

# Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Georgian Gardens Community Primary School
Number of pupils in school	407 (Sept 2024) 404 (Oct 2025)
Proportion (%) of pupil premium eligible pupils	19.7% (Sept 2024) 21.53% (Oct 2025)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2024 – Completed October 2025 - Completed October 2026
Statement authorised by	Amie Bowers
Pupil premium lead	Claire Lewis
Governor / Trustee lead	Rosemary Cornish

## Funding overview 2025 - 2026

Detail	Amount
Pupil premium funding allocation this academic year	£130050
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7561
<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	£137616

# Part A: Pupil premium strategy plan

## Statement of intent

At Georgian Gardens Primary School, we pride ourselves on knowing every pupil as an individual and providing opportunities for all to excel. Our curriculum is dynamic and tailored to meet pupils' needs rather than expecting them to fit into a fixed model. Our school ethos is centred on four key values: Be Ready, Be Respectful, Be Safe, and Be Kind, which permeate all aspects of school life.

Emotional wellbeing is a priority. As one of few 'Thrive' schools in West Sussex, we have trained staff supporting pupils and families, alongside a Mental Health in School Worker who works weekly with our community. Safeguarding education is integral, covering relationships, digital literacy, physical and emotional health, tailored to our school context. Our broad and balanced curriculum aims to ignite each pupil's passion for lifelong learning. We are passionate about the Arts, with every year group having termly specialist music and dance sessions, and offer diverse extracurricular activities such as rock band and engineering projects. We also promote excellence in STEAM, as well as sports, recognising its physical and emotional benefits.

Family engagement is central to our approach. We actively involve pupils in community pride through activities like local art displays and performances at residential homes. We aim to expand outdoor learning using local resources such as the beach, woodland, and garden spaces. We are beginning our journey to become an OPAL (Outdoor Play and Learning ) school. Our goal is for pupils to leave ready to learn more, respectful of themselves and others, and equipped to stay safe.

Research shows good teaching benefits all pupils, especially disadvantaged ones (EEF Attainment Gap Report, 2018). We prioritise high-quality teaching, feedback, formative assessment, and a culturally rich, knowledge-based curriculum. Understanding pupils' backgrounds helps us address barriers to learning and direct pupil premium funding effectively. Key principles include:

- Meeting the needs of all pupils through targeted teaching.
- Engaging all staff in data analysis to identify strengths and gaps.
- Recognising that not all socially disadvantaged pupils qualify for free school meals.
- Allocating pupil premium to priority groups based on need.
- Developing pupils' emotional literacy through Thrive to build resilience and learning power.

Georgian Gardens serves a mixed social demographic in Rustington, West Sussex. Currently, 21.53% of pupils receive pupil premium, below the national average.

Our objectives are to narrow the attainment gap and help pupils thrive emotionally and academically. Strategies include:

- A tiered approach to pupil premium spending.
- Reducing class sizes in core subjects.
- Embedding formative assessment and knowledge progression.
- Implementing a new maths scheme with manipulatives.
- Targeted interventions and smooth transitions between key stages.
- Supporting music learning and lunchtime nurture activities.
- Maintaining Thrive practitioners and family support.
- Providing first-hand learning experiences and aspirational opportunities.

This approach adapts to meet the evolving needs of our socially disadvantaged pupils.

*This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.*

## Challenges

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

Challenge number	Detail of challenge
1	Attainment, particularly in maths.
2	Phonics outcomes, particularly in Year 2.
3	Mental health and wellbeing of disadvantaged pupils.
4	Experiences Provide a range of enrichment activities and experiences to broaden disadvantaged pupils' horizons and develop their cultural capital
5	Attendance and punctuality The attendance of our socially disadvantaged children as a group is lower than that of the whole school.

