

Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Gorsewood Primary
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	56.18% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 Reviewed annually
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023, July 2024,
Statement authorised by	Emma Jackson
Pupil premium lead	Emma Jackson
Governor / Trustee lead	Carole Howard

Funding overview

Detail	2022-2023	2023-2024	2024-2025
Pupil premium funding allocation this academic year	£136,951	£157,140	
Recovery premium funding allocation this academic year			
National Tutoring programme funding allocation	£14,580	£6,480	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£150,726	£163,620	

Part A: Pupil premium strategy plan

Statement of intent

'We aim to give all of our pupils, opportunities to develop their full potential within a caring and supportive environment, providing a wide and varied range of activities to enrich the curriculum.'

At Gorsewood Primary School, all members of staff and the governing body are fully committed to meeting the pastoral, social and academic needs of disadvantaged pupils. We strive to ensure that every child will develop a love of learning and acquire skills and attributes so they can be their best self in all they do now and in the future.

We believe no child should be left behind and make appropriate provision for pupils who belong to vulnerable groups, including those who may be socially disadvantaged.

Using pupil premium funding and recovery premium funding effectively will help us to narrow and close the gap between disadvantaged pupils and their peers and provide all pupils with the knowledge and capital culture they need to make a positive contribution to society and have the confidence to dream, believe and achieve.

Principles

- We will ensure that teaching and learning opportunities meet the needs of all the pupils and that Pupil Premium funding will be used to provide additional support to improve the progress and raise the standard of achievement for PP funded pupils.
- We will ensure that appropriate provision is made for pupils who belong to all vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and will ensure that the funding is used to reach pupils who need it the most.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Where strategies are aimed at a whole school approach to raising standards then the pupil premium funding will benefit all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing continues to be affected for many pupils. SEMH, ACES, attachment issues are all affecting attainment, behaviour and peer relationships for many of our PP pupils.
2	Speech, language and communication difficulties for many pupils starting in Reception. Baseline assessments show low starting points.
3	Attainment for PP and disadvantaged pupils in reading, maths and writing is below national average at KS1 and KS2 for expected and greater depth standard.
4	Limited life experiences for many PP and disadvantaged pupils, which reduce understanding of the world we live in and limit aspirations for the future.
5	Rising number of families struggling and needing support due to the cost-of-living crisis. Attendance rates affected and there is an increased number of families requiring additional support

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>Speech, language and communication skills for PP to be in line with their peers by the time they leave Reception.</p> <p>All children will be identified if they require SL&C support and personalised plans developed.</p>	<p>Improved speech</p> <p>Improved communication</p> <p>More children in Reception will achieve the ELG.</p> <p>Parental engagement in delivering support will be increased and parents upskilled for the future</p> <p>Improvement in staff diagnostic and intervention skills</p> <p>Reduction in the number of children requiring personalised speech and language plans as they move through school</p>
<p>Pupils to have their SEMH needs met so they are happy and have strategies to use in difficult situations.</p>	<p>Successful nurture programme supporting PP pupils on a regular basis to improve behaviour and reduce the risk of exclusions</p> <p>Reduction in number of behaviour incidents at playtimes</p>

	<p>PP pupils supported with SEMH needs ie anxiety, attachment, mental health</p> <p>ELSA sessions to provide individual/small group support for identified children</p> <p>Positive outreach to support families in need</p> <p>Reduction in number of families involved in CSC</p>
Phonics, reading, writing and maths attainment levels to be in line with national levels and those of peers.	<p>% of PP pupils achieving EXS to increase in the phonics screening check and the gap with peers to be reduced</p> <p>% of PP pupils achieving EXS or GD to increase in reading and the gap with peers to be reduced</p> <p>% of PP pupils achieving EXS or GD to increase in writing and the gap with peers to be reduced</p> <p>% of PP pupils achieving EXS or GD to increase in maths and the gap with peers to be reduced</p>
To provide an enriched curriculum where new talents are discovered, new experiences are lived, and PP pupils begin to have aspirations for the future.	<p>PP Pupils to be supported financially so they can go on school visits</p> <p>Pupils are inspired and motivated to learn</p> <p>PP pupils to develop a bank of experiences they can draw upon to help them understand the world we live in and support with their learning</p> <p>PP pupils are provided with opportunities to inspire them to think about future aspirations.</p>
Improved attendance levels for all pupils	<p>Attendance data will show a positive increase</p> <p>Attendance data will be in line with or above national data</p> <p>Percentage of persistent absences will decrease and be in line with or below national data</p>

