

Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding over the next three academic years 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	166
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 Reviewed annually
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	Emma Jackson
Pupil premium lead	Emma Jackson Katie Wright
Governor / Trustee lead	Carole Howard

Funding overview

Detail	2025-2026	2026-2027	2027-2028
Pupil premium funding allocation this academic year	£162,105		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£162,105		

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.

Everything we do at Gorsewood Primary School underpins supporting children and their families in the community and the wider world. 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 especially greater depth standard.
4	Limited life experiences for many PP and disadvantaged pupils 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 with disadvantaged children having more time absent from school.
6	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils.

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>Staff to be trained fully in identifying needs and ensuring the support is delivered.</p>	<p>Improved speech and communication – more children achieving SL&C</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>

	Reduction in the number of children requiring personalised speech and language plans as they move through school.
Pupils to have their SEMH needs met so they are happy and have strategies to use in difficult situations.	<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 i.e. 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> <p>Overall attendance in line with National Average. Gap between disadvantaged and others does not widen.</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: £77,500

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. • To access support from Speech and Language specialists and purchase resources. <p>£75,000</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>	2,3,6

<p>To ensure teaching staff have allocated time to access to high quality CPD</p> <p>Staff will attend mastery maths CPD and have access to English CPD through the Literacy Tree and Read, Write, Inc. portal.</p> <p>Mentoring and coaching across school to further develop CPD</p> <p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.</p> <p>Staff CPD in oracy across the curriculum.</p> <p>£2,500</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 https://www.tes.com › news › cpd-most-cost-effective</p> <p>EEF says that supporting high quality teaching is pivotal in improving pupils' outcomes and can narrow the disadvantaged gap. CPD plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Quality CPD provided for all teaching staff, Teaching assistants and Governors. Evidence log and certificate of attendance.</p> <p>EEF 'metacognitive strategies' which gets pupils to think about their own learning can have huge impact.</p>	<p>1,2,3,6</p>
<p>Further development of the curriculum including further developing of planning, feedback and assessment.</p> <p>Time given for Middle leaders develop their expertise in their subjects and share their knowledge across school.</p> <p>Middle leaders will use research informed approach to develop the curriculum and ensure it is accessible for all learners.</p> <p>Middle leaders to use assessment to drive their subject forward and narrow gaps for vulnerable groups.</p> <p>Middle leaders supported by SLT to coach and mentor staff in their curriculum areas.</p>	<p>EEF Research into low-cost high impact strategies. Curriculum knowledge will ensure teaching is stronger.</p> <p>EEF Blog: Three keys to unlocking positive learning behaviours 2021</p> <p>The EEF blog states: A team is built to acknowledge the wide range of expertise needed for success</p>	<p>1,3,4,6</p>

<p>Time for middle leaders to develop their curriculum areas according to key priorities and vision. Also look at data and vulnerable groups including SEND</p> <p>Middle leaders to use research based approach to enrichment in the curriculum.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 33,000

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>CPD for staff - Oracy</p> <p>£6,500</p>	<p>EEF – Early Years Toolkit</p> <p>EEF- Wellcom the complete toolkit</p>	2,3,6
<p>To employ high quality teaching assistants to provide additional support and deliver interventions to support PP pupils across school with writing, phonics, reading and maths.</p> <p>Maths tutor for Y4,5,6 to provide small group and 1 to 1 support.</p> <p>Use of Lexia – online tutoring for reading</p> <p>Use of Maths Whizz, online tutoring for maths</p> <p>£25,000</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> <p>EEF Lexia Core 5 summary- Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable</p>	2.3,6

	them to catch up with their peers.	
To use a range of Online programmes to engage pupils and support their learning. To include TTRS, NUMBOTS, Prodigy, SPAG monster. £1,500	EEF – Using Digital Technology to Improve Learning	3,6

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

Budgeted cost: £81,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance of PP pupils through:</p> <ul style="list-style-type: none"> • Early bird breakfast from 8.30 for free and reduced cost from 7.30am (£1.50 including breakfast) • Daily toast/bagels 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>£8,500</p>	<p>School Food Plan 2013</p> <p>EEF – National breakfast programme</p>	1,5
<p>To improve wellbeing through Thrive CPD for staff including pastoral team and Family Support Worker.</p> <p>Staff to use thrive to evaluate the wellbeing of class and support staff in addressing and re-engage with learning.</p>	EEF - Education Endowment Foundation's focus on evidence	1,3,5,
<p>To purchase additional Educational Psychologist hours.</p> <ul style="list-style-type: none"> • Pupils supported effectively 	EEF – Teaching and Learning Support Kit	1,2

<ul style="list-style-type: none"> • 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>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 • nurture mentor <p>£45,000</p>	<p>EEF – Social and Emotional learning</p> <p>EEF Teaching and Learning Toolkit</p>	1, 5
<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>£1,000</p>	<p>Forest research – Forest schools: impact on young children in Wales and England</p>	1, 4
<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 • Children have opportunity to play instruments and have tutoring from specialist teacher • Promotion of the arts within school and opportunities to perform (plays, in a band, choir) 	<p>EEF – Life skills and enrichment</p> <p>EEF Teaching and Learning Toolkit</p>	4,5

