

Gorsemoor Primary - Pupil Premium Evaluation of 2021 – 2022 and Strategy for 2022-2025

Date Published: September 2022					
Date Reviewed:					
Statement Authorised by: Governing Board of Gorsemoor Primary School					
Pupil Premium Lead: Mrs Hayley Porter (Inclusion Lead)					
Governor Lead:					
School	Gorsemoor Primary School				
Academic Year Review	2021-2022	Academic Year Strategy	2022-2025		
Total number of pupils	470	Total number of pupils	440		
% of eligible PP pupils	16.38% (77)	% of eligible PP pupils	17.72% (78)		
PP Income 2021 - 2022	£88670	PP Brought Forward 2022 - 2023	£27732	PP Income 2022 - 2023	£85130

1. Current attainment (figures from 2022 as not national assessment data available from 2019 or 2020)		
	<i>Pupils eligible for PP (Gorsemoor)</i>	<i>Pupils not eligible for PP (School data)</i>
% achieving expected standard or above in reading, writing & maths KS2	12 children eligible 66%	79% (66%)
% making expected progress in reading (as measured in the school) KS2	100%	81%
% making expected progress in writing (as measured in the school)	100%	85%
% making expected progress in mathematics (as measured in the school)	100%	93%

2. Number of PP pupils per year group - out of 77						
<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
7	14	13	17	11	14	1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	

A.	Poor communication and language skills (Reception and Y1)	
B.	Pupil anxiety; self-esteem, self-image, loss of confidence, motivation and socialisation (some linked to school closures due to COVID)	
C.	Poor attainment and progress across the maths curriculum in both KS1 and KS2	
External barriers (<i>issues which also require action outside school</i>)		
D.	Low attendance (low amount - but specific pupils)	
E.	Beginning of day stability (specific pupils)	
F.	Effects of low parental income: uniform acquisition, extended school provision (clubs), educational and residential trips	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Reception: Good pupil progress through the year and attainment in the Summer against ELGs (C&L); KS1: accelerated or expected progress in phonics phases (year2 retake of phonics assessment).	Attaining age related ELGs, expected phonics attainment, embedded welcomm provision by EYFS and KS1 teaching assistants and embedded SALT Provision KS1 to KS2.
B	Achievement and completion of pastoral programmes – ‘signed off’ by Inclusion Leader. Reduction in occurrences of anxious behaviour as monitored on the PupilAsset behaviour log and through progress on Boxall Profiles and YESS programme	Pastoral support reduces symptoms of and external occurrences of anxiety in lessons
B	Achievement and engagement with sports activities to develop self-confidence, physical and mental health, team building and social interactions. Monitored by sports coaches and Boxall Profiles.	Social support reduces symptoms of anxiety, low self-esteem, poor mental health
C	Good pupil progress through the year and attainment termly.	Attaining at least expected progress across year in all areas of the math curriculum.
D	Measured by daily improvement in attendance – use of breakfast club/after school clubs ensures pupils are in school on time for the school registers. Families supported by Inclusion Lead so that families are supported with routines and behavior.	Regular attendance for specific pupils ensures they are inschool, ready to learn and start the day at a sensible time
D	Attendance at breakfast club ensures the specific pupils who take time to settle in the morning have already had time in school and instances of behaviour are reduced	Pupils are engaged in their lessons from the beginning of the day
E	Pupils are provided with the school resources and the school provides financial support for trips, clubs and tuition	Inclusion of all pupils premium pupils in extended school and extra-curricular offers
F	Weekly access to outdoor learning in order to practice open ended problem solving and raise self-confidence outside the classroom environment	Improved engagement in activities, positive responses from PP pupils with specific regards to Forest Schools
5. Planned expenditure (desired outcome finalised in Autumn 2022, costs updated in line with 2022-2023 PP Grant)		
	Academic year	2022-2023

