

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 (3 year plans are recommended)	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
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	£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">• Poor language and oracy 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
1. Further develop pupils' oracy skills	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils • Subject Leaders are equipped to support staff in delivering high quality first teaching and learning experiences across the curriculum • Leaders will be equipped to deliver CPD • Teachers will have a clear understanding of curriculum content and evidence based learning theory • All pupils will have an opportunity to practise oracy skills with a clear purpose • Speaking and listening skills impact positively upon reading and writing attainment
2. To continue to ensure that the systematic teaching of phonics and early reading in EYFS, Key Stage 1 and Lower Key stage 2 enables all pupils, particularly disadvantaged pupils, to achieve good outcomes and that parents are well informed to support at home	<ul style="list-style-type: none"> • Teaching is of phonics and early reading is of high quality and consistent in EYFS, KS1 and Year 3 • The % of Year 1 and Year 2 pupil premium children reaching the expected standard in the phonics screening check is in line with that of non-pupil premium children (with the exception of some pupils with a specific SEN in this area) • Disadvantaged pupils will achieve good outcomes

	<ul style="list-style-type: none"> • Reading skills impact on spelling knowledge • Evidence shows that pupils develop skills and enthusiasm for reading • Increase in parent support
3. To embed our whole school approach to Cognitive and Metacognitive learning strategies so all pupils are supported well to achieve good outcomes, particularly disadvantaged pupils	<ul style="list-style-type: none"> • Teachers will provide impact of strategies upon teaching and learning • 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 evidences all students, and in particular disadvantaged students, know more and remember more.
4. To continue to develop pupil resilience and wellbeing across school.	<ul style="list-style-type: none"> • Pupils develop skills and knowledge to develop their own resilience • High quality outcomes are secured for all pupils, particularly disadvantaged pupils, pupils with SEND and pupils with complex learning needs • Pupils demonstrate self-regulation strategies • Teaching staff are well equipped to meet the behaviour, social and emotional needs of pupils of our most vulnerable pupils through the expertise of external services • Disadvantaged pupils who find lunchtimes particularly difficult to manage are well supported. • Pupils with SEN demonstrate good engagement with learning and make suitable progress as a result.
5. To close the attainment gap between the disadvantaged and non-disadvantaged in reading, writing and maths	<ul style="list-style-type: none"> • Evidence -informed interventions are effectively led by skilled and knowledgeable adults across school • Assessment is used effectively to monitor disadvantaged pupils and

	<p>use timely support for those disadvantaged pupils</p> <ul style="list-style-type: none"> • Quality first teaching and learning across school improves outcomes for disadvantaged pupils • Social and emotional support and intervention is timely and tailored to meet specific needs.
6. To provide enrichment activities	<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) • Child conferences show that disadvantaged pupils gain enjoyment and confidence from the enrichment sessions • Enrichment activities impact upon positively upon pupil outcomes, particularly for disadvantaged pupils.
7. Increased attendance and lateness for all pupils, particularly disadvantaged pupils	<ul style="list-style-type: none"> • Pupils, particularly disadvantaged, attend school on time and on a regular basis • Disadvantaged pupils are present for daily phonics and this impacts positively upon attainment in phonics at KS1

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>Early identification and screening ensures that pupils in EYFS and new - to -year 1 receive high quality intervention and support through programmes such as Wellcomm</p> <p>Staff training of 'Oracy Champions' to promote speaking and listening across school</p> <p>Staff training, coaching and monitoring of metacognitive and self -</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. 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. DfE phonics programme (First Class Phonics) teaches pupils in a systematic manner.</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. 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</p>	<p>1-7</p>

<p>regulating strategies across school,</p>	<p>and sometimes described as talking with children rather than just talking to children. Adults have a 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>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>

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>Evidence -informed interventions are used and monitored frequently and effectively to close the attainment gap between the disadvantaged and non-disadvantaged</p> <p>Continue to train and upskill, subject leaders, teachers and learning support assistants through Maths Hub to ensure disadvantaged pupils are well supported to achieve good outcomes in maths.</p> <p>One – to -one tutoring and small group phonic intervention in Year 1 supports pupils falling behind peers, particularly focus upon disadvantaged pupils</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. Research indicates that for teachers to succeed in making effective provision to meet need they need to 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 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>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. EEF teaching and learning toolkit for phonics .</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,</p>	<p>1, 2, 3, and 4</p>

	<p>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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide social, emotional and behavioural support across school.	<p>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.</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 recom-</p>	3, 6 and 7

	<p>mendations on how to develop and refine a school's approach to managing behaviour.</p>	
<p>To address attendance and punctuality issues for pupils from disadvantaged families which directly impacts upon their learning through support of a Safeguarding and Welfare officer who works closely with vulnerable families</p> <p>To continue to utilise an effective electronic system to monitor attendance.</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>Parental involvement is consistently associated with pupils' success at school. EEF Education Evidence Teaching and Learning Toolkit Parental engagement.</p>	<p>6 and 7</p>
<p>To train staff member to set up, resource and lead Forest school to support all pupils, particularly vulnerable pupils and/or disadvantaged pupils.</p>	<p>EEF research shows that - the development of the whole child is best promoted through SMSC (working together, self-confidence, and 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>	<p>3, 5 and 6</p>

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 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.