust tracking, careful planning and targeted support we aim to remove barriers to learning and enable all our children to access opportunities that will raise their aspirations so they can achieve excellence and reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment of pupil premium children across the curriculum and fewer pupil premium children achieving greater depth standard.
2	Higher rates of absence for pupil premium children increasing the risk of further gaps in knowledge and skills.
3	Limited access and opportunity to enriching activities, interests and experiences.
4	Limited support at home and identified lower parental engagement in home learning.
5	Pastoral and wellbeing needs. Some pupil premium children are young carers, service children or have social and financial disadvantage.

## 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
Improved attainment and progress for pupil premium children.	<ul style="list-style-type: none"> <li>Data shows above expected progress and attainment increases to lessen gaps between pupil premium and non-pupil premium pupils.</li> <li>Data shows more pupil premium children achieve greater depth standard decreasing the gap between the between pupil premium and non-pupil premium pupils achieving a higher standard.</li> <li>Learning walks show improved teacher input – use of metacognitive strategies, improved subject knowledge, questioning and resources support pupils to have clear, accessible, engaging and relevant learning.</li> <li>Pupils demonstrate improved knowledge and understanding as seen in learning walks through oracy and in books/padlets.</li> </ul>
Improved attendance for pupil premium children.	<ul style="list-style-type: none"> <li>Attendance data shows a reduction in absence and persistent absence for pupil premium children and data shows gaps are lessening between non- pupil premium peers.</li> <li>Absences are followed up and, where appropriate, support or challenge is given to reduce further or long term absence.</li> </ul>
Increased access and opportunity to enriching activities, interests and experiences.	<ul style="list-style-type: none"> <li>All pupil premium children will access a range of enrichment experiences within and beyond the curriculum.</li> <li>Learning walks show improved curriculum enables all pupils to have increased visits, experiences and higher quality learning outcomes.</li> </ul>
Improved support at home and increased	<ul style="list-style-type: none"> <li>Pupil premium children and parents will be given support with increasing home learning including resources and training.</li> </ul>

parental engagement in home learning.	<ul style="list-style-type: none"> <li>Teacher records show pupil premium children's home learning is improving to be in line with non-pupil premium peers.</li> <li>Pupils not able to complete home learning outside of school will be supported in school or in before or afterschool homework interventions/clubs.</li> <li>Increased use of and access to technology to support learners to become more independent and reduce need for parents to support learning within upper key stages.</li> </ul>
Increased pastoral and wellbeing support in school and through signposting to relevant services.	<ul style="list-style-type: none"> <li>Pupils will access support as needed e.g. young carers, pastoral sessions etc. and families will be signposted to resources and support as required.</li> <li>Improved behaviours seen within the classroom and in behaviour data logs.</li> <li>Pupil and teacher surveys demonstrate improved self-esteem and well-being.</li> </ul>

## 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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus using evidence-based strategies to support consistently excellent teaching.</p> <p>Development of senior and middle leadership to monitor and support staff to secure excellent practice.</p> <p>Regular book studies and learning walks with feedback to staff given.</p> <p>Ensure all lessons provide opportunities for all children to</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Termly assessment and monitoring and progress discussions enable more targeted teaching. Progress coordinator on SLT to oversee data and approaches to reduce disadvantage.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for pupils (+4months)</p> <p>Evidence of meaningful, directed teacher feedback and targets supports better practice (Ambition Institute, 2022)</p>	1.3, 4

<p>engage with mastery approach.</p> <p>Ensure ECTs and trainee are supported through excellent mentorship, training and induction programmes.</p>	<p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020-1)</p> <p>Evidence of better teacher retention, well-being and improved teacher practice through ongoing coaching and training. (ECF 2022, Ambition Institute)</p>	
<p>High quality and consistent phonics teaching takes place across the school including engaging with WENSUM English Hub to develop high quality teaching in phonics and early reading to ensure children have a strong foundation to access the curriculum.</p> <p>Oracy, vocabulary and Literacy rich curriculum, designed, and implemented across the whole curriculum.</p> <p>Engaging parents in supporting home learning.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF 2022)</p> <p>High-quality feedback to improve outcomes will be monitored termly by SLT. WENSUM Hub audits show improved teaching and learning and outcomes for pupils.</p> <p>Supporting oral language development. EEF 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: Oral language interventions, (EEF 2022)</p> <p>Class teachers and subject leaders to provide opportunities for parents to support learning at home, modelling of strategies and learning taught in school through learning together sessions, workshops, parents evenings and resources on website.</p>	

