

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	Gorsewood Primary
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	56.18% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Full July 2022
Statement authorised by	Emma Jackson
Pupil premium lead	Emma Jackson
Governor / Trustee lead	Carole Howard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,951
Recovery premium funding allocation this academic year	£13,775
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	£150,726

Part A: Pupil premium strategy plan

Statement of intent

'We aim to give all of our pupils, opportunities to develop their full potential within a caring and supportive environment, providing a wide and varied range of activities to enrich the curriculum.'

At Gorsewood Primary School, all members of staff and the governing body are fully committed to meeting the pastoral, social and academic needs of disadvantaged pupils. We strive to ensure that every child will develop a love of learning and acquire skills and attributes so they can be their best self in all they do now and in the future.

We believe no child should be left behind and make appropriate provision for pupils who belong to vulnerable groups, including those who may be socially disadvantaged.

Using pupil premium funding and recovery premium funding effectively will help us to close the gap for disadvantaged pupils and provide all pupils with the knowledge and capital culture they need to make a positive contribution to society and have the confidence to dream, believe and achieve.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Due to the effects of the COVID-19 pandemic, emotional wellbeing has been impacted for many pupil. SEMH, ACES, attachment issues are all affecting attainment, behaviour and peer relationships for many of our PP pupils.
2	Speech, language and communication difficulties for many pupils starting in Reception. Baseline assessments show low starting points.
3	Due to the effects of COVID-19 and impact missed learning, attainment for disadvantaged pupils in reading, maths and writing is below national average at KS1 and KS2 for expected and greater depth standard.
4	Limited life experiences for many PP pupils, which reduce understanding of the world we live in and limit aspirations for the future.
5	Rising number of families struggling and needing support due to the pandemic impact. Attendance rates affected and there is an increased number of families working with CSC and school family support worker.

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
Speech, language and communication skills for PP to be in line with their peers.	<ul style="list-style-type: none"> Improved speech Improved communication Parental engagement in delivering support will be increased and parents upskilled for the future Improvement in staff diagnostic and intervention skills
Pupils and families to have their SEMH needs met so they are happy and have strategies to use in difficult situations.	<ul style="list-style-type: none"> Successful nurture programme supporting PP pupils on a regular basis to improve behaviour and reduce the risk of exclusions The Happy School principles to be embedded and used throughout school Reduction in number of behaviour incidents at playtimes PP pupils supported with SEMH needs as a result of school closures ie anxiety ELSA to provide individual support for PP pupils No child in school will be hungry Positive outreach to support families in need Improved attendance rates due to ongoing support

<p>Phonics, reading, writing and maths attainment levels to be in line with national levels and those of peers.</p>	<p>% of PP pupils achieving EXS to increase in the phonics screening check and the gap with peers to be reduced</p> <p>% of PP pupils achieving EXS or GD to increase in reading and the gap with peers to be reduced</p> <p>% of PP pupils achieving EXS or GD to increase in writing and the gap with peers to be reduced</p> <p>% of PP pupils achieving EXS or GD to increase in maths and the gap with peers to be reduced</p>
<p>To provide an enriched curriculum where new talents are discovered, new experiences are lived and PP pupils begin to have aspirations for the future.</p>	<p>PP Pupils to be supported financially so they can go on school visits</p> <p>Pupils are inspired and motivated to learn</p> <p>PP pupils to develop a bank of experiences they can draw upon to help them understand the world we live in and support with their learning</p>

