

Pupil premium strategy statement



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:	Gorsey Bank Primary School
Number of pupils in school:	415
Proportion (%) of pupil premium eligible pupils:	4%
Academic year/years that our current pupil premium strategy plan covers	2022-23 to 2023-24
Date this statement was published	September 2022
Date on which it will be reviewed	December 2023
Statement authorised by	J Maguire, Head of School
Pupil premium lead	Faith Bell, 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 through a range of assessment practices:

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</i>
7	<i>Attendance and the resultant impact on pupil's academic progress and personal and social development</i>

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 • Parental Engagement Strategy

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
White Rose Maths (Pre teaching)	Rosenshine suggests that the best teachers are those that recognise and overcome the limitations of their students' cognitive load by teaching material in small steps. These teachers adopt this sequential learning approach to ensure that their students have mastered a concept before moving onto the next step. (Rosenshine's Principles of Instruction)	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
National Tutoring Programme	<p>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2 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 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)	4

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
Parental Engagement Strategy	Approaches that focus on developing parents own skills, for example by providing structured training, can have a moderate positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains. (EEF)	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	Andy Cope's work in 'Positive Psychology' challenges generalisations and draws attention to potential distraction and	4 and 5

positively discriminate towards their potential success	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	
Vulnerable Pupil List	<p>There is no commonly used definition of childhood vulnerability (3). A child can be vulnerable to risks and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment.</p> <p>Some vulnerable children may also have adverse childhood experiences. These are a specific set of childhood experiences associated with negative outcomes in later life. Like other factors which make children more vulnerable, they do not inevitably lead to poorer outcomes, but their presence increases the risk of this happening. (No child left behind DfE)</p>	5
Welfare Assistant - Attendance	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE 2022)	5 and 7
SEMH specialist (Interventions)	Early intervention means identifying and providing effective early support to children and young people who are at risk of poor outcomes. Staff training is an essential starting point as we need to equip our school staff with high quality mental health training to notice pupils presenting challenges and poor mental health. (Anna Freud NCCF)	5

Total budgeted cost: £15k

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes of Pupil Premium children at Gorseley Bank continue to be strong. This is supported by a structured approach to intervention planning and other targeted support, underpinned by the time spent by senior leaders in evaluating this and analysing a range of pupil data.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year, potentially due to the lasting impact of the Covid-19 pandemic and school closures. 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
Inclusion Conference – INSET	Developing all staff's awareness of strategies to support disadvantaged children and supporting them in understanding the Pupil Premium Strategy and how the funding is used across school.
Improved metacognition and self-regulation in teaching and learning activities	Work has been done on encouraging pupils to reflect on their learning through using knowledge organisers to summarise and explain different concepts within 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.	Assessment data: 60% of the pupil premium children in Key Stage 2 achieved EXS 100% of Pupil Premium children in our Y6 cohort achieved the Expected Standard and 50% achieved the Higher Standard in their Reading SATs paper.
Support pupil progress by considering individual needs and supporting	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.

these through a range of tailored small-group interventions	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.
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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
National Tutoring Programme	The Department of Education
White Rose Maths	Maths Hub