The three headings below, i. Quality Teaching for All, ii. Targeted Support and iii. Other Approaches, enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy and practice, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Barrier	Desired outcome	Chosen action /approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and what evidence will you gather?	Staff lead	When will you review implementation?
F	Subject leaders are monitoring the curriculum mapping, planning and delivery of high quality teaching, which is leading to pupil progress	<p>Subject leaders have set subject leadership time to monitor and assess</p> <p>Pupil interviews are completed each term</p> <p>Subject leaders fulfil requirement in the roles and responsibilities document.</p> <p>Now Press Play</p> <p>Reading eggs</p>	<p>Distributed leadership and oversight of subjects across the staff body ensures monitoring is covered for all subjects and not only by SLT</p> <p>EEF Guidance Report Putting Evidence to Work - A School's Guide to Implementation Recommendation 2</p> <p><i>Create a leadership environment and school climate that is conducive to good implementation.</i></p> <ul style="list-style-type: none"> - <i>Set the stage for implementation through school policies, routines, and practices.</i> - <i>Identify and cultivate leaders of implementation throughout the school.</i> - <i>Build leadership capacity through implementation teams.</i> 	<p>Subject leaders will complete a subject response plan, the plan will have SMART targets, which will be evaluated by SLT/ Governors.</p> <p>Improving middle/subject leaderships linked to the School Improvement and Development Plan.</p> <p>The response plans are part of the performance management cycle and will be reviewed through this process.</p> <p>Subject leaders will attend termly progress meetings with SLT, be monitored by Governors and subject leaders will make presentations to governors</p> <p>External audit of curriculum and subject leadership.</p>	Co-head / AHT	<p>Throughout the year in staff meetings when subject leaders implement their response plans.</p> <p>In mid-year performance management reviews and termly subject leader meetings.</p> <p>Through learning walks and lesson observations.</p>
F	Embed evidence led teaching practices	Using non-observations, instructional coaching, peer support and team teaching	<p>To enhance quality first teaching</p> <p>To provide quality CPD for a majority of teachers early in their careers</p> <p>CPD based on the three recommendations of the EEF Guidance</p>	<p>Addressing areas for improvement in staff INSETs/Twilight and through performance management</p> <p>A rigorous timetable of actions, with clear reflection and evaluation points.</p> <p>Through peer observations</p>	Co-head / AHT	<p>Ongoing through monitoring learning walks</p> <p>Directed teacher time</p>

			<p>Report on Effective Professional Development</p> <p><i>Recommendation.1. When designing and selecting professional development, focus on the mechanisms.</i></p> <p><i>Recommendation.2. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i></p> <p><i>Recommendation.3. Implement professional development programmes with care, taking into consideration the context and needs of the school</i></p>			
C	To develop staff pedagogy to ensure pupils can access and progress across maths curriculum	Maths Mastery CPD	Developing manageable goals and experiencing mastery by achieving them is motivating and helps to develop self-efficacy (Bandura, 1997). There has been a considerable focus on self-efficacy in maths showing that performance, for example in problem-solving, is strongly influenced by self-efficacy because the individual's beliefs affect the way they use their existing knowledge and skills (Michaelides, 2008 ; Pajares & Kranzler, 1995).	Subject leader monitoring. Book scrutiny's. Learning walks, Data monitoring. Staff CPD.	AHTs	Termly
Quality of teaching for all budgeted cost						£10056.90
ii. Targeted support						
Barrier	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and what evidence will you gather?	Staff lead	When will you review implementation?

