

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	342 334 Oct 2022 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	41.6% 45% Oct 2022
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, Nov 2023
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. Since 2022, the percentage of pupils eligible for pupil premium funding has increased by 10%.

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 	<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 have access to high quality books for individual and guided reading.

<p>embedded throughout the school community.</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.
<p>4. All disadvantaged pupils will meet national expectations for attendance and persistent absence.</p>	<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 an increase in PP pupils' attendance and a decrease in persistent absence.
<p>5. Deliver a range of Hub community transformation services focused on raising aspirations, education, parenting and safe and healthy lifestyles.</p>	<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.
<p>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.</p> <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: £5,507.80

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. • Implementation of coaching, JPD (joint practice development) • Whole school approach to teaching of Vocabulary. Whole school Vocabulary Ninja Subscription (£139) • ERL – Virtual Vocab Conference (£95) Building a Whole School Reading Culture (£150). • Literacy Shed subscription £500. • Closing the Vocabulary Gap £60. • Purchase of chapter books £1000 allocation. • ERL to continue with phonics approach and extra phonics sessions to fill gaps (focus on fast track tutoring for lowest 20%) • Training and Implementations of the Think Equal Programme in EYFS and Year 1. £500 for supply cover • Develop high quality play based provision in EYFS/KS1 in and outdoors focused on stage of development, next steps and gaps in 	<ul style="list-style-type: none"> • Quality First Teaching for all. – EEF Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. • Edutopia Blog – The triad model of peer coaching. Powerful approach to peer coaching, engaging in an observational feedback cycle. • What is JPD? The National College for School leadership. Michael Fielding “learning new ways of working through mutual engagement that opens up and shares practices with others”. • 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. Development Day £2400 • Think equal research: Think Equal provides young people with a thorough grounding in 25 competencies and skills including: equality, empathy, peaceful conflict resolution, critical thinking, problem-solving, gender sensitisation and gender (and all other forms of) equality, emotional literacy, self-regulation, environmental protection, self-confidence, collaboration, inclusion, celebration of differences, etc. Think Equal contributes to building a strong foundation for individual and societal progress, making communities safer, healthier, stronger, more prosperous, more equal and more just. • 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/ 	<p>3, 4 & 6</p>

<p>learning.</p> <ul style="list-style-type: none"> • Maths leader to embed mastery of maths approach and use of the ready to progress criteria to fill gaps. (£1,563.80 new version Power Maths Resources for 3 years) • Refresh EAL and language acquisition staff training and support resources. (£1000 EAL SLA) EAL TA delivers targeted support. Cost of staff Training £500 	<ul style="list-style-type: none"> • Power Maths is a mastery approach, designed to spark curiosity and excitement and nurture confidence in maths. • Mastering Number – Maths Hub • Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,475

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 significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. • Lightning Squad NTP – Y3/4 Y2/6 (£2,475 per block) (2 blocks booked) • School led tutoring aimed at Year 4 	<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: Small group tuition Toolkit Strand Education Endowment Foundation EEF • 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. • Tutor Trust: Affordable Primary Tuition Evaluation report and executive summary November 2018. School-led tutoring is the third prong in the National Tutoring Programme, the government’s catch-up strategy for disadvantaged and vulnerable pupils following COVID-19 lockdowns. 	1, 2, 3 & 6

and 5 maths.		
<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. • 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. E.g. RWI comprehension to targeted individuals in year 4 £1000 for resources 	3, 5 & 6

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

Budgeted cost: £35,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Improve the quality of social and emotional (SEL) learning. • SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. • Senior Mental Health Leads Training for Head and Deputy £800pp. 1 place funded by the DFE • Two school of support coaches each lunchtime to 	<ul style="list-style-type: none"> • There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf • School of sport. Positive link between physical activity and positive impact on mental health and well-being • The Zones of Regulation is a metacognitive framework for regulation and treatment. It integrates best practices around Trauma 	1 & 2

<p>provide active and social activities £800</p> <ul style="list-style-type: none"> • Walk to School initiative • Introduce Zones of Regulation across the whole school. • Independent Social Worker (£15,000.00) • Attachment training (£1000) • 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. • Anti-bullying ambassador training for the current Y5 (Summer 2023) • Children’s university for Y5 and Y6 	<p>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.</p> <ul style="list-style-type: none"> • 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. • Attachment theory and children’s learning studies show children need to feel safe and secure in order to make most the most learning opportunities. It allows for alternative interpretations of children’s behaviour and so an increase staff awareness of such interpretations. Dr Elizabeth Harlow. Head teachers update. Nurture groups were for children who were struggling to learn: “The routine of the nurture group day was planned to provide a predictable, reliable structure in which the children would come to feel safe and cared for, so that they could trust the adults, to explore and learn.” (Bentham & Boxall, 2012). • Research suggests children in the CU schools make 2 additional months’ progress in reading and maths compared to children in the other schools. They make small gains in ‘teamwork’ and ‘social responsibility’. EEF Children University (December 2017) 	
<ul style="list-style-type: none"> • Attendance Rewards – attendance bear, raffle & letters for parents of children with persistent absence. • EWO service. (£2,500) • 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: £198,630.80 (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

