

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	£126,820
PEP funding for LAC Pupils	£1800
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	£128,620

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. 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
2. Further develop pupils' oracy skills	<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 • 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 • Pupils will be confident and effective communicators
3. 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

	<ul style="list-style-type: none"> • High quality outcomes are secured for all pupils, particularly disadvantaged pupils and pupils with SEND • 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
4. 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 is of high , particularly disadvantaged pupils, to achieve good outcomes	<ul style="list-style-type: none"> • Staff are fully trained deliver phonic scheme onto pupils in EYFS, KS1 and Year 3 • Disadvantaged pupils will be making good progress in phonics • A love of reading is developed from an early age • Reading skills impact on writing standards
<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. • 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. • 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>	<ul style="list-style-type: none"> • Ensure interventions are evidence based, have a fixed time scale and are mainly lead by teachers • To provide specific support for those disadvantaged pupils who have fallen further behind as a result of the lockdowns and isolations. • Social and emotional support and intervention is timely and tailored to meet specific needs.

<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>	
<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"> • The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment) • The development of cultural capital is evident across school • Child conferences show that pupils gain enjoyment and confidence from the enrichment sessions • Pupils are able to perform in front of an audience

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"> • Additional Teachers, LSA and additional Deputy Head • Leadership and teacher cover are provided by experienced practitioners. • Experienced EYFS practitioner to teach Nursery pupils • LSAs to provide for the SEND needs of Disadvantaged pupils • Personalised SEND provision 	<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. 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>	1-7

for disadvantaged pupils.	<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"> • 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) 	<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>	1-6

<ul style="list-style-type: none"> 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:</p> <p>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
<p>Interventions across school take place regularly to close the attainment gap between the disadvantaged and non-disadvantaged</p> <p>Action:</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</p>	1, 2, 3, and 4

<ul style="list-style-type: none"> Interventions provide specific support for those <p>Actions:</p> <p>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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

behavioural support across school	<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>	6 and 7
To provide activities and experiences to provide enrichment (trips, pupil	EEF research shows that - the development of the whole child is best promoted through SMSC (working together, self-confidence, and	3, 5 and 6

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	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.	
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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 2024 to 2025 academic year.

This evaluation considers 2024 to 2025 statutory results and pupil evaluations undertaken during the 2024 to 2025 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Gorse Hall Primary and Nursery School

END OF YEAR Results 2025

Disadvantaged

EYFS (Disadvantaged- 3 chn)

	Expected
Reading	20%
Writing	20%
Maths	20%



Key Stage 1 (Disadvantaged- 13 chn)

	Expected+ (all pupils)	Expected+ (disadvantaged)	Greater depth (all pupils)	Greater depth (disadvantaged)
Reading	59%	59%	6%	6%
Writing	56%	56%	4%	4%
Maths	63%	63%	6%	6%

Key Stage 2 (Disadvantaged 21 chn)

	Expected+ (all pupils)	Expected+ (disadvantaged)	Greater depth (all pupils)	Greater depth (disadvantaged)
Reading	74%	67%	33%	22%
Writing	74%	26%	4%	0%
GPS	74%	67%	33%	38%
Maths	72%	76%	8%	10%

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.