

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Gorse Hill primary School
Number of pupils in school	342
Proportion (%) of pupil premium eligible pupils	41.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	L Bates
Pupil premium lead	L Durkan
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,505
Recovery premium funding allocation this academic year – based on £145 x 121 (as per Oct 2020 census)	£ 17,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£191,050

Part A: Pupil premium strategy plan

Statement of intent

At Gorse Hill Primary School, we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at Gorse Hill Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are more able, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation.

Challenges

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

Challenge number	Detail of challenge
1	Significant barriers to learning in terms of high levels of adverse childhood experience. Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
2	Significant barriers to learning in terms of Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties.
3	Significant barriers to learning in terms of language acquisition in English. Poor

	language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
4	High mobility and the impact this has on consistent schooling from Reception to Year 6, resulting in low attainment on entry, significant gaps in learning and slow progress. Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
5	Priority of education, aspirations and understanding of UK school expectations.

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
<p>1. All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <ul style="list-style-type: none"> • Pupils love learning and have access to an engaging, broad and varied curriculum • All children have access to appropriate technology at home. 	<ul style="list-style-type: none"> • Enquiry Based Curriculum will provide pupils with a broad and exciting, varied curriculum, building on prior knowledge, understanding and skills. The curriculum shows skills progression and ensures continuity and cohesion. • Ensure all children make good progress in all subjects. • Teachers and support staff will plan a wide range of visits, WOW events and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • An improvement in cultural capital, with all children gaining shared experiences and knowledge.
<p>2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • zero tolerance on bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Scores on SDQ • Case studies – early help/TTT
<p>3. The language deficit for student in receipt of pupil premium funding is diminished.</p> <ul style="list-style-type: none"> • A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. 	<ul style="list-style-type: none"> • All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum. • Targeted pupils receive additional speech and language therapy and intervention. • Parents are engaged in the development of their child's speech and language. • Pupils read regularly at school and at home. They

	<p>have access to high quality books for individual and guided reading.</p> <ul style="list-style-type: none"> • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above across the school in phonics and reading.
4. All disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by Head teacher and Learning Mentor, attendance service brings about and increase in PP pupils' attendance and a decrease in persistent absence.
5. Deliver a range of Hub community transformation services focused on raising aspirations, education, parenting and safe and healthy lifestyles.	<ul style="list-style-type: none"> • Cluster group – Lead Aspirations Assemblies and aspiration day. • TTT/Early Help-Pastoral team, access to services – impact of this on pupils' wellbeing and academic progress/achievement. • Healthy school standard maintained.
6. Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. <ul style="list-style-type: none"> • The gap is narrowed in the progress and attainment of PP and non-PP children. 	<p>Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards.</p> <ul style="list-style-type: none"> • Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. • Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2, 563.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Continue to develop high quality first teaching focused on language development, feedback and metacognition • ERL to continue with phonics approach and extra phonics sessions to fill gaps. • Maths leader to embed mastery of maths approach and use of the ready to progress criteria to fill gaps. (£1,563.80 Power Maths Resources for 3 years) • Develop high quality play based provision in EYFS/KS1 in and outdoors focused on stage of development, next steps and gaps in learning • Refresh EAL and language acquisition staff training and support resources. (£1000 EAL SLA) EAL TA delivers targeted support. 	<ul style="list-style-type: none"> • Quality First Teaching for all. • RWI is a method of learning centre around letter sounds and phonics, and we use it to aid children in their reading and writing. Reading opens the door to learning. Teaching phonics is more effective on average than any other approaches to early reading. • Power Maths is a mastery approach, designed to spark curiosity and excitement and nurture confidence in maths. • Mastering Number – Maths Hub • Early Years interventions such as NELI and Ican, have an impact of five additional months' progress and appear to be particularly beneficial for children of low income families. Wellcomm • There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ 	3, 4 & 6

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

Budgeted cost: £30,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A 	<ul style="list-style-type: none"> • Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: 	1, 2, 3 & 6

<p>significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <ul style="list-style-type: none"> • Lightning Squad NTP – Y3/4 Y2/6 (£2,475 per block) (2 blocks booked) • White Rose Maths NTP – Y6 (£1,863 1:3 delivery mode on line 18 pupils) 	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<ul style="list-style-type: none"> • Regular focused pupil progress meetings from EYFS to Y6 to identify barriers to learning and ensure these are addressed: <ul style="list-style-type: none"> • SENDCO & Attendance Officer to attend. • Re-establish NASSEA steps & Talking Partners ready to identify gaps and move learning forwards at a quicker pace. • Additional teacher to reduced teaching group size for Year 3 English and Maths. Y6 Booster groups (£25,986). • SEN TA and other support staff to run interventions. 	<ul style="list-style-type: none"> • Staff training, coaching and quality assurance to deliver high quality evidence based intervention targeted at need EEF toolkit language interventions +5, reading comprehension +6, small group tuition +4, behaviour +3 Early Years interventions. • Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others. Mathematical reasoning, which focuses on teaching the logical principles of has a positive impact on maths outcomes. 	<p>3, 5 & 6</p>

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

Budgeted cost: £30,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Improve the quality of social and emotional (SEL) 	<ul style="list-style-type: none"> • There is extensive evidence associating childhood social and 	<p>1 & 2</p>