Impact / Summary as of November 2022

- Subject leaders have created curriculum maps for all subject areas showing skills and progression from EYFS to Year 6. This is to ensure positive outcomes for pupils across the curriculum.
- LA Monitoring visits (ASIA) for Art (November 2021), Early Reading (July 2022) and MFL (November 2022). Feedback demonstrates the children's enjoyment and engagement in the way they speak about those curriculum areas. They show progress and the impact of decisions made by the leadership.
- Educational visits and visitor have contributed to children's engagement in their learning and the development of their vocabulary, in specific subject areas.
- Sports clubs before and after school have contributed positively to pupil's personal development, such as their leadership skills.
- Inter school competitions across a range of sport disciplines contribute positively to pupils' personal development.
- French Club – improved personal development for all children including PP children.
- Rewards/attendance trips means that our attendance figures are in line with national statistics.
- Parent questionnaires carried out at parents' evening demonstrate are happy with the progress their child makes.
- Case Studies demonstrate positive impact of ELSA
- Aspirations Week (June 2022) enable pupils to gain a greater knowledge and understanding about a range of careers, evidenced by the before and after pupil questionnaires.

In Year 4 PP children are failing to achieve above the expected standard for Reading and Maths. Following this data, the Year 4 staff have been trained in the resourcing and delivery of RWI comprehension. Small intervention groups for RWI comprehension are being delivered to target children. The children are making 4.8 points progress on average compared to that of the non-pp children who are making 5.9 points progress. Therefore, there are also small Maths booster sessions being delivered to accelerate the progress of PP children in Year 4.

In reception the PP children 50% are out performing the non PP children at 28.6%, making 9.3 points progress compared to 8.5 points progress for non PP children. We believe this is down to taking part in the Maths Research Hub, Mastering Maths. Children are developing a deeper understanding of number and so they will continue with the programme this year. Also in reading pp children are making on average 11.9 points progress compared to non PP children at 10.7 points progress. This is down to the teaching and learning of the school RWI phonics scheme, giving children daily phonics from starting school in September.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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 2021-2022 as a comparison between each group.

Progress 2021-2022	Reading			Maths		
	All	PP	Non	All	PP	Non
Reception	11.2	11.9	10.7	8.8	9.3	8.5
Year 1	5.6	5.8	5.6	6.4	6.5	6.4
Year 2	5.6	5.8	5.3	5.8	5.8	5.7
Year 3	5.7	5.6	5.9	6.0	6.6	5.5
Year 4	6.9	7.6	5.9	5.2	4.8	5.9
Year 5	6.4	6.2	6.6	6.1	6.1	6.0
Year 6	5.1	5.2	5.0	5.3	5.0	5.4

Attainment	Reading			Maths		
	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	29.5% 36.4%	50% 21.4%	20% 43.3%	40.9% 34.1%	50% 28.6%	36.7% 36.7%
Year 1	47.6% 26.2%	58.3% 16.7%	43.3% 30%	38.1% 31%	50% 16.7%	33.3% 36.7%
Year 2	41.7% 14.6%	53.8% 7.7%	27.3% 22.7%	50% 8.3%	61.5% 0%	36.4% 18.2%
Year 3	47.2% 15.1%	38.5% 11.5%	55.6% 18.5%	26.4% 22.6%	19.2% 19.2%	33.3% 25.9%

Year 4	47.6% 2.4%	48% 0%	47.1% 5.9%	42.9% 2.4%	40% 0%	47.1% 5.9%
Year 5	27% 46%	32.4% 35.3%	20.7% 58.6%	42.9% 28.6%	50% 20.6%	34.5% 37.9%
Year 6	58.1% 16.1%	54.2% 12.5%	60.5% 18.4%	50% 22.6%	50% 12.5%	50% 28.9%

	Year 1	Year 2
<i>Group</i>	<i>% passed</i>	<i>% passed</i>
	<i>Summer 2022</i>	<i>Summer 2022</i>
<i>All</i>	91.2%	83.7%
<i>FSM</i>	88.9%	92%
<i>Non FSM</i>	92%	72.2%

FFT Target 50% of schools for Y5 (current Year 6 2022-2023)

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

In reading, pupil premium children generally progress better than the comparative groups with the exceptions being in Year 3 and arguably in Y5 where they are in line with the other groups. Pupil Premium pupils attain in line with or better than non-pupil premium pupils except in Y3. However, attainment in reading for all pupils is lower than expectations in Y2, Y4 and Y5. This demonstrates the impact of the Lightning Squad NTP in the last academic year which was implemented through the school NTP funding

as a result of the slower progress measures for the Pupil Premium Children.

Pupil premium pupils achieve in line with non-pupil premium and all pupils in the phonics screen demonstrating the impact of RWI.

In maths, pupil premium pupils continue to progress in line with or better than the comparative groups with the exception of Y4 and Y6. Pupil Premium pupils attain in line with or better than non-pupil premium pupils except in Y3 and Y4. Attainment for all pupils is lower than our expectations in year 3 and year 4.

The focus for future intervention will be based on the year groups not achieving at least 6 points progress. I.E. Reading in Y1, Y2 and Y3 (Y6 will have left) and Maths in Y2 and Y4 and those year groups not achieving in line with national expectations (year 3 and year 4).

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, School Led Tutoring, Learning Mentor and Play Therapist employed using Pupil Premium Funding during 2022/23 to implement the above plan. These salaries include all employment costs: £153,698