

Pupil premium strategy statement

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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 Hall School
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021 Reviewed Termly Last Reviewed July 2022 Next Review Nov 2022
Date on which it will be reviewed	Nov 2022
Statement authorised by	Headteacher and Governing Board
Pupil premium Leads	Holly Wright and Lindsey Pickering
Governor	Pauline Ashton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,735
PEP funding for LAC Pupils	£10,200

Recovery premium funding allocation this academic year	£10,000 Recovery Premium £12,000 Tutor Funding
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	£116,735 £126,935 (Including PEP Funding)

Part A: Pupil premium strategy plan

Statement of intent

The Headteacher, Leadership Team and Governing Board will be responsible for pupil premium provision, with specific delegated responsibilities taken by individual members, where appropriate. We will 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. However, in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils).

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">• Poor language skills: many pupils enter the Foundation Stage with Speech and Language that is below the expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.
2	<ul style="list-style-type: none">• Lack of support at home with reading and homework: parents can lack the confidence, organisation and skills to provide the kind of support needed for learning at home.
3	<ul style="list-style-type: none">• Learning skills and behaviours are not developed: often caused by poor cognitive/social/emotional/ physical development. Can mean pupils are behind their peers in a range of subjects.
4	<ul style="list-style-type: none">• Complex learning needs: some of our disadvantaged pupils also have SEND which causes further, complex barriers. Parents can struggle further to support these children.
5	<ul style="list-style-type: none">• Fewer enrichment experiences out of school: this impacts upon children's wider vocabulary, general knowledge and confidence in a wide range of social situations.

6	<ul style="list-style-type: none"> • Issues with social and emotional development: the number of pupils with social, emotional or mental health needs is increasing and these needs can be very varied. They sometimes result in extreme and negative behaviours.
7	<ul style="list-style-type: none"> • Attendance and lateness: some pupils have regular issues with attendance and punctuality.

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. To develop whole school approach to Cognitive and Metacognitive learning strategies.</p> <p>Actions: Develop Leaders expertise of Metacognitive and self-regulated learning strategies Provide INSET training for all teaching staff</p> <p>To develop staff in implementing the first cycle and providing coaching time where further support is needed</p> <p>To review and evaluate the impact of strategies across school</p> <p>Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge</p>	<ul style="list-style-type: none"> • Leaders will be equipped to deliver CPD • Teachers will have a clear understanding of the terminology and evidence based theory • Teachers will provide impact of strategies upon teaching and learning • Pupils will be able to talk about the explicit strategies used by class teacher and what strategies they use themselves as learners • Progress will be made by Disadvantaged pupils • Provide ICT resources to enable pupils, especially disadvantaged and/or SEND pupils to access high quality resources and targeted support • Frequent low-stakes testing ensures all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge
<p>2. Priorities specific to School Development Plan are addressed and Staff CPD is supported at all levels</p>	<ul style="list-style-type: none"> • Subject Leaders are equipped to support staff in delivering high quality first teaching and learning experiences across the curriculum • Subject Leaders can talk confidently about how the curriculum is sequenced and outcomes monitored • Leaders will be equipped to deliver CPD

	<ul style="list-style-type: none"> • Teachers will have a clear understanding of curriculum content and evidence based learning theory
<p>3. To continue to develop pupil resilience and wellbeing across school.</p> <p>Actions:</p> <p>Buy into the Pupil Support Service package</p> <p>To support pupils who find lunchtimes difficult-employ two additional Midday Assistants</p>	<ul style="list-style-type: none"> • The Pupil Support Service provides support for school in improving the behaviour, social and emotional needs of pupils and gives staff strategies to support pupils with these needs • Some of our disadvantaged pupils find lunchtimes particularly difficult to manage. Additional staff at lunchtimes will help to support these pupils and provide more structure overall • Reduction in Serious and Low Level incidents at lunchtimes. Child conferences show that pupils feel lunchtime behaviour has improved overall • Staff to work closely with the service to ensure that behaviour across school is positive • Social, emotional and nurture work will help children to develop greater resilience and a more positive mindset • Wellbeing surveys and child conferences indicate pupil resilience and wellbeing improves over the year • Attendance and lateness figures improve for all pupils including disadvantaged • Monitoring indicates that learners behave well, interact positively and demonstrate resilience and positive mindsets • Reduction in serious incidents recorded in School Log • Reduction in low level incidents recorded in Class Logs
<p>4. To provide CPD training to enable staff to deliver a new phonics scheme in EYFS, Key Stage 1 and Lower Key stage 2</p> <p>Actions:</p>	<ul style="list-style-type: none"> • Staff will feel confident to deliver phonic scheme to pupils in EYFS, KS1 and Year3 • Disadvantaged pupils will be making good progress in phonics