<p>learning.</p> <ul style="list-style-type: none"> • SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. • Introduce Zones of Regulation across the whole school. • Independent Social Worker (£15,000.00) <ul style="list-style-type: none"> • Well-being Wednesday, activities (£1800) • Elsa (£10,750.00) • Play Therapy (£500 Resources) • Mental Health Support Team and associated training e.g. LBGQT+, Suicide and self-harm • Relationships behaviour policy. 	<p>emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <ul style="list-style-type: none"> • The Zones of Regulation is a metacognitive framework for regulation and treatment. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the CASEL SEL core competencies. The Zones integrates Systemizing Theory, Central Coherence Theory and Cognitive Behaviour Management. • Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. 	
<ul style="list-style-type: none"> • Attendance Rewards – attendance bear, raffle & letters for parents of children with persistent absence. • Find EWO service. • End of term attendance trip for best class. • 100% attendance rewards at the end of the school year. (£1500). • Trips and visits (£1300 Subsidise Residential) 	<ul style="list-style-type: none"> • Poor school attendance is a significant problem. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. 	4 & 6

Total budgeted cost: £199,890.80 (this includes the cost of staffing as per the further information on page 8, and is to maintain staff anonymity and meet GDPR regulations.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The school uses Target Tracker to track and monitor the progress of pupils. Good progress in a typical year is considered to be 6 points. The following table details the progress made by all pupils, pupil premium pupils and non-pupil premium pupils 2020-2021 as a comparison between each group. When analysing the data, we are mindful that there was a second enforced school closure from 5th Jan 2021-8th March 2021.

Progress	Reading			Maths		
	All	PP	Non	All	PP	Non
Pupil groups	All	PP	Non	All	PP	Non
Reception	10.1	10.4	10.0	7.8	8.0	7.7
Year 1	6.6	6.5	6.7	6.6	6.7	6.4
Year 2	6.2	5.0	7.1	5.6	4.7	6.4
Year 3	5.7	5.3	6.2	6.5	6.1	7.0
Year 4	6.8	6.7	6.8	6.9	7.1	6.9
Year 5	6.9	6.6	7.0	6.4	5.8	6.8
Year 6	6.1	5.9	5.8	6.0	6.3	5.8

In reading, pupil premium children generally progress less well than the comparative groups with the exceptions being in Reception and arguably in Y4 where they are in line with the other groups.

In maths, pupil premium pupils generally progress in line with or better than the comparative groups with the exception of Y2, Y3 and Y5.

The rates of progress evidenced above demonstrates the positive impact of the school's strategy during lockdown whereby all vulnerable pupils wanting a school place, were given a school place. For those who declined the offer, support staff were able to implement 1:1 remote intervention such as NELI in Reception and Y1.

The focus for future intervention will be based on the year groups not achieving at least 6 points progress. I.E. Reading in Y2 and Y3 (Y6 will have left) and Maths in Y2 and Y5.

Attainment	Reading			Maths		
Pupil groups	All Exp Exp +a	PP Exp Exp +a	Non Exp Exp +a	All Exp Exp +a	PP Exp Exp +a	Non Exp Exp +a
Reception	68.6% 14.3%	70% 10%	68% 16%	82.8% 11.4%	80% 0%	84% 16%
Year 1	53.3% 17.8%	45.5% 9.1%	60.9% 26.1%	62.2% 24.4%	59.1% 22.7%	65.2% 26.1%
Year 2	53.8% 13.5%	50% 12.5%	57.1% 14.3%	44.2% 7.7%	37.5% 4.2%	50% 10.7%
Year 3	50% 5%	40.9% 0%	61.1% 11.1%	40% 17%	22.7% 4.5%	61.1% 33.3%
Year 4	74.6% 37.3%	76.7% 30%	72.4% 44.8%	76.3% 32.2%	76.7% 26.7%	75.9% 37.9%
Year 5	76.7 35%	73.9 39.1%	78.4 32.4%	63.3 28.3%	56.5 21.7%	67.6 32.4%
Year 6 Nb. End March 2021	42 4%	38 6%	18.5 0%	13.6 0%	60.7 7.1%	57.2 10.9%

FFT Target 50% of schools for Y5

	<i>All</i>	<i>PP</i>	<i>NPP</i>
<i>Reading</i>	76% <i>On track</i> (+0.7)	64% <i>On track</i> (+9.9)	81% <i>On track</i> (+2.6)
<i>Maths</i>	83% <i>Not on track</i> (-19.7)	71% <i>Not on track</i> (-14.5)	88% <i>Not on track</i> (-20.4)

Targeted intervention from the NTP will be used to bring the maths attainment for the Y5s (current Y6) back on track.

Phonics: Due to Covid 19, the Y2 cohort took their Y1 phonics screen in the Autumn term 2020.

<i>Group</i>	<i>% passed Aut 2020</i>	<i>% passed June 2018</i>
<i>All</i>	<i>78%</i>	<i>73%</i>
<i>FSM</i>	<i>67%</i>	<i>68%</i>
<i>Non FSM</i>	<i>89%</i>	<i>79%</i>

Despite the covid 19 pandemic and enforced school closure, pupil premium pupils achieved in line with the previous year group demonstrating the positive impact of the RWI phonics screen. The greatest impact has been on the non-pupil premium group. However, the future focus will be on bringing the attainment of the pupil premium pupils in line with all pupils.

The role of the SCIP worker has been integral during the pandemic with a substantial number of families receiving support throughout. The Learning Mentor maintained communication with all vulnerable families and the SLT checked in on families when delivering food parcels.

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
Lightning Squad	FFT
White Rose Maths	Lancashire

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Staffing costs: Salaries for Teaching Assistants, Learning Mentor and Play Therapist employed using Pupil Premium Funding during 2021/22 to implement the above plan. These salaries include all employment costs: £136,153