

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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:	Gorsey Bank Primary School
Number of pupils in school:	411
Proportion (%) of pupil premium eligible pupils:	3%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	J Maguire, Head of School
Pupil premium lead	Faith Watkins, Assistant Head of School
Governor / Trustee lead	Julie Lawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,450

Part A: Pupil premium strategy plan

Statement of intent

Our vision is **for everyone**, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<i>Lost learning and missed essential knowledge as a response to the pandemic</i>
2	<i>Retention of key facts and knowledge</i>
3	<i>Early Reading and Phonics and development of this into Reading for Pleasure</i>
4	<i>Specific academic needs and academic confidence</i>
5	<i>Personal, social and emotional needs</i>
6	<i>Communication and engagement with parents, including access to technology (if remote learning)</i>
7	Attendance and the resultant impact on pupils academic progress and personal and social development

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>Attainment of disadvantaged pupils will be equivalent, or greater than that of their peers with similar starting points</p> <ul style="list-style-type: none"> Disadvantaged pupils will be making at least good progress from their respective starting points. Disadvantaged pupils will be working at age-related expectations (at least) by the end of each key stage in Reading, Writing and Maths. Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in End of Key Stage Assessments 	<ul style="list-style-type: none"> Class Teachers will provide QFT strategies Professional Learning schedule to prioritise aspects of SDP including staff training in relevant aspects of T&L Summative assessments to be administered once a term Pupil progress to be analysed and discussed through Pupil Progress Review Meetings termly Subject Leaders will monitor pupil outcomes (through observations and book moderations) <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> In-year assessment data using ARE tracker for all year groups Summative tests (E.g. NFER) administered in Autumn, Spring and Summer End of year ARE trackers ELG/PSC/MTC/End of Key Stage assessment outcomes in relevant year groups
<p>Disadvantaged pupils will be provided with targeted support based on specific academic needs, including any identified areas of learning lost as a response of the pandemic and previous learning done remotely. This will result in retention of key facts and knowledge enabling disadvantaged pupils to make progress across the curriculum.</p> <ul style="list-style-type: none"> Class teachers prioritise the needs of disadvantaged pupils in academic capacities, resulting in the positive development of the 'whole child' Class teacher, year group team and wider team including specialist teaching staff provide targeted support to ensure potential family economic or social disadvantage do not limit the child from demonstrating their true potential in academic situations Adult intervention is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstances Pupils feel confident and able to participate in all aspects of school life in a way that they feel is the same as their peer group 	<ul style="list-style-type: none"> Class Teachers will administer academic interventions to target specific academic needs Class Teachers will analyse summative assessments and, alongside, SLT will discuss next steps in regards to targeted support including interventions Class Teachers will provide interventions at least twice a week LSAs will Formative assessments to feature within daily timetable across curriculum areas to assessment retention of key facts and knowledge SLs identify areas of missed learning and communicate with CTs to amend MTPs and ensure essential knowledge is covered <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> In-year assessment data using ARE tracker for all year groups In-year monitoring (observations and pupil outcomes) including specific focus on disadvantaged pupils' outcomes Entry and exit information for any adult-led intervention using quantitative and qualitative data, including pupil voice

	<ul style="list-style-type: none"> • Summative assessments (E.g. NFER) administered in Autumn, Spring and Summer • End of year ARE trackers • ELG/PSC/MTC/End of Key Stage assessment outcomes in relevant year groups
<p>Disadvantaged pupils will be confident and successful learners who are aware and comfortable with their strengths and targets for development</p> <ul style="list-style-type: none"> • Pupils demonstrate positive attitudes towards learning, presenting outcomes neatly and valuing resources and personal belongings • Pupils respond well to marking and feedback, both written and verbal • Pupils are set challenging expectations in all subjects and are encouraged to meet, or exceed, at least age-related expectations (where appropriate), exuding an increasing sense of confidence and pride in their abilities 	<ul style="list-style-type: none"> • Class Teachers will ensure pupils understand strengths and targets and encourage and support in progressing learning forward • Class Teachers will clearly communicate strengths and next steps with parents/carers and identify extra support that is available • Pupils will take pride in their learning and demonstrate organised and respectful attitudes towards this and outcomes associated • Pupils will regularly reflect on marking and feedback (including peer) and be able to identify strengths and next steps in their work across a range of subjects • Pupils are confident in demonstrating their potential and remaining resilient in the face of increasing levels of challenge <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • Targeted monitoring of pupil outcomes through observations of pupils in sessions and book moderations • Pupil voice relating to attitudes towards learning • Adult observations and knowledge of the children, alongside parent/carer views
<p>Disadvantaged Pupils will make good progress in Early Reading and Phonics which will support and develop our culture of Reading for Pleasure</p>	<ul style="list-style-type: none"> • Teachers to use ARC sessions to develop expertise in teaching of early reading • Reading Lead will support the teaching or reading and early phonics across school • Phonics Lead will support whole school teaching of phonics
<p>Targeted support, based on pastoral needs, provides personal, social and emotional guidance for disadvantaged pupils to enable them to feel confident within themselves allowing them to focus and progress academically</p> <ul style="list-style-type: none"> • Disadvantaged pupils' personal, social and emotional needs are met through pastoral support – this is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstance • Targeted support to ensure potential family economic or social disadvantage do not limit the pupils from demonstrating their full potential in social situations 	<ul style="list-style-type: none"> • Teachers review pastoral needs and progress within core subjects with SLT each term (PPR meetings and additional PP meetings) – updating pupil profile as part of this • Pupil voice is captured through adult-led interventions and reflect a positive experience from the perspective of the child • Pupils are seen to be confidently participating in academic and social situations within and across all aspects of school life • Parent views relating to their child's academic and pastoral development are positive and are shared with class