<p>To train and support staff to deliver new phonic scheme of work</p> <p>To implement, monitor and review the teaching of phonics</p>	
<p>5. To close the attainment gap between the disadvantaged and non-disadvantaged (as identified on School Development Plan Priority 1)</p> <ul style="list-style-type: none"> • The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths. • Increased progress and attainment for those pupils who had fallen further behind during lockdowns and isolations. • An increase in disadvantaged pupils attaining the expected+ standards at the end of Foundation Stage and the Expected+ standards for KS1 and KS2. <p>Actions:</p> <p>3 Teachers (1.7 in total) to ensure that personalised and high quality intervention is provided across school.</p> <p>Additional day of LSA level 3 to provide targeted support in EYFS and KS1</p>	<ul style="list-style-type: none"> • Ensure interventions are evidence based, have a fixed time scale and are mainly lead by class teachers • To provide specific support for those disadvantaged pupils who have fallen further behind as a result of the lockdowns and isolations.
<p>6. To provide EYFS staff with training to be able to deliver the new EYFS curriculum and support them in this process</p> <p>Actions:</p> <p>Staff to attend training on the new EYFS Curriculum and work together to plan for high quality experiences across the phase.</p> <p>Work with Year 1 staff to ensure continuity and progression into KS1</p>	<p>Staff will confident in delivering EYFS curriculum</p> <ul style="list-style-type: none"> • An increase in disadvantaged pupils attaining the expected+ standards at the end of Foundation Stage and ARE at the end of KS1.
<p>7. To provide enrichment activities through musical and cultural activities</p>	<ul style="list-style-type: none"> • The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working

<p>Actions:</p> <p>Valley Music</p>	<p>together, self-confidence, and enjoyment)</p> <ul style="list-style-type: none"> • Child conferences show that pupils gain enjoyment and confidence from the music sessions • Pupils are able to perform in front of an audience
<p>8. To provide qualified sports coaches to offer a range of after school sports clubs; to provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively; and to introduce new sports to encourage more pupils to take up sport and physical activities</p> <p>Actions:</p> <p>Sports Coaches from Tameside Active</p>	<ul style="list-style-type: none"> • Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing • Children learn cooperation, communication, teamwork and a variety of other skills which will prepare them for life. Research suggest that being physically fit helps them to learn better, and also improves your mental health • Providing a wider range of sporting opportunities will enable disadvantaged pupils to access experiences that they wouldn't otherwise have • Feedback from coaches and teachers suggests pupils' fitness and teamwork skills have improved overall • Child conferences show that pupils understand the importance of keeping active and healthy and that they have enjoyed a range of different sports

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 Teachers (1.7 in total) to ensure that personalised and high quality intervention is provided across school</p> <p>Additional day of LSA level 3 to provide targeted support in EYFS and KS1</p> <p>Additional LSA 2 (15 hours) to provide for SEND needs</p> <p>Actions:</p> <p>Interventions across school take place regularly to close the attainment gap between the disadvantaged and non-disadvantaged (as identified on School Development Plan Priority 1)</p> <p>Interventions provide specific support for those disadvantaged pupils who have fallen further behind as a result of the lockdowns and isolations</p>	<p>Our aim is for disadvantaged children to make good progress across school and reach age related expectations. The lockdowns and isolations have resulted in some disadvantaged pupils falling further behind and requiring more support. Class teachers are best placed to understanding pupil needs and can provided high quality, focussed interventions to support catch up and diminish the attainment gap. Interventions are evidence based, have a fixed time scale and are mainly lead by class teachers.</p> <p>Teachers are released by Deputies/ cover Teacher in order to provide high quality intervention</p> <p>The teacher employed in UKS2 (0.2) provides high quality intervention in English and Maths.</p> <p>The LSA providing targeted support in EYFS and KS1 is experienced and will work closely with the teachers to identify and address key gaps.</p> <p>Personalised SEND provision provided enable One Page Profile targets to be secured.</p>	<p>1, 2, 3 and 4</p>