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: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring all pupils receive challenging and engaging quality first teaching to meet the needs of PP pupils by:</p> <ul style="list-style-type: none"> • Providing additional non-contact for Assistant head to support Head teacher in monitoring and developing teaching and learning. • Monitoring PP pupils' progress in lessons and having termly pupils progress meetings with a focus on PP pupils • Providing high quality resources for staff to access to support high quality teaching including: Teachermade Pro, MNP online, Read, Write Inc materials including portal • Continued development of assessment in school through using systems to easily create comparative reports to track and monitor pupil groups • SENCO to be non-classed based for observations, referrals and professional discussions. Four days per week. • To provide high quality training for SEND so pupils can be supported. <p>£45,000</p>	<p>DFE report: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 EEF Teaching and Learning Toolkit ECT framework EEF – Making the best use of teaching assistants</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#strategy-statement-template</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p>	3
<p>To ensure teaching staff have allocated time to access to high quality CPD – National College Membership</p> <p>£1200</p>	<p>EPI Evidence review: The effects of high-quality professional development on teachers and students (2020)</p> <p>CPD 'most cost-effective way to boost pupil attainment' - TES</p>	3

	https://www.tes.com › news › cpd-most-cost-effective	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm toolkit to be used to develop Communication, Speech and language throughout school.</p> <p>To upskill staff to deliver interventions.</p> <p>To support the delivery of early reading and ensure all pupils make expected progress.</p> <p>To employ a TA to deliver S&L interventions.</p> <p>£6,500</p>	EEF – Early Years Toolkit	2
<p>To employ high quality teaching assistants to provide tutoring, 1 to 1 support and interventions to support PP pupils across school with writing, phonics, reading and maths.</p> <p>To use the National Tutoring funding (NTP) to focus on phonics interventions in R, Y1, Y2 and Y3 to ensure all children keep up. TA to deliver.</p> <p>To use the National Tutoring funding (SLT) to provide tuition and intervention with a focus on basic skills: reading, writing, number. Full time tutor to deliver interventions across the school</p> <p>£65,000</p>	<p>EEF – Making the best use of teaching assistants</p> <p>EEF – Teaching and learning Toolkit</p> <p>EEF- School Planning Guide (2022-2023)</p>	3
<p>To use a range of Online programmes to engage pupils and support their learning. To include TTRS, NUMBOTS, Prodigy.</p> <p>£1,200</p>	EEF – Using Digital Technology to Improve Learning	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance of PP pupils through an SLA with the LA.</p> <ul style="list-style-type: none"> • Early bird breakfast from 8.30 for free • Daily toast in classrooms from 8.45 • Promote attendance through newsletters, assemblies and rewards (whole class or team) • Additional EWO time purchased throughout the year to provide support and intervention for key families. • Family support worker to work with families on attendance and carry out day to day checks. <p>£6,000</p>	<p>School Food Plan 2013</p> <p>EEF - Magic Breakfast</p>	<p>1,5</p>
<p>To purchase additional Educational Psychologist hours.</p> <ul style="list-style-type: none"> • Pupils supported effectively • Staff advised on next steps and interventions/strategies to be used • Pupils access the curriculum and make progress in line with SEN nationally at the end of KS2 <p>£1,000</p>	<p>EEF – Teaching and Learning Support Kit</p>	<p>1,2</p>
<p>To employ a pastoral team to support the SEMH needs of pupils. Interventions delivered will included ELSA, nurture, in class behaviour support/plans and school arrival (soft-landing) support.</p> <ul style="list-style-type: none"> • Family support worker – full time now. No longer shared with other schools. • school counsellor • nurture mentors • ELSAs x 2 <p>Pastoral team will also work with and support families delivering workshops and providing 1 to 1 support.</p>	<p>EEF – Social and Emotional learning</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1, 5</p>

