

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	407
Proportion (%) of pupil premium eligible pupils	22% (88 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	Termly
Statement authorised by	Headteacher and Governing Board
Pupil premium Leads	Headteacher and Deputy Heads
Governor	Pauline Ashton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year PEP funding for LAC Pupils	£126,820 £600 (Autumn Term 2024)
Recovery premium funding allocation this academic year	None
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,420

# 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"><li>• <b>Poor language and oracy skills:</b> 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.</li></ul>
2	<ul style="list-style-type: none"><li>• <b>Lack of support at home with reading and homework:</b> parents can lack the confidence, organisation and skills to provide the kind of support needed for learning at home.</li></ul>
3	<ul style="list-style-type: none"><li>• <b>Learning skills and behaviours are not developed:</b> often caused by poor cognitive/social/emotional/ physical development. Can mean pupils are behind their peers in a range of subjects.</li></ul>
4	<ul style="list-style-type: none"><li>• <b>Complex learning needs:</b> some of our disadvantaged pupils also have SEND which causes further, complex barriers. Parents can struggle further to support these children.</li></ul>
5	<ul style="list-style-type: none"><li>• <b>Fewer enrichment experiences out of school:</b> this impacts upon children's wider vocabulary, general knowledge and confidence in a wide range of social situations.</li></ul>
6	<ul style="list-style-type: none"><li>• <b>Issues with social and emotional development:</b> the number of pupils with social, emotional or mental health needs is increasing and these needs can</li></ul>

	be very varied. They sometimes result in extreme and negative behaviours.
7	<ul style="list-style-type: none"> <li>• <b>Attendance and lateness:</b> some pupils have regular issues with attendance and punctuality.</li> </ul>

## 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 embed our whole school approach to Cognitive and Metacognitive learning strategies.</p> <p>Actions:</p> <p>Further 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 rest of the 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"> <li>• Leaders will be equipped to deliver CPD</li> <li>• Teachers will have a clear understanding of the terminology and evidence based theory</li> <li>• Teachers will provide impact of strategies upon teaching and learning</li> <li>• Pupils will be able to talk about the explicit strategies used by class teacher and what strategies they use themselves as learners</li> <li>• Progress will be made by Disadvantaged pupils</li> <li>• Provide ICT resources to enable pupils, especially disadvantaged and/or SEND pupils to access high quality resources and targeted support</li> <li>• Frequent low-stakes testing ensures all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge</li> </ul>
<p>2. Priorities specific to School Development Plan are addressed and Staff CPD is supported at all levels- with a focus on the further develop pupils' oracy skills</p> <p>Actions:</p> <p>To use Education Endowment Foundation (EEF) research to guide implementation, assess and review process to further develop pupils' oracy skills</p>	<ul style="list-style-type: none"> <li>• Subject Leaders are equipped to support staff in delivering high quality first teaching and learning experiences across the curriculum</li> <li>• Subject Leaders can talk confidently about how the curriculum is sequenced and outcomes monitored</li> <li>• Leaders will be equipped to deliver CPD</li> </ul>