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet the needs of PP pupils by:</p> <ul style="list-style-type: none"> • Providing additional noncontact for Deputy head to support Head teacher in monitoring and developing teaching and learning. • Monitoring PP pupils' progress in lessons and having termly pupils progress meetings with a focus on PP pupils • Providing high quality resources for staff to access to support high quality teaching including: TTRS, Teachermade Pro, MNP online, Read, Write Inc materials • Ensuring ECTs (NQTs) are supported and provided with high quality CPD to ensure they develop their teaching styles and strategies • Continued development of assessment in school through using systems to easily create comparative reports to track and monitor pupil groups • Time allocated to SENCO to provide support to class teachers for observations, referrals and professional discussions. Two days per week. • To provide high quality training for SEND so pupils can be supported. 	<p>DFE report: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015</p> <p>EEF Teaching and Learning Toolkit</p> <p>ECT framework</p> <p>EEF – Making the best use of teaching assistants</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#strategy-statement-template</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p>	3
<p>To ensure teaching staff have allocated time to access to high quality CPD – National College Membership</p>	<p>EPI Evidence review: The effects of high-quality professional development on teachers and students (2020)</p> <p>CPD 'most cost-effective way to boost pupil attainment' - Tes https://www.tes.com/news/cpd-most-cost-effective</p>	3

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

Budgeted cost: £ 67,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language therapist employed to support Reception pupils: assess and produce programmes to be delivered in school</p> <p>To upskills staff to deliver interventions</p> <p>To support the delivery of early reading and ensure all pupils make expected progress.</p>	<p>EEF – Early Years Toolkit</p>	<p>2</p>
<p>To employ high quality teaching assistants to provide tutoring, 1 to 1 support and interventions to support PP pupils across school with writing, phonics, reading and maths.</p> <p>To use the NTP to focus on phonics in Y1 and 2 and more able writing in Y2. (X2 days per week, sessions delivered by teacher))</p> <p>To use the School Led Tutoring funding to provide tuition and intervention with a focus on basic skills: reading, writing, number. (Full time staff member employed)</p>	<p>EEF – Making the best use of teaching assistants</p> <p>EEF – Teaching and learning Toolkit</p>	<p>3</p>
<p>Year 6 to use SATs companion to deliver a personalised approach to addressing gaps and making progress. Staff to monitor to support.</p>	<p>EEF – Using Digital Technology to Improve Learning</p>	<p>3</p>
<p>To raise attainment by reducing the group size for teaching pupils in Year 6 by employing a second teacher during the morning to focus on maths and English.</p> <ul style="list-style-type: none"> • Smaller groups for teaching • Personalised leaning • Gaps identified quicker and addressed • TA support for 1 to 1 pupils and providing personalised learning programmes. 	<p>EEF Teaching and Learning Toolkit</p>	<p>1, 3</p>

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

Budgeted cost: £74,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance of PP pupils through an SLA with the LA.</p> <ul style="list-style-type: none"> • Early bird breakfast from 8.30 for free • Daily toast in classrooms from 8.45 • Promote attendance through newsletters, assemblies and rewards (whole class or team) • Additional EWO time purchased throughout the year to provide support and intervention for key families. 	<p>School Food Plan 2013</p> <p>EEF - Magic Breakfast</p>	<p>1,5</p>
<p>To purchase additional Educational Psychologist hours.</p> <ul style="list-style-type: none"> • Pupils supported effectively • Staff advised on next steps and interventions/strategies to be used • Pupils access the curriculum and make progress in line with SEN nationally at the end of KS2 	<p>EEF – Teaching and Learning Support Kit</p>	<p>1,2</p>
<p>To employ a pastoral team to support the SEMH needs of pupils.</p> <ul style="list-style-type: none"> • family support worker • school counsellor • nurture mentors • ELSAs <p>Pastoral team will also work with and support families delivering workshops and providing 1 to 1 support.</p>	<p>EEF – Social and Emotional learning</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1, 5</p>
<p>To develop an onsite forest school to support pupils' wellbeing and develop pupils.</p> <ul style="list-style-type: none"> • Tree planting • Equipment to be purchased • Storage shed purchased • Training for staff members 	<p>Forest research – Forest schools: impact on young children in Wales and England</p>	<p>1</p>