£50,000		
<p>To maintain and further develop onsite forest school to support pupils' wellbeing and develop pupils.</p> <ul style="list-style-type: none"> • Equipment to be maintained and replaced as required • Storage shed purchased • Training for staff members so there is more than one trained to lead sessions and administer forest school first aid <p>£1,500</p>	<p>Forest research – Forest schools: impact on young children in Wales and England</p>	<p>1, 4</p>
<p>To raise attainment and aspirations by enriching the curriculum and providing new experiences for pupils to develop capital culture.</p> <ul style="list-style-type: none"> • Specialist music, drama and PE staff to deliver lessons and enhance curriculum • Promotion of the arts within school and opportunities to perform (plays, in a band, choir) • Inspirational visitors invited to school including authors, sports personalities, members of the local community • Subsiding of trips to allow pupils to attend • Subsiding of residential visits • Careers fair for Year 6 pupils <p>£25,000</p>	<p>EEF – Life skills and enrichment EEF Teaching and Learning Toolkit</p>	<p>5</p>

Total budgeted cost: £ 202,400

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 2021 to 2022 academic year.

Despite there being no national or local school closures, the impact of COVID-19 is still evident. Attendance has been affected due to the high number of cases in school with both staff and pupils being absent. Gaps in learning still remain due to absences.

National testing did occur this academic year. Results show there are still gaps between disadvantaged and non-disadvantaged pupils.

The 2 teacher model in Year 6 and the additional level of experienced teacher assistants throughout school have been used effectively for targeted support, whether it be academic or for SEMH needs.

SENCO time away from classroom responsibilities has enabled a focus on referrals, EHCP applications, review and transitions. Year 6 pupils with EHCP's have secured high school places agreed by families. The level of need within school continues to be high and moving forward the SENCO will move to being non class based.

A further 4 EHCP's have been agreed and evidence provided and coordinated by the SENCO has helped secure pupil diagnosis'. SENCO time has been used effectively to meet with parents to access additional support with other agencies and assist colleagues to support pupils effectively.

Throughout the year enrichment provided by the sports coaches, music and drama specialists have had a significant positive impact on the pupils. Improved engagement levels, enthusiasm and enjoyment for learning have been noticeable. Pupils have been inspired and motivated their horizons have been expanded. There have been a wide range of trips offered and children in year 2,3,4 have all been on a residential trip. Year 5 and 6 have visited London. This visit included a tour of the Houses of Parliament. A planned workshop was cancelled by the Houses of Parliament due to staffing levels as a result of COVID-19.

The pandemic has reduced opportunities, activities and experiences and mental health and well-being and physical fitness needed to be supported. The enrichment program has had a positive impact in those areas. The pastoral team have worked on site and remotely to support the SEMH needs of our pupils particularly.

Nurture sessions for targeted pupils, daily nurture drops in for transition points of the day, ELSA sessions, school counselling and FSW interventions have supported our children and their families. Support has been as an advocate in meetings, improving attendance, developing resilience and well-being strategies etc. and reducing anxiety and stress, creating a readiness to learn.

The speech therapist has worked with pupils to identify their needs and then provide staff and parents with a program of support. These plans have also been assessed regularly by the speech therapist and adapted as required. There has been a reduction in the number of reception children requiring plans. Staff are now well trained and able to deliver speech and language programmes successfully.

	All	Non FSM	FSM
Communication and Language	65%	69%	60%
ELG1 Listening, attention and understanding	70%	77%	60%
ELG 2 Speaking	78%	77%	80%

Attendance support from the LA and as part of our service level agreement has ensured attendance is closely monitored. Poor attendance was highlighted and support offered and targets set. There was an improvement in most children who received targets. All children who had involvement from EWO met the targets set. Attendance will continue to be a focus moving forward with a family support worker now working full time.