## Intended outcomes 2024 - 2027

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
1. To overcome the attainment barrier faced by our disadvantaged pupils and help them achieve their full potential through the development of Quality First Teaching strategies.	<ul style="list-style-type: none"> <li>• High quality teaching for all.</li> <li>• Embedded new curriculum and assessment systems in maths.</li> <li>• Questions in lessons will be targeted and will uncover misconceptions.</li> <li>• High quality feedback will be given and support given to act upon it.</li> <li>• Teachers respond to evidence in data. ie gap analysis and adapt planning in order to fill those gaps.</li> <li>• Teaching Assistants will be deployed effectively in lessons, particularly the input to maximise access for all.</li> <li>• Children will be screened to see if language is a barrier in maths.</li> <li>• <i>develop the use of serve and return conversations across the school to enhance conversational skills and vocabulary – added for 2025 onwards</i></li> </ul>
2. Phonics outcomes, particularly in Year 2.	<ul style="list-style-type: none"> <li>• Phonics assessments/screenings will show that socially disadvantaged pupils are</li> </ul>

	<p>making progress and are closing the gap between non-socially disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• By implementing a comprehensive, evidence-based approach across all three tiers, we can work to address the identified barrier of phonics, particularly in Year 2, and support the progress and attainment of disadvantaged pupils.</li> </ul>
3. To promote wellbeing and support for disadvantaged pupils	<ul style="list-style-type: none"> <li>• The role of pupil mental health ambassadors will be embedded.</li> <li>• The OPAL (Outdoor Play and Learning) initiative will be introduced.</li> <li>• The profile of mental health and wellbeing will be higher across the school.</li> </ul>
4. Provide a range of enrichment activities and experiences to broaden disadvantaged pupils' horizons and develop their cultural capital	<ul style="list-style-type: none"> <li>• Our door playtime opportunities will be increased.</li> <li>• A range of resources will be in place to increase opportunities for children at break times.</li> </ul>
5. Implement then embed the changes to the attendance framework to create a whole-school approach to improving attendance, working closely with families and external agencies to address the root causes of persistent absence	<ul style="list-style-type: none"> <li>• There will be a reduction in the persistent absenteeism levels for socially disadvantaged children.</li> <li>• There will be a greater understanding of risk factors to support the improvement in attendance for socially disadvantaged children.</li> <li>• The Family Support Manager and Learning/Behaviour Mentor will build relationships with families who have poor attendance and are persistently absent in order to offer bespoke support in improving attendance.</li> <li>• Poor attendance will be challenged through the use of letters, meetings with parents, support where needed, and attendance contracts.</li> </ul>

## Activity in this academic year 2025 - 2026

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 retention)

Budgeted cost: £79,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Continue to provide high-quality, targeted professional development</li> </ul>	<ul style="list-style-type: none"> <li>• EEF's 'Effective Professional Development' guidance (EEF, 2021).</li> </ul>	1 & 2

<p>for teachers on evidence-based approaches to teaching and learning.</p> <ul style="list-style-type: none"> <li>• Revisit incorporating physical objects and diagrams to help pupils engage with and understand mathematical concepts, making abstract ideas more concrete.</li> <li>• Develop Metacognitive Skills: Encourage pupils to plan, monitor, and evaluate their own learning, fostering independence and deeper understanding in maths.</li> <li>• Ensure Consistent Feedback: Provide timely and constructive feedback to pupils, helping them understand their progress and areas for improvement in maths.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF's 'Curriculum Planning' guidance (EEF, 2022).</li> </ul>	
<ul style="list-style-type: none"> <li>• Continue to provide high-quality and ongoing professional development for all teaching staff on the school's phonics programme, ensuring consistent and effective delivery across the school.</li> <li>• Provide regular opportunities for pupils to practice blending sounds to form words and segmenting words into individual sounds, enhancing their decoding skills.</li> <li>• Continue to have a whole-school approach to reading, where phonics is taught alongside other reading strategies, such as comprehension and fluency.</li> <li>• Provide opportunities for pupils to apply their phonics skills across the curriculum, reinforcing learning in a range of meaningful contexts.</li> <li>• Conduct ongoing assessments to monitor pupil progress and provide timely, constructive feedback to address individual learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF - Improving Literacy in Key Stage 1</li> </ul>	1 & 2
<ul style="list-style-type: none"> <li>• Provide training for the new Year 5 and 6 pupils in being a Mental Health Ambassador through being a Thought-Full school.</li> <li>• Provide further training for all staff on recognising and supporting pupils with mental health and wellbeing concerns.</li> <li>• Provide professional development for teachers and support staff on facilitating outdoor play (OPAL), ensuring they can effectively support pupils during playtimes. This training can lead to improved pupil</li> </ul>	<ul style="list-style-type: none"> <li>• EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance.</li> <li>• EEF Guidance Report: 'Improving Behaviour in Schools'.</li> <li>• <a href="https://outdoorplayandlearning.org.uk">outdoorplayandlearning.org.uk</a></li> </ul>	3, 4 & 5