<ul style="list-style-type: none"> • The pastoral needs of disadvantaged pupils are targeted to ensure development of 'whole child' and are happy at school • Disadvantaged pupils feel confident, and are supported, in participated in all aspects of school life in a way that is no different to non-disadvantaged peers 	<p>teachers through verbal and written means of communication (e.g. pupil profiles, Parents' Evening, Home Learning, Reading Record books and as part of more informal exchanges at the beginning / end of the school day)</p> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year monitoring documents (e.g. ARE Tracker, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice • Entry and exit information for any adult-led intervention using quantitative and qualitative data (including pupil voice) • Adult observations and knowledge of the children, alongside parent/carer views
<p>Communication with disadvantaged pupils' parents and carers will support provision offered in school</p>	<ul style="list-style-type: none"> • Disadvantaged pupil reviews to be done 3x per year • Children to have an input into their one-page profiles to ensure support it tailored to their needs • Parents to have an input into one – page profiles to ensure

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

Budgeted cost: £3k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Learning allowing for studying of theories with direct links to <i>implications for the classroom</i> (Action Research Community – ARC)	The most effective teachers ensured that students efficiently acquired, rehearsed, and connected knowledge. Many went on to hands-on activities, but always after, not before, the basic material was learned. Rosenshine’s Principle in Action	1, 2 and 4
Professional Learning enabling staff to become <i>experts in teaching reading</i> (Action Research Community – ARC)	Reading Framework 2021 EEF Improving Literacy Closing the Reading Gap – Alex Quigley	1, 2 and 4
Professional Learning to develop staff expertise in <i>inclusion focusing on anti-racism</i> (Action Research Community – ARC)	We wish we knew what to say – Pragya Agarwal	4 and 5
Professional Learning to develop staff expertise in <i>delivering a curriculum led by knowledge and social justice</i> (Action Research Community – ARC)	The Curriculum – Mary Myatt	1 and 2
Developing vocabulary – Subject Leads to identify tier 2 and tier 3 words relevant for subject	Vocabulary knowledge is a predictor of achievement and is often related to socio-economic status (CTRG, 2019) EEF’s Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, most recently, Preparing for Literacy)	1, 2 and 4
Subject Leads to develop Knowledge Organisers and teaching and learning sequences (including regular low stakes testing and time for retrieval)	Short, regular tests can increase long-term memory of key facts and of using self-testing to achieve the same ends.	1, 2 and 4
Professional Learning - Developing Oracy across the curriculum by	Oracy Framework (Voice 21)	3, 4 and 5

developing our staff as experts of talk		
Disadvantaged pupils receive targeted support for both their academic and pastoral needs	Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'. Utilising the skills and expertise of our Pastoral Manager will be used to identify appropriate and targeted support for disadvantaged pupils	4 and 5
Pupil Progress Review Meetings	<p>The progress that pupils make between different half-terms generally diminishes through the year, this is particularly true for younger pupils;</p> <p>The largest increases are seen between the first and second halves of the autumn term, these are typically three times the size of the increases seen between the two halves of the summer term;</p> <p>The smallest increases are seen between the second half of the summer term and the subsequent autumn term. In fact, in mathematics we see a small fall in outcomes between these two points.</p> <p>(Understanding progress in 2020/21 academic year DoE Jan 2021)</p>	1 and 4
Subject monitoring	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice	1
QFT Strategies	Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'	2 and 4
Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum	On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves	3
ECTs	Ambition Institute ECT Programme Laurus Trust in house induction	3
Specialist teacher of Reading	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	1