<p>Priorities specific to School Development Plan are addressed and Staff CPD is supported at all levels</p> <p>Actions: Senior Leader and Subject Leader release time to engage in school development work, CPD and monitoring. School Development Partner work- (Focus Education) and professional development/training linked to School Development Plan</p>	<p>School improvement planning on pupil outcomes is informed by the detailed assessment that Senior Leaders undertake for disadvantaged pupils. Senior Leader and Subject Leader release time to engage in school development work, CPD and monitoring. School Development Partner work- (Focus Education) and professional development/training linked to School Development Plan impact well on outcomes. Pupil resilience and wellbeing has been identified by the Government as a key issue that must be addressed. Disadvantaged pupils may experience more issues with resilience and wellbeing due to factors in their home lives.</p>	<p>3</p>
<p>To provide qualified sports coaches to offer a range of after school sports clubs; to provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively</p> <p>Actions: Tameside Active Sports package</p>	<p>Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing benefits their holistic development. Providing staff with CPD opportunities enhancing subject knowledge, teaching skills and boosts confidence.</p>	<p>3 and 5</p>

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

Budgeted cost: £ 11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions in LKS2 take place regularly to close the attainment gap between the disadvantaged and non-</p>	<p>Our aim is for disadvantaged children to make good progress across school and reach age related expectations. The lockdowns and isolations have resulted in some disadvantaged pupils falling further</p>	<p>1, 2 and 3</p>

disadvantaged (as identified on School Development Plan Priority 1) Interventions provide specific support for those disadvantaged pupils who have fallen further behind as a result of the lockdowns and isolations	behind and requiring more support. Class teachers are best placed to understanding pupil needs and can provided high quality, focussed interventions to support catch up and diminish the attainment gap.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide social, emotional and behavioural support across school	Pupil Support Services provides support for school in improving the behaviour, social and emotional needs of pupils and gives staff strategies to support pupils with these needs. Staff work closely with the service to ensure that behaviour across school is positive. Social, emotional and nurture work will help children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.	3 and 6
To support pupils who find lunchtimes difficult- 2 x additional midday staff	Some of our disadvantaged pupils find lunchtimes particularly difficult to manage. Additional staff at lunchtimes will help to support these pupils and provide more structure overall.	3 and 6
To provide enrichment activities through musical and cultural activities- Valley Music in KS2	The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment).	3 and 5
To address attendance and punctuality issues Educational Welfare Service	Attendance and lateness is an issue for some of our disadvantaged pupils and directly impacts upon their learning.	7

<p>To provide activities and experiences to provide enrichment-</p> <p>Attendance/ participation and coach at Robinwood for Y6</p> <p>Coaches for class trips and contributions towards educational trips. Breakfast supplies for our most vulnerable children</p> <p>Author visit</p>	<p>The development of the whole child is promoted through SMSC (working together, self-confidence, and enjoyment).</p>	<p>5</p>

Total budgeted cost: £ 75,000 plus £11,700 plus £30,000 = £116,700

PEPs detail the breakdown of the funding received for LAC pupils

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met? See Expenditure and Impact Report for 2020 to 2021

Gorse Hall Primary and Nursery School (Provisional) END OF YEAR Results 2021

Disadvantaged

EYFS (Disadvantaged)

	Expected	Exceeded
Reading	33%	0%
Writing	17%	0%
Maths	50%	0%
GLD	17%	

Key Stage 1 (Disadvantaged)

	Expected+	Greater depth
Reading	27%	0%
Writing	27%	0%
Maths	40%	7%

Key Stage 2 (Disadvantaged)

	Expected+	Greater depth
Reading	73%	18%
Writing	55%	0%
SPAG	64%	0%
Maths	45%	9%

Gorse Hall Primary and Nursery School
2020 - 2021 Attainment Summary – **Disadvantaged**

% at expected+ / greater depth		Reading		Writing		Maths		GLD	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Achieved	
Rec	Nov 2020	0	0	0	0	0	0		
	March 2021	25	0	0	0	0	0		
	End of 2021	33.33	0	16.67	0	50	0	16.67	
N A									