<p>behaviour and increased teaching time.</p> <ul style="list-style-type: none"> <li>• Create a comprehensive play policy that reflects our school's ethos of being ready, respectful, safe, and kind, ensuring consistency in playtime expectations and practises.</li> <li>• Develop teachers' skills in creating a calm, positive, and inclusive classroom environment that supports pupil wellbeing.</li> <li>• Ensure that all staff are regularly refreshed in trauma-informed practises and how to create a nurturing, trauma-sensitive school environment.</li> </ul>		
<ul style="list-style-type: none"> <li>• Encourage interactive dialogues between staff and pupils to develop conversational skills and vocabulary, particularly focusing on disadvantaged pupils.</li> <li>• Deliver training for all staff on the principles and techniques of serve and return conversations, including practical strategies for embedding these interactions in daily teaching and learning activities.</li> <li>• Integrate serve and return conversation opportunities across all year groups and subjects, ensuring that pupils regularly engage in meaningful back-and-forth dialogue that builds vocabulary and supports cognitive development.</li> <li>• Establish a system for monitoring the quality and frequency of serve and return interactions in classrooms through learning walks and pupil feedback, using findings to provide targeted support and share best practice among staff.</li> <li>• Provide high-quality professional development for teachers on delivering engaging, cross-curricular lessons that incorporate STEAM (Science, Technology, Engineering, Arts, and Mathematics) elements and experiential learning.</li> <li>• Implement a structured programme of educational visits and visitors to the school, aligned with the curriculum, to broaden pupils' experiences and expose them to new opportunities.</li> <li>• Encourage teachers to incorporate outdoor learning and hands-on ac-</li> </ul>	<ul style="list-style-type: none"> <li>• EEF, 2022.</li> <li>• EEF, 2021.</li> <li>• EEF, 2019</li> <li>• EEF, 2020</li> <li>• EEF, 2022</li> </ul>	<p>1, 2 &amp; 4</p>

<p>tivities across the curriculum to enhance pupils' engagement and develop their problem-solving and collaborative skills.</p> <ul style="list-style-type: none"> <li>• Ensure the school's STEAM provision is well-resourced and accessible to all pupils, with a focus on providing disadvantaged pupils with the necessary equipment and materials to fully participate.</li> </ul>		
<ul style="list-style-type: none"> <li>• Continue to implement a whole-school approach to rewarding good attendance and punctuality, such as weekly/monthly awards or certificates.</li> <li>• Design lessons that are engaging and relevant to pupils' interests and real-life experiences. This approach can increase pupil engagement and reduce the likelihood of absenteeism.</li> <li>• Ensure behaviour expectations are fully understood by all in order to create a structured and predictable environment, which can positively influence attendance.</li> <li>• Continue to create a positive school culture where all pupils feel valued and safe. This includes fostering positive relationships between staff and pupils, promoting inclusivity, and ensuring that pupils feel seen and understood.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF's 'Improving Behaviour in Schools' guidance.</li> <li>• EEF's 'Working with Parents to Support Children's Learning' guidance.</li> <li>• DfE Working Together to Improve Attendance, 2024.</li> </ul>	3 & 5

