

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 427 |
| Proportion (%) of pupil premium eligible pupils | 19% (82 pupils) |
| 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 | Termly Last Reviewed March 2024 |
| Statement authorised by | Headteacher and Governing Board |
| Pupil premium Leads | Holly Wright and Lindsey Pickering |
| Governor | Pauline Ashton |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £122,040 |
| PEP funding for LAC Pupils | £1800 |
| Recovery premium funding allocation this academic year | £9,368 Recovery Premium £5671 School Tutor Led Grant Funding |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £138,879 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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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 |
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| 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 |

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| | 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 |
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| <p>1. To develop whole school approach to Cognitive and Metacognitive learning strategies.</p> <p>Actions:</p> <p>Develop Leaders expertise of Metacognitive and self-regulated learning strategies</p> <p>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 |

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| | <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 Middy 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 |

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| <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> <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> | <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>5. To close the attainment gap between the disadvantaged and non-disadvantaged (as identified on School Development Plan)</p> <p>The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths.</p> <ul style="list-style-type: none"> • 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>Personalised and high quality teaching and intervention is provided across school.</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 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> <p>Actions:</p> <p>Valley Music</p> | <ul style="list-style-type: none"> • The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment) |

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| | <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: £ 100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>To ensure that personalised and high quality teaching, intervention and SEND provision is provided across nursery and school enabling the disadvantaged pupils to have consistently high impact teaching and learning experiences throughout the week.</p> <ul style="list-style-type: none"> • Additional Teachers and LSA • Leadership and teacher cover cover are provided by deputies • Experienced EYFS practitioner to teach Nursery pupils • LSA to provide for the SEND needs of Disadvantaged pupils | <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. Through ongoing low stakes assessment, dialogue and metacognitive and inclusive teaching styles, teachers strive to have a secure understanding of pupil needs and can provide 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 skilled teachers with metacognitive teaching styles. Use of the EEF's 5 A Day strategies is a way of making our classrooms as inclusive as possible.</p> <p>Evidence shows that securing strong relationships with families is beneficial to securing a joined up approach to addressing early language, phonics, reading and communication barriers.</p> <p>Personalised SEND provision provided enable One Page Profile targets to be secured.</p> <p>EEF Guidance Reports- Metacognition and Self-Regulated Learning, Teacher Feedback to Improve Learning, Effective Professional Development, Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Maths Teaching and Learning Toolkit, Improving Mathematics in the Early Years and KS1, Using Evidence to Inform Planning, SEND in Mainstream.</p> | <p>1-6</p> |
| <p>Priorities specific to School Development Plan are addressed and</p> | <p>School improvement planning on pupil outcomes is informed by the detailed assessment that Senior Leaders undertake for disadvantaged pupils. Senior</p> | <p>1-6</p> |

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| <p>Staff CPD is supported at all levels-</p> <ul style="list-style-type: none"> • All staff to develop a pedagogical understanding of metacognition and self-regulation strategies to support accelerated learning. • Ensure phonics teaching is consistent across EYFS and KS1. • Ensure writing skills are developed within lessons, across teaching units and across year groups (spelling, vocabulary, grammar, editing, handwriting) • All learners are well supported in Mathematics through a consistent approach across school to the teaching of mastery and a focus on the development of fluency <p>Actions: Inset, Professional Development Meetings, Coaching, Senior Leader and Subject Leader release time to engage in school development</p> | <p>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. Research shows that disadvantaged pupils may experience more issues with resilience and wellbeing due to factors in their home lives.</p> <p>EEF Guidance Reports- Metacognition and Self-Regulated Learning, Teacher Feedback to Improve Learning, Effective Professional Development, Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Maths Teaching and Learning Toolkit, Improving Mathematics in the Early Years and KS1, Using Evidence to Inform Planning, SEND in Mainstream</p> | |
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| work, CPD and monitoring. School Development Partner work- (Focus Education) and professional development/training linked to School Development Plan | | |
| <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> | 3 and 5 |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Interventions across school take place regularly to close the attainment gap between the disadvantaged and non-disadvantaged</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. Teachers have a clear understanding of pupil needs to address gaps in learning and provide high quality, focussed interventions to support catch up and diminish the attainment gap.</p> <p>EEF Guidance Reports- Metacognition and Self-Regulated Learning, Teacher Feedback to Improve Learning, Effective</p> | 1, 2, 3 and 5 |

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| <p>Actions: High quality intervention in English and Maths across school.</p> | <p>Professional Development, Preparing for Literacy, Improving Literacy in KS1, Improving Literacy in KS2, Maths Teaching and Learning Toolkit, Improving Mathematics in the Early Years and KS1, Using Evidence to Inform Planning, SEND in Mainstream</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,879

| 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 |

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| <p>To provide activities and experiences to provide enrichment- 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> |
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Total budgeted cost: £ 100,000 plus 20,000 plus £18,879 = £138,879

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 2022 to 2023 academic year.

This evaluation considers 2022 to 2023 statutory results and pupil evaluations undertaken during the 2022 to 2023 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Highlights:

- 53% of Pupil Premium pupils in Year 1 have achieved the phonics screening threshold in Year 1 (9 pupils out of 17)
- In Year 2 63% of PP pupils 38% in Writing (Writing is in line with non PP pupils' attainment at 38%) and 58% PP pupils achieved ARE in SPAG (SPAG is broadly in line with non PP pupils' attainment at 58%).
- In Year 3 PP Pupils have outperformed non PP pupils at Greater Depth in Maths at 15% compared to 10% and achieved broadly in line with non PP pupils at GD in SPAG (PP 7.7% and non PP 6.7%).
- The attainment of pupils in Year 4 is broadly in line with non PP pupils in all Reading, writing, Maths and SPAG at ARE
- In Year 5 the attainment of PP pupils in Writing is in line with non PP pupils at ARE (48%) and at GD (1.7%)
- The progress of Pupil Premium pupils across Reading, Writing, SPAG and Maths is in line with the progress of non PP pupils.

Key Stage 1 (Year 2 Results)

| | Expected+ (non-disadvantaged) | Expected+ (disadvantaged) | Greater depth (non-disadvantaged) | Greater depth (disadvantaged) |
|---------|-------------------------------|---------------------------|-----------------------------------|-------------------------------|
| Reading | 76% | 63% | 4% | 12% |
| Writing | 42% | 38% | 0% | 0% |
| Maths | 64% | 63% | 6% | 0% |

Key Stage 2 (Year 6 Results)

| | Expected+ (non-disadvantaged) | Expected+ (disadvantaged) | Expected+ (disadvantaged without SEND) | Greater depth (non-disadvantaged) | Greater depth (disadvantaged) |
|---------|----------------------------------|------------------------------|---|--------------------------------------|----------------------------------|
| Reading | 85% | 79% | 64% | 29% | 29% |
| Writing | 78% | 50% | 43% | 4% | 0% |
| SPAG | 88% | 86% | 71% | 22% | 21% |
| Maths | 76% | 71% | 57% | 18% | 0% |

Areas for development:

metacognitive learning and self-regulation; writing skills; boys progress and attainment in writing; mastery style learning and fluency in maths; EEF SEND 5 A Day strategies to further enhance inclusive practice; and further subject development across the curriculum with a focus on pupils' acquisition of knowledge.

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 |
|-----------|----------|
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Service pupil premium funding (optional)

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

| Measure | Details |
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| 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)
- CPD on Emotional Regulation, Trauma Informed Practice and Relational Inclusion.