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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and focussed small group support.	Ofsted research led framework and EEF demonstrate importance of well-tailored interventions to support pupils.	1,2,3,4,5
Dedicated Teaching Assistants to support targeted interventions e.g. maths fluency, spelling, handwriting,	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF-2020-1)	

<p>reading fluency and comprehension strategies</p>		
<p>Pre teaching and flexible grouping support to ensure gaps in understanding are quickly addressed, in particular in Maths.</p> <p>Diagnostics of reading difficulties and interventions and strategies in place to reduce gaps, e.g. regular phonics and fluency tracking and dyslexia screening.</p> <p>Providing live and purposeful feedback to pupils to support understanding and address misconceptions using questioning and modelling.</p> <p>Use of appropriate technology to provide scaffolded and adapted resources to pupils and to support pupils in using technology to enhance their learning and increase independence</p>	<p>Knowledge, or more specifically prior knowledge, is one of the most crucial factors influencing a person's ability to learn... The weaker prior knowledge is, the more likely pupils are to develop misconceptions (EEF 2021)</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>Evidence indicates that feedback can deliver approximately 6+ additional months' progress on average. (EEF 2020-1)</p> <p>Technology in the classroom is seen by many school leaders and education experts, as one of the most important drivers of change when referring to accessibility of education for those with special educational needs and disabilities (SEND), or any other need for adjustment. (Education Policy Institute 2022)</p>	
<p>Speech and Language screening for EYFS pupils and new pupils joining school.</p> <p>Specialist S&amp;L TA for 5 morning or afternoon sessions every week</p>	<p>Oral language interventions should be in place to support the learners use of vocabulary, articulation of ideas and spoken expression (+6months impact) (EEF 2020-1)</p> <p>Making best use of teaching assistants to support learning in the classroom. (EEF-2020-1) There is evidence to suggest that oral language interventions delivered by trained teaching assistants have a broadly similar impact to those delivered by teachers.</p>	

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

Budgeted cost: £10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure whole school wellbeing support e.g. Early Minds and targeted provision through Pastoral team - offer bespoke SEMH interventions to pupils e.g. nurture club.	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the pandemic. EEF Toolkit Social and Emotional Learning +4 months	2, 5
Financial support for disadvantaged children for additional uniform or outside clubs and activities where specific need has been identified.	Lack of opportunities socially and culturally can impact on a child's self-esteem and confidence which can have a knock on effect on their learning outcomes.	
Use pastoral behaviour support/intervention to positively reinforce attitude to learning.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	
Teachers to ensure trips and visits are planned with disadvantaged pupils in mind and financial barriers are removed wherever possible.	SecEd research by Sutton Trust (2014) emphasise the positive effect of extra-curricular experience in both education outcomes. Families will be supported as needed to enable all disadvantaged pupils to attend.	

**Total budgeted cost: £ 75,750**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Over the last two years, 2022-24, our overall school data has improved to be in line with or above national in Phonics and at the end of Key Stage 2, having previously dropped below in 2019-21.

These improvements have been due to a whole school curriculum review, continuous professional development, support from senior leadership to improve teaching and learning and the use of data to support teachers in adapting and targeting support effectively. Our whole school focus on reading has in particular shown significant improvements in results for all pupils and a reduction in gaps for pupil premium children: pupil premium pupil attainment in reading at both expected and greater depth standard in Key Stage 2 was above national results.

#### Key Stage 2 Outcomes 2024

	School	National	GDS School	GDS National	PP School	PP National	PP GDS School	PP GDS National
Reading	88%	74%	52%	49%	67%	62%	44%	18%
Writing	88%	72%	19%	13%	67%	58%	11%	6%
Maths	87%	73%	44%	24%	44%	59%	22%	13%

Our focus in our new strategy is to continue to ensure that pupil premium children achieve in line with or better than their peers and for more pupil premium children to achieve greater depth standard. Our school development plan (SDP) specifically targets our lowest 20% with the introduction of a progress coordinator on our SLT to monitor this and work with staff to improve support. The SDP also focuses on Maths and oracy to support improving reasoning.