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

Budgeted cost: £59,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Implement evidence-based targeted interventions, such as small-group tuition or one-to-one support, to address specific gaps in pupils' knowledge and skills.</li> <li>• Use Digital Learning Tools: Incorporate interactive platforms that adapt to individual learning needs, providing personalised practice and feedback in maths.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF's 'One-to-One Tuition' and 'Small Group Tuition' guidance (EEF, 2021).</li> <li>• EEF's 'Supporting the Attainment of Disadvantaged Pupils' guidance (EEF, 2018).</li> <li>• EEF's 'Improving Literacy in Key Stage 2' and 'Improving Mathematics in Key Stages 2 and 3' guidance (EEF, 2017, 2020).</li> </ul>	1 & 2

<ul style="list-style-type: none"> <li>• Offer Peer Tutoring: Encourage higher-achieving pupils to support their peers, fostering collaborative learning and reinforcing their own understanding.</li> <li>• Monitor Progress Regularly: Conduct frequent assessments to identify pupils who require additional support and to track the effectiveness of interventions.</li> </ul>		
<ul style="list-style-type: none"> <li>• Implement small-group or one-to-one phonics interventions for pupils who are falling behind, using evidence-based programmes and regularly monitoring progress.</li> <li>• Ensure that teaching assistants and other support staff are trained to deliver high-quality phonics interventions, with regular feedback and coaching to improve their practice.</li> <li>• Develop a structured programme of catch-up support for Year 2 pupils who did not meet the expected standard in the Year 1 Phonics Screening Check, providing targeted, intensive intervention.</li> <li>• Provide workshops and resources for parents to support phonics learning at home, ensuring consistency between school and home environments.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF - Improving Literacy in Key Stage 1</li> <li>• EEF - Making Best Use of Teaching Assistants</li> </ul>	1 & 2
<ul style="list-style-type: none"> <li>• Offer one-to-one or small group intervention and therapeutic support, delivered by qualified professionals, for pupils experiencing significant mental health or emotional difficulties. ie Learning Mentor, Thought-Full, play Therapy, Thrive.</li> <li>• Provide targeted support and interventions to develop pupils' social and emotional skills, such as problem-solving, conflict resolution, and emotional regulation. ie Thrive.</li> <li>• Utilise outdoor play sessions to target specific learning needs, providing a supportive environment that can enhance social skills and academic performance.</li> <li>• Regularly assess the impact of play-based interventions on pupil progress, adjusting strategies to meet the evolving needs of disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Toolkit: 'Social and Emotional Learning'</li> <li>• EEF Toolkit: 'Physical Activity'</li> </ul>	1, 2, 3 & 5



<ul style="list-style-type: none"> <li>• Offer targeted pupils opportunities to participate in extracurricular activities, such as music lessons, drama sessions, or sports clubs, to develop skills and interests beyond the standard curriculum.</li> <li>• Provide targeted mentoring and coaching programmes to help disadvantaged pupils develop the confidence and skills needed to participate in enrichment activities.</li> <li>• Collaborate with local community organisations, charities, and businesses to create additional opportunities and funding sources for disadvantaged pupils to access enrichment activities.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF, 2019</li> </ul>	3, 4 & 5
<ul style="list-style-type: none"> <li>• Target specific families through the use of breakfast club or early drop-off service to encourage punctuality and ensure that disadvantaged pupils have a positive start to the day.</li> <li>• Utilise data to identify patterns and early signs of absenteeism. Regular monitoring allows for timely interventions and support for pupils at risk of persistent absence.</li> <li>• Communicate regularly with parents and carers about their child's attendance and its importance. Building strong partnerships with families can lead to improved attendance rates.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF's 'Improving Behaviour in Schools' guidance.</li> <li>• EEF's 'One to One Tuition' guidance.</li> </ul>	1, 2, 3 & 5