Targeted academic support

Budgeted cost: £6k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupil progress by considering individual needs - Class teacher led interventions (including 'Home Learning Club' where needed)	DfE Report (Nov 2015) cites 'paired or small group additional teaching' as having a positive impact on progress of PP pupils	1 and 4
Needs of pupils are known and matched to support	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice	4
FFT Lightning Squad	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. (The Educational Specialists TES)	1, 3 and 4
Nuffield Early Language Intervention (NELI)	<ul style="list-style-type: none"> Children receiving the NELI programme made the equivalent of 3 additional months' progress in language. The trial involved 1,156 pupils in 193 schools. This result has a very high security rating: 5 out of 5 on the EEF padlock scale. <p>(Nuffield Foundation, Nov 2019)</p>	1, 3 and 4
Book in a Box – encouraging reading for pleasure	The 2016 Progress in International Reading Literacy Study (PIRLS) assessment showed that the year 5 pupils in the survey who liked reading the most scored, on average, 45 points more than those who said they did not like reading	1, 3 and 4
Pastoral Support - The 'whole child' is developed alongside academic progress being made	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support' – this will be done by utilising the skills and expertise of our Pastoral Manager who will identify appropriate and targeted support for disadvantaged pupils	5
Dyslexia Interventions	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap	4

	between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. (EEF Toolkit, March 2020)	
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Wider strategies

Budgeted cost: £6k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent/Carer views taken into consideration on Pupil Profiles	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school.	6
Parent workshops	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF, July 2021)	6
Enrichment Curriculum	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. (EEF)	5 and 6
Class Teachers have more ownership and are more accountable for progress of Disadvantaged pupils	As the adults in school who know the pupils the best, we believe Class Teachers should have an input into how the funding is spent	4 and 5
All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success	Andy Cope's work in 'Positive Psychology' challenges generalisations and draws attention to potential distraction and distortion of the view(s) that teachers may develop towards individuals/groups within their class/cohort. Use this research to shift towards a culture of optimism and positivity towards challenging aspects of the role of a teacher and those pupils that may find learning difficult as a result of their academic, pastoral or economic background	4 and 5

Total budgeted cost: £15k

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 2020 to 2021 academic year. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the full degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and emergency childcare. All teaching and learning mirrored that of the classroom and our priority was to maintain consistency and routine during the period of closure.

A disproportionately high number of our Disadvantaged pupils attended school during the last lockdown and attendance outside of this remained very high for most of the group. Attendance continues to be a challenge for a smaller number of pupils however, hence this being a focus of the current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Activity	Impact
Professional Learning - Closing the Vocabulary Gap	Developing all staff's awareness of importance of vocabulary
Remote Education – including those eligible for on-site education Disadvantaged pupils received targeted support for both their academic and pastoral needs	High-quality remote provision (including daily live lessons for Maths, English, Reading/Phonics and Foundation sessions) to replicate the 'typical school day'. Small group teaching and ability to 'stay on a call' enabled Class Teachers to continue to provide support and challenge. Regular pastoral check-ins with Class Teacher and Pastoral Manager helped to support our pupils in adapting to the situation Pupils in school during closure were supported by Class Teachers and LSAs in both accessing live lessons and securing key knowledge across the curriculum.

	Online platforms (such as TT Rockstars and Spelling Shed) were utilised to support learning
Improved metacognition and self-regulation in teaching and learning activities	Work has been done on developing staff attitudes towards writing and inspiring this within pupils (with a particular focus on audience and purpose) – this continued through remote provision and more input given to staff on returning to full opening in Spring term. Work has been done on encouraging pupils to reflect on their learning through using knowledge organisers to summarise and explain different concepts within different subject areas.
Pupils retain taught facts and can apply these through retrieval practice	Review of Learning and daily arithmetic ‘tests’ continued through remote provision and was used to regularly identify gaps in learning. ‘Low-stakes testing’ has been used across other curriculum areas as a way of assessing whether key facts from previous learning has been retained, this enables class teachers to plan next steps and address ‘lost learning’ more effectively to support progress across the curriculum
Baseline Assessments provided opportunity for Class Teachers and SLT to identify areas of lost learning and adapt curriculum appropriately	Teachers were able to adapt their teaching based on the needs of the children. Interventions were based on need and over learning was prioritised to ensure fluency in all areas of the curriculum.
Reading Lead appointed to work on embedding the ‘Reading for Pleasure’ culture and developing expert teaching of reading.	Through partial closure – reading challenge and online author visits were arranged to ensure reading for pleasure continued to be at the forefront
Support pupil progress by considering individual needs and supporting these through a range of tailored small-group interventions	PP-specific tracking document used to summarise and track pupils. PP pupils discussed as part of Pupil Progress Review meetings resulting in interventions being adapted to suit needs. The regularity and reduced number of individuals in small group interventions had a positive impact on individual’s progress towards reaching/exceeding age-related expectations in core 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
Lightning Squad	Fischer Family Trust
Office 365	Microsoft
NELI	Nuffield Foundation
Nessy	British Dyslexia Association
Spelling Shed	EdShed
TT Rockstars	Maths Circle
Wellcomm	GL Assessment