<p>Model the skills needed e.g. how to use your voice and hands</p> <p>Provide pupils with scaffolds such as sentence starters</p> <p>Teach important words to use when speaking</p> <p>Give you lots of opportunities to practice being a better speaker</p> <p>Help pupils to feel more confident if they do not like speaking aloud</p> <p>Model and encourage pupils to speak clearly and hold your hands away from your face</p> <p>Pupils practise the sentence scaffolds shown to them</p> <p>Pupils do homework tasks that show off their learning and newly learnt words</p> <p>Structure staff developmental meetings in line with the SDP</p> <p>Ensure that relevant training is organised and engage in by staff at all levels</p>	<ul style="list-style-type: none"> <li>• Teachers will have a clear understanding of curriculum content and evidence based learning theory</li> <li>• All stakeholders will have a shared vision</li> <li>• Implementation plan is shared to all stakeholders and outcomes can be articulated by all</li> <li>• Poster will be visible to learners in the classroom</li> <li>• Pupils can say what the acronym means when asked</li> <li>• Pupils will demonstrate the following skills: speaking in full sentences, hands (away from face /mouth) when speaking, articulate clearly, project their voice, keep eye contact with speaker/listener</li> <li>• All pupils will have an opportunity to practise oracy skills with a clear purpose</li> <li>• Pupils will be more confident when presenting learning to a range of different audiences</li> </ul>
<p>3. To continue to develop pupil resilience and wellbeing across school.</p> <p>Actions:</p> <p>Explain what resilience is and show you what resilience looks like</p> <p>Show you strategies to use when things get tough</p> <p>Encourage you when you feel like giving up with a task</p> <p>Give pupils words to help them describe how they feel</p> <p>Tell pupils about what you feel they are good at and what they need to get better at</p>	<ul style="list-style-type: none"> <li>• <b>All stakeholders share a vision on how resilience can impact pupil outcomes</b></li> <li>• <b>Staff can talk about the ways in which they can support, manage and develop resilience in pupils</b></li> <li>• Pupils can articulate how to develop their own resilience</li> <li>• High quality outcomes are secured for all pupils</li> <li>• Pupils demonstrate self-regulation strategies</li> <li>• Staff model self – regulation strategies and are seen to reinforce these strategies when supporting pupils</li> <li>• The Pupil Support Service provides support for school in improving the behaviour, social and emotional needs of pupils and gives staff</li> </ul>

<p>Encourage pupils to try to carry on even when something feels difficult</p> <p>Model how to use words to describe how you feel</p> <p>Encourage pupils to find out what they are good at and celebrate that and to practice the things they are not so good at</p>	<p>strategies to support pupils with these needs</p> <ul style="list-style-type: none"> <li>• Some of our disadvantaged pupils find lunchtimes particularly difficult to manage. Staff at lunchtimes will help to support these pupils and provide more structure overall</li> <li>• Reduction in Serious and Low Level incidents at lunchtimes. Child conferences show that pupils feel lunchtime behaviour has improved overall</li> <li>• Staff to work closely with the service to ensure that behaviour across school is positive</li> <li>• Social, emotional and nurture work will help children to develop greater resilience and a more positive mindset</li> <li>• Wellbeing surveys and child conferences indicate pupil resilience and wellbeing improves over the year</li> <li>• Attendance and lateness figures improve for all pupils including disadvantaged</li> <li>• Monitoring indicates that learners behave well, interact positively and demonstrate resilience and positive mindsets</li> <li>• Reduction in serious incidents recorded in School Log</li> <li>• Reduction in low level incidents recorded in Class Logs</li> </ul>
<p>4. To provide CPD training to enable staff to continue to deliver the phonics scheme in EYFS, Key Stage 1 and Lower Key stage 2</p> <p>Actions:</p> <p>To train and support staff to embed a high quality provision for early reading.</p> <p>To embed, monitor and review the teaching of phonics</p>	<ul style="list-style-type: none"> <li>• Staff feel confident to deliver phonic scheme to pupils in EYFS, KS1 and Year 3</li> <li>• Disadvantaged pupils will be making good progress in phonics</li> <li>• A love of reading is developed from an early age</li> <li>• Reading skills impact on writing standards</li> </ul>

<p>5. To close the attainment gap between the disadvantaged and non-disadvantaged (as identified on School Development Plan) 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"> <li>• Increased progress and attainment for those pupils who had fallen further behind.</li> <li>• An increase in disadvantaged pupils attaining the expected+ standards at the end of Foundation Stage and ARE at the end of KS1 and in standards at the end of KS2.</li> <li>• An increase in disadvantaged pupils attaining the expected+ standards at the end of Foundation Stage and the Expected+ standards for KS1 and KS2.</li> </ul> <p>Actions:</p> <p>Personalised and high quality teaching and intervention is provided across school.</p> <p>Pupils are provided with support for wellbeing and mental health.</p>	<ul style="list-style-type: none"> <li>• Ensure interventions are evidence based, have a fixed time scale and are mainly lead by teachers</li> <li>• To provide specific support for those disadvantaged pupils who have fallen further behind as a result of the lockdowns and isolations.</li> <li>• Social and emotional support and intervention is timely and tailored to meet specific needs.</li> </ul>
<p>6. To provide enrichment activities</p> <p>Actions:</p> <p>Enrichment activities- pupil vice committees, sports activities, community work, through clubs and outdoor learning, support the cost of trips for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment)</li> <li>• The development of cultural capital is evident across school</li> <li>• Child conferences show that pupils gain enjoyment and confidence from the enrichment sessions</li> <li>• Pupils are able to perform in front of an audience</li> </ul>