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

Budgeted cost: £24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Engage Parents and Carers: Provide resources and workshops to help families support their children's maths learning at home, reinforcing classroom instruction.</li> <li>• Continue to enhance Attendance: Implement strategies to improve attendance, as consistent learning is crucial for academic progress.</li> <li>• Provide Enrichment Opportunities: Organise extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• EEF's 'Improving School Attendance' guidance (EEF, 2023).</li> <li>• DfE 'Working Together to Improve Attendance' (DfE, 2024)</li> <li>• EEF's 'Improving Social and Emotional Learning in Primary Schools' guidance (EEF, 2019).</li> <li>• EEF's 'Working with Parents to Support Children's Learning' guidance (EEF, 2018).</li> <li>• EEF's 'Arts Participation' and 'Physical Activity' guidance (EEF, 2019, 2020).</li> </ul>	3, 4, & 5

<p>that make maths engaging and relevant, such as maths clubs or competitions.</p> <ul style="list-style-type: none"> <li>• Continue to address Non-Academic Barriers: Offer support for difficulties such as well-being, and social skills, which can impact on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF's 'Effective Professional Development' guidance (EEF, 2021).</li> </ul>	
<ul style="list-style-type: none"> <li>• Engage parents and carers in supporting their children's phonics development, providing resources, guidance, and opportunities for them to practice reading at home.</li> <li>• Organise community events, such as reading nights or library visits, to foster a love for reading and reinforce phonics skills outside the classroom.</li> <li>• Collaborate with external agencies, such as speech and language therapists, to provide additional support for pupils with specific learning needs that may be affecting their phonics progress</li> <li>• Provide access to extracurricular activities, such as reading clubs or phonics-focused after-school sessions, to give disadvantaged pupils additional opportunities to practice and consolidate their phonics skills</li> <li>• Monitor the progress of disadvantaged pupils in phonics closely, using data to inform targeted interventions and adjustments to the school's overall strategy</li> </ul>	<ul style="list-style-type: none"> <li>• EEF - Parental Engagement</li> <li>• EEF - Working with Parents to Support Children's Learning</li> <li>• EEF - Using Pupil Premium: Guidance for School Leaders</li> <li>• EEF - Putting Evidence to Work: A School's Guide to Implementation</li> <li>• EEF - Improving Behaviour in Schools</li> <li>• DfE - Working Together to Improve Attendance</li> </ul>	1, 2, 5
<ul style="list-style-type: none"> <li>• Engage parents and carers in supporting their child's mental health and wellbeing, providing workshops, resources, and signposting to external support services.</li> <li>• Collaborate with local mental health services, such as Thought-Full to provide access to specialist support and interventions for pupils and families .</li> <li>• Involve families in outdoor play activities to strengthen community ties and support pupil wellbeing.</li> <li>• Develop a network of 'mental health ambassadors' among pupils, who can promote positive mental health and wellbeing initiatives within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Guidance Report: 'Working with Parents to Support Children's Learning'</li> <li>• EEF Guidance Report: 'Improving Social and Emotional Learning in Primary Schools'</li> <li>• EEF Toolkit: 'Social and Emotional Learning'</li> <li>• EEF Toolkit: 'Physical Activity'</li> <li>• EEF Guidance Report: 'Improving Behaviour in Schools'</li> </ul>	3 & 5