KEY STAGE 1

% at expected+ / greater depth		Reading		Writing		Maths		Phonics Screening	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Achieved	
Year 1	END OF EY DATA	42.11	10.53	35.09	3.51	45.62	7.02		
	Nov 2020	50	12.5	25	12.5	25	12.5		
	March 2021	88.9	11.1	55.6	0	77.8	0		
	End of 2021	55.5	22.2	44.4	11.1	44	22.2		
Year 2	END OF EY DATA	82.6%	13%	65.2%	4.4%	82.6%	17.4%	SPAG	
	Nov 2020	33.33	0	33.33	0	22.22	0	33.33	0
	March 2021	25	0	25	0	16.67	0	25	0
	End of 2021	27	0	27	0	40	7	27	0
N A									

KEY STAGE 2

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Year 3	END OF EY DATA	83%	25%	73%	13%	82%	15%		
	Nov 2020	25	0	0	0	50	0	0	0
	March 2021	20	0	0	0	20	0	0	0
	End of 2021	38.46	0	23.08	0	38.46	0	23.08	0
Year 4	END OF KS1 DATA	75%	22%	62%	13%	75%	10%		
	Nov 2020	30.77	0	7.69	7.69	7.69	7.69	15.38	7.69
	March 2021	25.00	6.25	12.5	6.25	31.25	0.00	21.43	7.14
	End of 2021	41.17	5.88	23.53	5.88	35.29	0.00	29.41	5.88
Year 5	END OF KS1 DATA	73%	20%	56%	7%	73%	12%		
	Nov 2020	21.05	0	26.32	0	36.84	5.26	36.84	0
	March 2021	26.32	0	31.58	0	36.84	5.26	31.58	0
	End of 2021	33.3	4.8	23.8	0	38.1	9.52	23.81	0

Year 6	END OF KS1 DATA	76.3%	10.2%	61%	5.1%	71.2%	6.8%		
	Nov 2020	30	0	0	0	27.27	0	10	0
	March 2021	45.5	9.1	9.1	0	36.4	18.2	27.3	0
	End of 2021	72.73	18.18	54.55	0	45.45	9.09	63.64	0

Gorse Hall Primary School Progress Analysis 2020 – 2021

Percentage of children who made the expected 3 points of progress across the year.

Whole School Analysis

Year group	Reading	Writing	Maths	SPAG
Year 1	14.04	14.29	10.35	N/A
Year 2	79.17	58.33	83.32	12.24
Year 3	75.43	80.69	87.73	89.47
Year 4	92.46	81.13	83.01	88.68
Year 5	83.93	75.0	85.72	67.87
Year 6	89.65	84.48	86.2	94.82

Disadvantaged vs Non-Disadvantaged Analysis

	Reading		Writing		Maths		SPAG	
	Disad.	Non-Dis	Disad.	Non-Dis	Disad.	Non-Dis	Disad.	Non-Dis
Year 1 10 ch (6 SEND)	22.22	12.50	33.33	10.64	11.1	10.2	N/A	N/A
Year 2 8 ch (9 SEND)	66.67	83.34	58.34	58.34	66.6	88.89	8.33	13.51
Year 3	54.54	80.43	72.73	82.6	81.82	89.13	90.9	89.13

11 ch (11 SEND)								
Year 4 20 ch (9 SEND)	85.72	94.87	71.43	84.62	71.43	87.18	78.57	92.31
Year 5 12 ch (9 SEND)	71.42	91.42	52.38	88.57	71.43	94.29	42.86	82.86
Year 6 21 ch (12 SEND)	70	93.74	90	83.34	80	87.49	100	93.75

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
First Class Phonics	BC Education Ltd

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?	Enrichment activities and social and emotional support
What was the impact of that spending on service pupil premium eligible pupils?	Children were provided with activities to develop holistically with an emphasis on nurture and participation in activities which they engage and benefit from.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- Social and Emotional Intervention- lunch time nurture work
- Opportunities to be involved in pupil voice activities
- Opportunities to take place in extended school activities.
- Learning opportunities across the curriculum to develop strong metacognitive skills
- Experienced teachers provide PPA and Leadership cover to ensure consistency in approach and expectations
- To provide opportunities for ICT to be used to engage in homework activities (Rockstars-Maths)
- To provide additional intervention for disadvantaged pupils with SEND (Doodle Maths and English)
- Safeguarding and Welfare Mentor
- To ensure that safeguarding provision is of the highest standard- safeguarding team and online recording system (MyConcern)