## 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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Additional Teachers, LSA and additional Deputy Head</li> <li>• Leadership and teacher cover are provided by experienced practitioners.</li> <li>• Experienced EYFS practitioner to teach Nursery pupils</li> <li>• LSAs to provide for the SEND needs of Disadvantaged pupils</li> <li>• Personalised SEND provision</li> </ul>	<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>EEF research indicates that disadvantaged pupils with SEND have the greatest need for excellent teaching, including specific approaches to support these pupils that includes: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible groupings and the use of targeted technology.</p> <p>Evidence shows that securing strong relationships with families is beneficial to securing a joined up approach to addressing early language and oracy, phonics, reading and communication barriers.</p> <p>We prioritise the development of communication and language because EEF and other research indicates that: language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a</p>	<p>1-7</p>

<p>for disadvantaged pupils.</p>	<p>vital role to play in modelling effective language and communication. Use of a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary makes a huge difference.</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>Priorities specific to School Development Plan are addressed and Staff CPD is supported at all levels.</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• All staff to develop a pedagogical understanding of metacognition and self-regulation strategies to support accelerated learning.</li> <li>• Ensure phonics teaching is consistent across EYFS and KS1.</li> <li>• Ensure writing skills are developed within lessons, across teaching units and across year groups (spelling, vocabulary, grammar, editing, handwriting)</li> </ul>	<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. 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- Improving Social and Emotional Learning in Primary Schools, 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>



<ul style="list-style-type: none"> <li>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</li> </ul> <p>Actions: Inset, Professional Development Meetings, Coaching, 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>		
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### 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
Interventions across school take place regularly to close the attainment gap between the disadvantaged and non-disadvantaged  Action:	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. Research indicates that for teachers to succeed in making effective provision to meet need they need to have a clear understanding of pupil	1, 2, 3, and 4

<ul style="list-style-type: none"> <li>Interventions provide specific support for those</li> </ul> <p>Actions: High quality intervention in English, Maths and for Social and Emotional across school.</p>	<p>needs to address gaps in learning and provide high quality, focussed interventions to support catch up and diminish the attainment gap.</p> <p>EEF evidence indicates that targeted academic support can support pupil progress and can be employed to help boost outcomes for pupils in English and Maths when matched closely to classroom teaching and specific needs of individuals and not inhibit access to the wider curriculum.</p> <p>Good social and emotional skills support effective learning and are linked to positive outcomes later in life. They contribute positively to school readiness and academic achievement, physical and mental health, crime, employment and income. They reduce emotional distress, conflict and bullying issues, through improved attitudes, behaviour and relationships with peers.</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 and Improving Social and Emotional Learning in Primary Schools</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £30,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To provide social, emotional and	Pupil Support Services provides support for school in improving the behaviour, social and emotional needs of pupils and	3, 6 and 7

<p>behavioural support across school</p>	<p>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.</p> <p>Research indicates that social and emotional skills support effective learning and are linked to positive outcomes later in life. The EEF 'Improving Social and Emotional Learning in Primary Schools' outlines core competencies that can be taught explicitly to support pupil development. The 'Improving Behaviour in Schools' EEF research presents six recommendations on how to develop and refine a school's approach to managing behaviour.</p>	
<p>To address attendance and punctuality issues</p> <p>Actions:</p> <p>The Safeguarding and Welfare Mentor in school work involves working productively with families to intervene at an early stage.</p> <p>Educational Welfare Service provides guidance and support to address attendance and lateness which is an issue for some of our disadvantaged pupils and directly impacts upon their learning.</p>	<p>EEF research evidence indicates that poor attendance at school is linked to poor academic attainment across all stages. The use of the 'Supporting School Attendance Resources' are used by school to impact in this area.</p> <p>The EEF Teaching and Learning Toolkit- Parental engagement strand emphasises the need to have practical approaches to communicating effectively with and supporting parents and carers.</p>	<p><b>6 and 7</b></p>
<p>To provide activities and experiences to provide enrichment (trips, pupil</p>	<p>EEF research shows that - the development of the whole child is best promoted through SMSC (working together, self-confidence, and</p>	<p><b>3, 5 and 6</b></p>