<ul style="list-style-type: none"> <li>• Develop and maintain diverse outdoor play areas that cater to various interests and abilities, ensuring all pupils have access to enriching play experiences.</li> <li>• Provide staff training and ongoing support on effective playground supervision and management, with a focus on creating engaging and structured play opportunities</li> </ul>		
<ul style="list-style-type: none"> <li>• Develop strong partnerships with parents and carers of disadvantaged pupils, engaging them in discussions about the importance of enrichment and identifying any barriers to participation.</li> <li>• Provide support with transportation, equipment, or other logistical barriers to ensure disadvantaged pupils can fully participate in enrichment activities.</li> <li>• Collaborate with local authorities, social services, and community organisations to identify and address any wider social, emotional, or financial barriers faced by disadvantaged pupils.</li> <li>• Regularly monitor and evaluate the impact of the school's enrichment strategies, making adjustments as needed to ensure they are effectively supporting disadvantaged pupils.</li> </ul>	<p>EEF, 2021 EEF, 2019 EEF, 2022</p>	4 & 5
<ul style="list-style-type: none"> <li>• Continue to collaborate with local authorities, social services, and other external agencies to provide holistic support for families of disadvantaged pupils with attendance issues.</li> <li>• Continue to offer mental health support services to address any underlying issues that may be contributing to poor attendance, such as anxiety or family difficulties, in line with the school's commitment to pupil wellbeing.</li> <li>• Develop a comprehensive communication strategy to engage parents and carers, including regular updates on attendance data, workshops on the importance of attendance, and opportunities for parents to provide feedback, as recommended in the</li> <li>• Develop the use of technology, such as automated attendance</li> </ul>	<ul style="list-style-type: none"> <li>• EEF's 'Working with Parents to Support Children's Learning' guidance.</li> <li>• EEF's 'Using Digital Technology to Improve Learning' guidance.</li> <li>• DfE - Working Together to Improve Attendance</li> </ul>	3 & 5

tracking and communication systems, to streamline attendance monitoring and intervention processes.		
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**Total budgeted cost: £163,425**

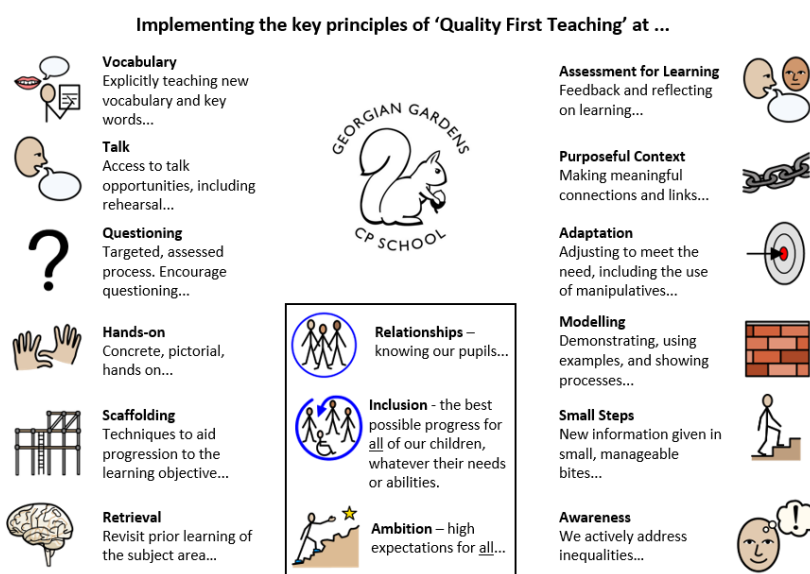
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2024 – 2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

**To overcome the attainment barrier faced by our disadvantaged pupils and help them achieve their full potential through the development of Quality First Teaching strategies.**

- Development of the key principles of QFT overview as a whole staff.



Communication friendly explanations of QFT key principles were also created (see appendix 1). CPD sessions took place for Teaching Assistants for each aspect of the QFT key principles. As a result, all staff aware of the key principles of QFT and the expectation to implement these when teaching/supporting children. There is consistency for all children across the school in their experience of the key principles of QFT.

- Pupil Premium children were discussed first in pupil progress meetings. Each class has a clear overview of PP context. ie, % SEND and other characteristics.  
For each PP child, the areas discussed were:

- Current data in core subjects and language screener.
- Progress since last meeting.
- Strengths.
- Areas for improvement.
- Interventions/support provided.
- Next Steps.