<ul style="list-style-type: none"> • Inspirational visitors invited to school including authors, sports personalities, members of the local community • Fun food chef to teach cooking skills and budget • Opportunities for the Arts including performances at local theatres • Opportunities to compete in sporting events (attendance, health and wellbeing). <p>£20,000</p>		
<p>Support the cost of trips.</p> <ul style="list-style-type: none"> • Plan school trips and outdoor learning to provide pupils with experiences they don't have. Enhance learning and learning opportunities and aspirations. • Children are engaged and ready to learn. • Trips positively impact metacognition and allows children to build schemas from real life experiences. Building Schemas will positively impact attainment in reading and writing. <p>£5,000</p>	<p>Schools Week 2025 - Trips can improve attendance for all pupils.</p>	<p>1,3,4,5</p>
<p>After School Clubs – materials and equipment</p> <ul style="list-style-type: none"> • After school clubs have many benefits for disadvantaged children supporting them emotionally and academically. • Staff will provide free after school clubs for families exploring, nature, science, sports, chess, arts • Clubs will provide an opportunity for all children to achieve both academically and beyond <p>£1,000</p>	<p>https://www.nuffieldfoundation.org/</p> <p>disadvantaged pupils are less likely to participate in activities outside of school</p> <p>Taking part in after school clubs is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment</p> <p>By taking part in out of school activities children could broaden their horizons and learn more about the world. This was seen as</p>	<p>1,3,4,5</p>

	<p>vital in enabling children to be able to participate in learning activity in the classroom in terms of having experiences to talk and write about, and being able to contextualise what they were reading</p> <p>Pupils value school by seeing it as a place of enjoyment and new experiences.</p>	
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Total budgeted cost: £ 192,000

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 following academic years:

2024-2025

2025-2026

2026-2027.

2024-2025 impact statement

Spending during 2024-2025 made a positive impact on disadvantaged children.

Outcomes for 2024-2025

EYFS

Wellcomm screening and strategies has ensured pupils have made good progress with speech and language.

Disadvantaged pupils

57.1% of disadvantaged children achieved GLD. This is down from last year but is cohort specific. 44.4% of non-disadvantaged children achieved GLD.

Disadvantaged children in Gorsewood performed better than national disadvantaged children where 51.4% achieved GLD.

Phonics Year 1

Disadvantaged pupils

93.2% of disadvantaged children in Gorsewood passed their phonics screening. Up from 63% last year.

75% of non disadvantaged children passed.

Disadvantaged children in Gorsewood performed better than their peers nationally where 66.3% passed.

Multiplication check Year 4

Disadvantaged

35% of disadvantaged children achieved 25/25. 24.6% of disadvantaged children nationally scored 25/25.

Disadvantaged children in Gorsewood performed better than their peers nationally.

KS2 SATS

Disadvantaged

Reading Gorsewood EXS: 85% GDS:25%

Reading National EXS: 63% GDS: 215

Maths Gorsewood EXS: 65% GDS: 25%
 Maths National EXS: 60% GDS: 15%
 Writing Gorsewood EXS: 60% GDS: 15%
 Writing National EXS: 59% GDS: 6%

Disadvantaged pupils in Gorsewood performed better than their peers nationally in all subject areas above.

RWM EXS for disadvantaged pupils was 50%. For peers nationally it was 47.4%
 RWM GDS for disadvantaged pupils was 0%. For peers nationally it was 3.6%

SEMH

Pupils wellbeing is supported and children are aware of how they can access support. Nurture is successful and other interventions and support such as school counsellor, ELSA and THRIVE have all supported pupil wellbeing and mental health.

There has been a reduction in suspensions.

There has been a reduction in playtime behaviour incidents

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.

Attendance	National Distribution Banding	
	All pupils	FSM6
2024/2025	Close to average	Above average
2023/2024	Close to average	Above average
2022/2023	Close to average	Close to average
2018/2019	Below average	Below average
Persistent Absence	National Distribution Banding	
	All pupils	FSM6
2024/2025	Close to average	Below average (sig)
2023/2024	Close to average	Below average (sig)
2022/2023	Close to average	Below
2018/2019	Above average (sig)	Above average (sig)

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 is well established and all classes benefit from this wonderful area of school. Equipment has been replaced and we will continue to develop this area of school to enhance it further.

Music and drama continues for all pupils. All pupils in KS2 learn how to play an instrument. Opportunities to perform have increased this year with performances at theatres and at other exciting venues. We have also had Taiko drumming for Year 5 pupils, magic lessons for Year 4 and chess lessons for Year 3.

Visitors and visits are used to enrich the curriculum and included visits to Llandudno, Norton Priory, Edinburgh, Chester, Blackpool, Liverpool, CHET, 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. School is committed to embedding the THRIVE approach. Staff are completing training.

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	
MathWhizz	
Lexia	