<p>voice work, Forest School activities) Attendance/ participation and coach at Robinwood for Y6, coaches for class trips and contributions towards educational trips, breakfast supplies for our most vulnerable children, visitors and workshops in school</p>	<p>enjoyment). These approaches will increase engagement in learning and the strands of the EEF Teaching and Learning Toolkit about arts and physical participation inform our planning and practice.</p>	
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**Total budgeted cost: £ 80,000 plus 20,000 plus £30,000 = £130,000**

## 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 2023 to 2024 academic year.

*This evaluation considers 2023 to 2024 statutory results and pupil evaluations undertaken during the 2023 to 2024 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

#### END OF YEAR Results 2024

##### Disadvantaged Attainment Data

###### EYFS (Disadvantaged- 12 chn)

	Expected
Reading	42%
Writing	42%
Maths	50%
GLD	33%

###### Key Stage 1 (Disadvantaged- 18 chn)

	Expected+ (all pupils)	Expected+ (disadvantaged)	Greater depth (all pupils)	Greater depth (disadvantaged)
Reading	53%	39%	0%	0%
Writing	48%	33%	0%	0%
Maths	57%	50%	0%	0%

###### Key Stage 2 (Disadvantaged 17 chn)

	Expected+ (all pupils)	Expected+ (disadvantaged)	Greater depth (all pupils)	Greater depth (disadvantaged)
Reading	80%	76%	21%	12%

Writing	79%	65%	11%	0%
GPS	82%	71%	23%	12%
Maths	82%	76%	12%	0%

### 2023 – 2024 Progress Summary – Disadvantaged

#### KEY STAGE 1

% at expected points progress & % exceeding expected progress		Reading		Writing		Maths	
(no. of pupils)		Expected Progress	Exceeding Progress	Expected Progress	Exceeding Progress	Expected Progress	Exceeding Progress
Year 1	Oct 2024	100%	0%	100%	0%	100%	0%
	End of 2024	64%		46%		64%	
Year 2		Expected Progress	Exceeding Progress	Expected Progress	Exceeding Progress	Expected Progress	Exceeding Progress
	Oct 2024	50%	0%	10%	0%	60%	0%
	End of 2024	44.4%		39%		56%	

#### KEY STAGE 2

% at expected points progress & % exceeding expected progress		Reading		Writing		Maths		SPAG	
(no. of pupils)		Expected Progress	Exceeding Progress	Expected Progress	Exceeding Progress	Expected Progress	Exceeding Progress	Expected Progress	Exceeding Progress
Year 3	Oct 2024	43%	0%	57%	5%	57%	0%		
	End of 2024	46%		55%		73%			
Year 4	Oct 2024	83%	8%	83%	0%	75%	0%		
	End of 2024	77%		69%		62%			
Year 5	Oct 2024	60%	13%	73%	7%	60%	7%		
	End of 2024	79%		79%		63%			
Year 6	Oct 2024	50%	12.5%	75%	31%	62.5%	0%	75%	19%
	End of 2024	94%	63%	100%	75%	100%	75%	100%	69%

Areas for development:

The development of oracy across school, 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 and children showing their learning. The further development of relational inclusion and the development of trauma informed practice. A focus on assessment of foundation subjects.

## 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

## 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- Nurture work, Jigsaw Curriculum work, Zones of Regulation and Emotional Regulation, Loss Project
- Opportunities to be involved in pupil voice activities
- Opportunities to take place in enrichment and extended school activities.
- Learning opportunities across the curriculum to develop strong metacognitive and oracy skills
- Experienced practitioners 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
- Use of Seesaw and Arbor to best communicate with Parents and Carers