<p>B</p>	<p>Pupils accessing Pastoral support have a baseline assessment to provide a profile to measure progress by and creating specific learning plans for targeted pastoral support</p>	<p>Boxall Profile</p>	<p>To provide a tool to assess pupil's SEMH developments and the effectiveness of Pastoral Support Research Evidence: EEF Toolkit - Social and Emotional Learning - Moderate Impact for low cost <i>"SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment."</i></p>	<ul style="list-style-type: none"> • Inclusion identified as lead practitioner for Boxall Profile • Inclusion Lead provides records of progress and communicates with class teachers and TAs to provide updates • Re-profiling with Boxall shows evidence of impact of pastoral support • Headteacher to liaise with Inclusion Leader to ensure all pupils identified for support have a Boxall Profile 	<p>Inclusion Lead</p>	<p>Through termly reports from the Inclusion Lead and SLT meetings</p>
<p>B</p>	<p>To provide well-being support for all pupils needing support for anxiety, self-negation or other barriers to learning and self-esteem.</p>	<p>Family Support Worker</p> <p>Forest School staff and environment</p> <p>YESS Therapy</p> <p>Zen dens in each class</p> <p>Regulation hub</p> <p>Sports Active</p>	<p>Boxall profiling has identified pupils for pastoral/nurture support. Parental request for pupils to receive pastoral support An 'in-house' pastoral support which can provide professional feedback for class teachers, which can inform teacher practice Research Evidence - as above</p> <p>Research evidence: Please see below**</p>	<ul style="list-style-type: none"> • Identify any CPD needed for the Family Support worker to support specific barriers to learning (e.g. anxious children, bereavement, family separation) • Half Termly reports from the Family Support Worker directly to the Headteacher • Pupil entitlement Lead to deliver whole school training on Character Education, mental health and well-being and whole school events • SENDCO to deliver whole school support, bespoke to individuals and classes. • SENDCO and Family support worker to deliver parent workshops to support areas such as; well-being, behaviour, deprivation • Forest School sessions delivered weekly to support well-being and mental health • PE sessions delivered by external professionals to improve health and well-being – observations and lesson outcomes 	<p>Inclusion lead, Pupil Entitlement lead/Forest School Lead</p>	<p>End of Year review</p>

<p>A</p> <p>A</p>	<p>Using WELCOMM to identify communication and language objectives to help EYFS and KS1 pupils make good progress</p> <p>SALT Lead to deliver 1:1 SALT sessions to identified pupils.</p>	<p>WELCOMM</p> <p>SALT Lead</p>	<p>Baseline assessment from EYFS in communication and language identifying greater gaps than usual and phonics in KS1</p> <p>Research Evidence: Oral Language Interventions - very high impact for very low cost based on extensive evidence "The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language."</p>	<ul style="list-style-type: none"> • Pupils assessed and provided with intervention • SALT training for all EYFS/KS1 TAs • A WELCOMM lead will be appointed to provide support for other TAs <ul style="list-style-type: none"> • SALT Lead protected time to deliver 1:1 sessions and staff support 	<p>Stacey Jukes</p> <p>Natasha Bull</p>	<p>End of Year - summative assessments and Reception ELG</p>
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targeted support budgeted cost

£39978

iii. Other approaches

Barrier	Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and what evidence will you gather?	Staff lead	When will you review implementation ?
<p>D,E</p> <p>B</p>	<p>To provide a nurturing, calm and healthy start to the school day.</p> <p>To provide well-being support for pupils, including building relationships, social interaction support and anxiety</p>	<p>After School and Breakfast Club</p>	<p>Research Evidence: Breakfast clubs found to boost primary pupils' reading, writing and maths results EEF Effectiveness Trials 'a free and nutritious meal before school can boost their reading, writing, and maths results by an average of two months' additional progress... Breakfast club schools also saw an improvement in pupil behaviour.</p> <p>Research Evidence: play leader</p>	<ul style="list-style-type: none"> • Attendance of BC and ASC by PP pupils • Participation in lessons and readiness to learn • SLT to regularly monitor attendance <ul style="list-style-type: none"> • Monitoring of lunchtime incidence • Boxall profile outcomes monitoring 	<p>Co-head/AH T/Inclusion lead/ Family and Multiagency Liaison Officer</p>	<p>Termly</p>

E	Financial support for parents and pupils	Ensuring access to uniform, extended provision, trips and residential trips.	To ensure inclusion for pupils whose families are in financial hardship	<ul style="list-style-type: none"> Proactively offering support to parents for uniform, clubs, trips and tuition 	Inclusion Lead Finance admin	Trip support
A,B	All pupils to have weekly access to outdoor learning in order to practice open ended problem solving and raise self-confidence outside the classroom environment	A weekly forest school session led by an experienced practitioner	<p>**Research Evidence: Do Forest Schools increase young people's self-confidence and self-esteem?</p> <p>EEF Toolkit 2018: 'On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggest that the impact is greater for more vulnerable students.'</p> <p>More recent EEF research Education Endowment Foundation Outdoor Adventure Learning "While the studies that do exist show positive impacts, the limited evidence base means that an impact in months progress is not communicated. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes."</p>	<ul style="list-style-type: none"> Observations on Tapestry to show progress against ELGs General feedback from EYFS staff on the engagement of pupils compared to engagement in the classroom Governor Monitoring (gather comments) Forest School Leader to survey parents on pupil voice/impact of Forest School Provision 		Through subject leader meetings with SLT
Other Approaches Budgeted cost						£61599
Total budgeted cost						£111633.90
PP Income 2022-2023						£132142
Difference						£20508.10