#### Phonics – Year 1 2024 results

Phonics Pass	School	National
All	88%	80%
Pupil Premium	78%	68%

Our phonics results continue to be above national and this is due to the introduction and robust implementation of Little Wandle Phonics and work with the WENSUM English Hub. High quality, daily teaching of whole class phonics alongside effective targeted implementation and tracking has enabled pupils to make good progress and acquire a solid foundation to build upon. Our whole school focus on reading, including supporting families to read at home has improved our results across the school and pupil premium children have started to close the gap showing accelerated progress (see whole school progress data below).

## EYFS GLD Outcomes 2024 results

GLD Achieved	School	National
All	62%	68%
Pupil Premium	50%	51%

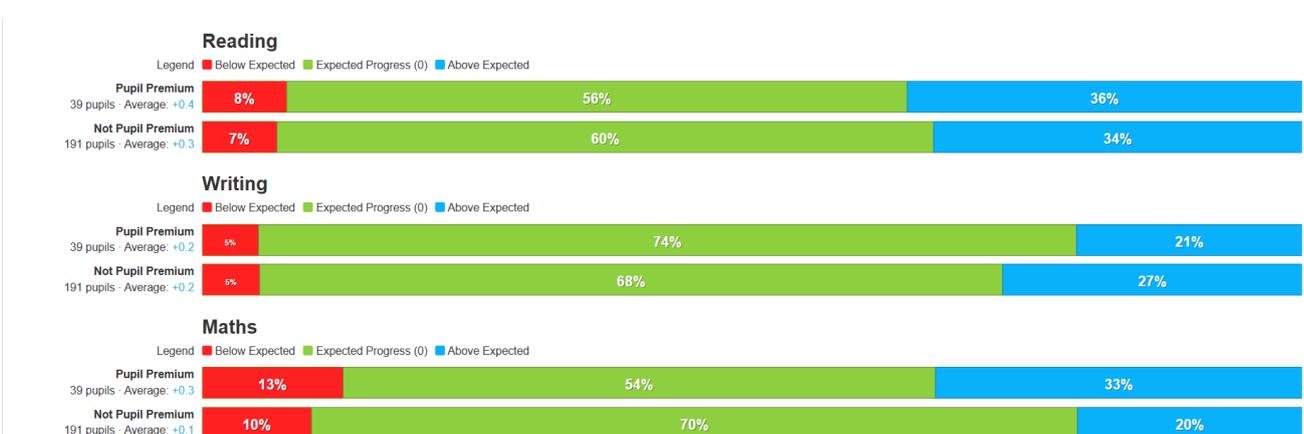
A strategic decision was taken to raise higher expectations to reach GLD in EYFS this year. We took part in two wider moderation partnerships for assessing writing and in consultation with WENSUM English hub, we have raised the bar on what 'most' means with regards to letter formation, spelling and independent writing. This was also as a result of recognising the expectations in Key Stage 1 and supporting pupil's readiness to embark on this key stage effectively.

In order for a child to meet GLD at Guildhall in writing we expect at least 80% mastery of writing targets to mean 'most'. This has meant that this year our GLD outcomes are slightly below national but we have set ambitious targets and programmes in place to ensure children are able to develop the gross and fine motor skills necessary and be taught handwriting, transcription and writing to meet this. We are mindful of providing additional support to pupil premium children who may arrive into Reception with prior gaps and will use the baseline assessments to support in targeting and addressing this.

## Whole School Data Analysis of Pupil Attainment 2023-2024



## Whole School Data Analysis of Pupil Progress 2023-2024



The data shown above for the whole school in 2023-24, shows that pupil premium children are making better than expected progress and are in line with or ahead of peers signifying that gaps are closing. This is particularly seen in greater depth reading and in writing for disadvantaged children and reflects the whole school emphasis on this and targeted support in reading comprehension, handwriting and grammar. Attainment of Pupil Premium children is improving and has increased from 2022-23. It should be noted that 60% of our Pupil Premium students are also pupils with SEND and 10% have an EHCP.

The school development plan reflects that Maths and supporting pupils in writing, especially at greater depth is a focus area for the school. Developing oracy alongside pupils enhanced reading skills will support pupils in developing reasoning and formulating their thinking and ideas.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
N/A	