<p>To fully utilise the school garden so it can be used during ELSA sessions and for small group work.</p> <ul style="list-style-type: none"> • Seating area to be arranged • New shed for equipment • Gardening therapy training for staff 	<p>https://www.thrive.org.uk/how-we-help/what-we-do/why-gardening-is-good-for-our-health/why-gardening-is-good-for-your-mental-wellbeing</p>	<p>1</p>
<p>To raise attainment and aspirations by enriching the curriculum and providing new experiences for pupils to develop capital culture.</p> <ul style="list-style-type: none"> • Specialist music, drama and PE staff to deliver lessons and enhance curriculum • Promotion of the arts within school and opportunities to perform (plays, in a band, choir) • Inspirational visitors invited to school including authors, sports personalities, members of the local community • Subsidising of trips to allow pupils to attend • Subsidising of residential visits • Careers fair for Year 6 pupils 	<p>EEF – Life skills and enrichment EEF Teaching and Learning Toolkit</p>	<p>5</p>

Total budgeted cost: £ 167,640

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.

Due to Covid-19 pandemic and the suspension of the statutory national testing 2020-2021 there is no comparative summative data available.

The school year was once again disrupted due to the Covid 19 pandemic.

Pupils were on site September 2020 to December 2020. During January 2021 to March 2021 the majority of pupils were taught remotely and returned to school in March 2021.

The 2 teacher model in Year 6 and the additional level of experienced teacher assistants throughout school have been used effectively for targeted support, whether it be academic or for SEMH needs.

September 2020 and July 2021 assessments demonstrate progress in phonics, reading, writing and maths for the vast majority of pupils. However there remains a gap between disadvantaged and non-disadvantaged pupils.

SENCO time away from classroom responsibilities has enabled a focus on referrals, EHCP applications, review and transitions. Year 6 pupils with EHCP's have secured high school places agreed by families.

In spite of the Covid restrictions detailed pupil information has been shared in order to ease transition and parents have been supported in review and transition meetings.

A further xx EHCP's have been agreed and evidence provided and coordinated by the SENCO has helped secure pupil diagnosis'. SENCO time has been used effectively to meet with parents to access additional support with other agencies and assist colleagues to support pupils effectively.

Throughout the year enrichment provided by the sports coaches, music and drama specialists have had a significant positive impact on the pupils. Improved engagement levels, enthusiasm and enjoyment for learning have been noticeable. Pupils have been inspired and motivated their horizons have been expanded.

The pandemic has reduced opportunities, activities and experiences and mental health and well-being and physical fitness needed to be supported. The enrichment program has had a positive impact in those areas. The pastoral team have worked on site and remotely to support the SEMH needs of our pupils particularly.

Nurture sessions for targeted pupils, daily nurture drops in for transition points of the day, ELSA sessions, school counselling and FSW interventions have supported our children and their families. Support has been as an advocate in meetings, improving attendance, developing resilience and well-being strategies etc. and reducing anxiety and stress, creating a readiness to learn.

An additional member of staff is now ELSA trained increasing schools capacity to support pupils with their emotional literacy.

The speech therapist worked with pupils to identify their needs and then provide staff and parents with a program of support. Staff have been trained to deliver these language programs.

Attendance support from the LA and as part of our service level agreement has ensured attendance is closely monitored. Poor attendance was highlighted. Targets were set and visits and support provided.

Educational Psychologist time has been critical in securing additional support, funding, diagnosis and EHCP's through observation and reports for our pupil premium funded pupils.

The school garden has been developed to include green house, raised beds, tools, plants, fruit trees and a quiet seating area. The areas has been used effectively to support children, to engage calm and succeed reducing anxiety, challenging behaviour and increasing engagement. Data still shows whilst there is still a gap between disadvantaged and non-disadvantaged children, all children have made progress across reading, writing and maths.

A class set of chrome books has been purchased increasing access for pupils. During lockdown devices supported remote learning. Engagement levels have been observed to have increased; children are motivated to try and are competing against themselves to improve.

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