Clear data is in place to enable staff to track progress in maths, which was a particular focus. Any gaps in knowledge were identified so planning/teaching could be adapted. Gaps could be taught explicitly in class or, in tutoring sessions for targeted children.

- 1:1 or small group tuition was implemented for Pupil Premium children in Year 6 with a qualified teacher. PP children accessing tutoring increased on average by 7 marks in their White Rose assessments from Autumn to Spring terms. They increased on average by 9.6 marks in practice SATs papers from Autumn to Spring terms.

## **Phonics outcomes, particularly in Year 2.**

### Year 1:

45% of PP children (5 children) passed the phonics screening by the end of Year 1. 55% (6 children) did not. Of the 6 children who did not pass, 4 of them are under the NHS Speech and Language service due to speech and language needs. 1 of the children has an EHCP in place and 3 are on the SEND register.

### Year 2:

90% of PP children (9 children) passed the phonics screening by the end of Year 2. 10% (1 child) did not. The child who did not pass, had an application for an EHCP agreed due to their needs and we are waiting for their draft EHCP.

## **To promote wellbeing and support for disadvantaged pupils**

The role of Mental health Ambassador was implemented with the support of our Learning Mentor and Thought-Full Mental Health in Schools Team Worker.

17 children in Year 4 and 5 children in Year 5 were trained for the role and have had half termly meetings to develop their role further.

Two new Thrive Practitioners were trained, taking our total to six, so that there is a Practitioner allocated to each year group to offer Thrive group and individual support. Two of the current practitioners have gone on to develop their practice by completing Drawing and Talking Therapy training, increasing our offer for this.

21 PP children accessed Thrive intervention this academic year, 5 have accessed Thought-Full, 4 have accessed Play therapy, 1 have accessed a Mental Health Support Worker, 2 have accessed Drawing and Talking Therapy.

## **Provide a range of enrichment activities and experiences to broaden disadvantaged pupils' horizons and develop their cultural capital**

This is a main focus for academic year 2025 – 2026 with the introduction of OPAL (Outdoor Play And Learning). However, we have invested in a range of new play time equipment for the children. We also have a qualified sports coach who facilitates activities one day each week as well as free access to 'GG Rock Band' and musical drop ins three lunch times each week.

We continue to offer a free club for PP children. This academic Year 63 PP children (68%) accessed a club.



## **Implement then embed the changes to the attendance framework to create a whole school approach to improving attendance, working closely with families and external agencies to address the root causes of persistent absence**

- An Attendance Champion was put in place to drive the new attendance framework. The Attendance Champion was the AHT Inclusion in the Autumn term then the AHT Teaching and Learning in the Spring and Summer terms. The AHT Inclusion will be the Attendance Champion going forward.
- The attendance Champion developed attendance contracts at the start of the Autumn term to be used by attendance team as and when required that outline requirements for

parents, support provided by school and a statement by the parents that they agree to comply with the requirements within a specified time.

- In the Autumn term children were assessed by teaching staff against a range of risk factors that may impact on their attendance as well as progress and attainment.

Attendance Data for PP children is as follows:

	Autumn Term	Spring Term	Summer Term
Overall PP	92.6%	91%	93.9%
Overall Whole School	95.2	93.7%	95%
Persistent Absenteeism PP	19.4%	36.8%	24.7%
Persistent Absenteeism Whole School	11.8%	23.8%	17%

PP attendance continues to be a focus going forward.

## 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
Thrive and Family Thrive	The Thrive Approach, Fronting the Challenge Projects Limited
Bucket Time	Attention Autism
Accelerated Reader, Star Reader, Star Maths	Renaissance
Times Table Rockstars	TT Rockstars
Song of Sounds (phonics programme)	Song of Sounds
Zones of Regulation	Leah Kuypers
SeeSaw	SeeSaw
Learning by Questions	LBQ
ATTEND Framework	Brighton & Hove Council
Emotional Based School Avoidance Framework	West Sussex County Council
Speech Link, Infant Language Link, Junior Language Link	
Tapestry	
Blipit	
Outdoor Play and Learning (OPAL)	

## Implementing the key principles of 'Quality First Teaching' at Georgian Gardens



### Relationships

Strong, positive relationships between staff and children foster an environment where learners feel safe, respected, and ready to engage. Building rapport with children, allows for better understand individual needs, tailor their teaching strategies, and motivate students to participate actively in their learning. Furthermore, effective collaboration between staff enhances the learning experience, as mutual respect and clear communication allow for seamless support during lessons.