Educational Psychologist time has been critical in securing additional support, funding, diagnosis and EHCP's through observation and reports for our pupil premium funded pupils.

The forest school area has been developed over the year and continues to be improved. There have been new trees planted to increase the area it covers and resources and equipment have been purchased. All children in school have used the forest school area and received a block of sessions. Parents have also been invited to attend forest school sessions too. The feedback about forest school sessions from children is only positive. All children look forward to their sessions and thoroughly enjoy the time spent outdoors. It has had a positive impact on the wellbeing of all children.

2022-2023 impact statement

Spending during 2022-2023 made a positive impact on disadvantaged children. Data shows that disadvantaged children performed better than or equal to their peers nationally.

Outcomes for 2022-2023

EYFS

Disadvantaged pupils

71.4% of disadvantaged children achieved GLD.

50% of non disadvantaged children achieved GLD.

Disadvantaged children performed better than their peers in all areas in EYFS.

Disadvantaged children in Gorsewood performed better than national disadvantaged children where 52.1% achieved GLD.

Phonics Year 1

Disadvantaged pupils

63.6% of disadvantaged children in Gorsewood passed their phonics screening.

83.3% on non disadvantaged children passed.

Non disadvantaged children performed better than the national data which was 82.2%.

Disadvantaged children nationally performed better than Gorsewood with 66.9% passing.

End of KS1 phonics
Disadvantaged pupils

Disadvantaged children performed better than non disadvantaged children. 93.8% disadvantaged passed and 90% of non disadvantaged passed.

Disadvantaged children performed better than their peers nationally. Nationally 81% passed compared with 93.8% in Gorsewood.

KS1 SATS
Disadvantaged

In reading and writing the gap remains between disadvantaged and non disadvantaged in Gorsewood.

Disadvantaged children did not achieve any GDS in writing.

Disadvantaged children performed better than their peers nationally at EXS level in all subjects.

Multiplication check Year 4
Disadvantaged

35% of disadvantaged children achieved 25/25. 64% achieved over 20. Disadvantaged children are working in line with their peers.

KS2 SATS
Disadvantaged

In Gorsewood non disadvantaged children performed better than disadvantaged at EXS in all subjects.

Disadvantaged pupils performed better at GDS in reading, writing and maths.

Disadvantaged pupils performed better than their natural peers in writing both EXS and GDS, maths EXS and SPAG EXS and GDS.

Attendance impact

The full-time family support worker has worked to improve attendance. Data shows an improvement for all groups of children including SEND and disadvantaged. Strategies used in school have made a difference and will continue to be used.

	2021-2022	2022-2023
Whole school	91.5%	93.4%
Disadvantaged	89.9%	92.9%
Non disadvantaged	93.1%	94.2%
Difference dis and non-dis	-3.2	-1.3

Whole school PA	57 children (30.5%)	30 children (16%)
Disadvantaged PA	38 children (40.4%)	25 children (20.8%)
Non-disadvantaged PA	19 children (20.4%)	5 children (7.4%)

Attendance has improved for all children.

It has improved for disadvantaged children this academic year. The gap between disadvantaged children and non-disadvantaged children has also reduced.

Persistent absence has reduced for disadvantaged children. The percentage of disadvantaged children PA has reduced by half. There are still more disadvantaged children persistently absent compared to non-disadvantaged children. 83% (25/30) of PA children are disadvantaged.

Enrichment

The forest school area continues to be improved. There have been new trees planted to increase the area it covers and resources and equipment have been purchased. All children in school have used the forest school area and received a block of sessions. Parents have also been invited to attend forest school sessions too.

Music and drama continues for all pupils.

Visitors and visits are used to enrich the curriculum and included visits to Cardiff, Chester, Blackpool, Liverpool, Kingswood and Foxhowl. All children are encouraged and supported to take part.

Wellbeing continues to be supported and barriers to learning are reduced through staff training and expertise. Collaboration between staff is key.

Ongoing CPD enables staff to develop their skills and knowledge to promote outcomes for the children in our school.

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
TTRS	
Teachermade Pro	
SPAG Monsters	
SPAG.com	
Maths.com	