6. Review of expenditure

Previous Academic Year

2021-2022**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Lessons learned	Staff Lead	Cost
Subject leaders are monitoring the curriculum mapping, planning and delivery of high quality teaching, which is leading to pupil progress	<p>Subject leaders have set subject leadership time to monitor and assess</p> <p>Pupil interviews are completed each term</p> <p>Subject leaders fulfil requirement in the subject leader handbook</p>	<p>All subject leaders completed actions plans</p> <p>All subject policies</p> <p>All subject leaders carried out subject monitoring</p> <p>Subject Leader meetings with the Headteacher to evaluate actions plans</p>	Co-Head/Subject Leaders	<p>N/A Throughout the year in staff meetings when subject leaders implement their action plans.</p> <p>N/A In mid-year performance management reviews and termly subject leader meetings.</p> <p>N/A Through learning walks and lesson observations.</p> <p>Weekly cover for subject leader time</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Lessons learned	Staff Lead	Cost
Pupils accessing Pastoral support have a baseline assessment to provide a profile and specific learning plans for pastoral support	Boxall Profile	<ul style="list-style-type: none"> Having a SENDco lead for Boxall Profiles ensured oversight and accountability Pastoral Leader able to focus support on specific areas of SEMH identified by a Boxall Profile 	Inclusion Lead -Pastoral Lead	<p>Boxall Profile</p> <p>Family and Multiagency Liaison Officer</p>

To provide well-being support for all pupils needing support for anxiety, self-negation or other barriers to learning and self-esteem.	Pastoral Support Worker	<ul style="list-style-type: none"> Identify any CPD needed for the Pastoral support worker to support specific barriers to learning (e.g. anxious children, bereavement, family separation) - from SEND Core Consultation meeting EMotional Literacy Support identified as an intervention. Resources and training purchased. Termly reports have been provided by the Pastoral Worker directly to the Headteacher 	Inclusion Lead	Inclusion Lead Time
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Other approaches

Desired outcome	Chosen action/approach	Lessons learned	Staff Lead	Cost
Pupils attendance improves to allow all children to access the full education experience.	After School and Breakfast Clubs	<ul style="list-style-type: none"> All families accepted the invite to Breakfast Club Incidents of lateness reduced - one pupil stopped coming to Breakfast Club and lateness increased again - consider how to ensure 'invited' pupils continue to attend Breakfast Club <p>Specific pupils with early morning settling in routines improved by attending breakfast club - comments provided by class teacher and reduction in behaviour incidents</p>	Inclusion Lead	Breakfast club support
Financial support for parents and pupils	Ensuring access to uniform, extended provision, trips and residential trips.	<ul style="list-style-type: none"> Positive comments from parents - specifically one parent with a CiN - that the support for uniform, wrap around care and trip costs has been very helpful Proactively informing disadvantaged families has meant the budget has had to be increased for this outcome 	School admin and Finance admin	Pastoral support to families
All pupils to have weekly access to outdoor learning in order to practice open ended problem solving and raise self-confidence outside the classroom environment	A weekly forest school session led by an experienced practitioner	<ul style="list-style-type: none"> Observations on Tapestry show progress against ELGs - consider, how will observations be made, used towards ELGs in the new EYFS framework/approach of recording observations/progress Positive feedback from EYFS staff on the engagement of pupils compared to engagement in the classroom Positive feedback from parents about pupils enjoyment and enthusiasm for Forest School consider how to record/gather evidence of comments - especially from disadvantaged pupils 	V Webb	Forest School Leader
Total Expenditure				£60938
Projected PP Income 2020-2021				£88670
Difference				£27732