### Inclusion

Inclusion ensures all children, regardless of their diverse needs or backgrounds, have equal access to learning opportunities. We enable them to thrive academically and socially within a supportive and nurturing environment.



### Ambition

Ambition drives staff to set high expectations for all children; fostering an environment where every child is challenged and they develop the skills necessary for future success.



### Vocabulary

It is essential that time is taken to ensure the explicit teaching of new vocabulary and key words. Children should read it, speak it, define it, understand it and use it in context and at different times. Pre-teaching vocabulary enhances access to lessons.





## **Talk**

The children will be given a range of opportunities to talk for learning with a focus on developing oracy skills. Children will verbally rehearse to support their language development, acquisition and implementation.



## **Questioning**

Asking and encouraging questioning in order to stimulate discussion, thinking and reasoning. Targeted questioning enables teachers to assess, challenge and review each individual child's understanding. Children are encouraged to ask questions to further their knowledge and understanding of the world around them. Questioning is a simple skill, but one of the most important in life.



## **Hands-on**

A hands-on approach to learning engages students actively and makes abstract concepts more tangible. Practical activities allow children to explore, experiment, and apply their knowledge, which fosters a deeper understanding. By engaging with physical materials or real-life scenarios, students can connect theoretical knowledge to practical applications, aiding retention and comprehension.



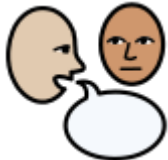
## **Scaffolding**

This refers to a variety of techniques used to support and move individual or groups of children progressively towards a stronger understanding. Ultimately, our children will foster greater independence in the learning process. Support from adults will gradually be withdrawn as confidence and understanding develops.



## Retrieval

Retrieval practice strengthens learning by encouraging students to recall prior knowledge, which reinforces it in long-term memory. Regularly revisiting previously covered material, through quizzes, recap questions, or quick discussions, supports retention and deeper understanding. These activities could be embedded in lesson starters or quick reviews, allowing students to connect past and new learning effectively.



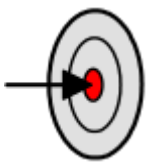
## Assessment for Learning

An approach that gives feedback to children and informs future teaching. This feedback could include questioning within the lesson, live marking, peer and self-assessment and summative assessment. Children need to be provided with the opportunity to respond and reflect on this feedback.



## Purposeful Context

Ensuring that learning is not stand alone and contains meaningful links. These links could include real world contexts, cross curricular links and connecting previous learning. Children and staff understand the intentional and accidental learning based on curricular and individual goals. Learning is better if you have an understanding and make links to existing knowledge.



## Adaptation

Adapting teaching and learning to meet the needs of all children so that everyone is successful. Our aspirations are that all children should achieve. Adaptation is reactive to the needs of the curriculum.



## Modelling

Using examples from a variety of places to demonstrate and show processes, e.g. showing work that demonstrates excellence or guided practice before independent practice.



## **Small Steps**

To enhance working memory, new information, learning and concepts need to be given in small steps. This is because the brain can only hold up to four things at a time. The steps could become larger over time, but children must be secure in previous learning before moving on.



## **Awareness**

Staff are aware of vulnerable children who may have emotional, social and developmental barriers to learning. Questions and feedback should be prioritised to support these children, alongside their regular provision. Through the implementation of the strategies in this document, and through ensuring that these children have access to clubs and responsibilities, we support vulnerable children in realising their own aspirations and chances of future success.