



Pupil Premium Strategy Statement

2020-2021

Gorsemoor Primary School

1. Summary information					
School	Gorsemoor Primary School, Heath Hayes				
Statement authorised by:	Mrs Costello and Mrs Lees	Pupil premium Lead	Mrs Deeley	Governor Lead	Mr Preece
Academic Year	2020/2021	Total PP budget *Subject to claw back following school Census		Date of most recent PP Review	July 2020
Total number of pupils – Reception to Year 6	499	Number of pupils eligible for PP/Ever 6	57 (11.4%)	Date for next internal review of this strategy	October 2020
		PP+ (Service children and LAC/Adopted)	10 (2%)		
Pupil Premium Allocation 2020/2021	£70, 870	Adopted from Care/LAC	£14,070		

In the report, I discuss year groups by their cohort designation:

In September 2020	Cohort
Nursery	2028
Reception	2027
Year One	2026
Year Two	2025
Year Three	2024
Year 4	2023
Year 5	2022
Year 6	2021

2. Current Attainment								
Whole Cohort 58 pupils	End of Key Stage 1 2016				End of Key Stage 2 2020			
	WB	WTS	EXS +	GD	WB	WTS	EXS +	GD
Reading	2 3.45%	20 34.48%	36 62.07%	12 20.69%		5 8.62%	53 91.38%	14 24.14%
Writing	1 1.72%	37 63.79%	20 34.48%	2 3.45%		9 15.52%	49 84.48%	6 10.34%
Grammar, Punctuation and Spelling						10 17.24%	48 82.76%	9 15.52%
Maths	1 1.72%	28 48.28%	29 50%	2 3.45%		10 17.24%	48 82.76%	14 24.14%
Combined			19 32.76%	0			45 77.59%	4 6.90%

Pupil Premium 6 pupils	End of Key Stage 1 2016				End of Key Stage 2 2020			
	WB	WTS	EXS +	GD	WB	WTS	EXS +	GD
Reading		3 50%	3 50%				5 83.33%	1 16.67%
Writing		6 100%					6 100%	0
Grammar, Punctuation and Spelling							6 100%	0
Maths		5 83.33%	1 16.67%				5 83.33%	1 16.67%
Combined			0 0%				6 100%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Data shows tha Pupil Premium pupils are underperforming their non Pupil premium peers in reading in all year groups, other than the the 2024 cohort, and significantly in cohorts 2025, 2022 and 2021.
B.	Following on from last academic year, all areas of English were identified as whole school issues. For Pupil Premium pupils, this will continue for this academic year, with the focus being: writing, spelling and handwriting.
C.	Data shows that Pupil Premium pupils are underperforming their non Pupil Premium peers in Mathematics. Basic mathematical skills need to be targeted.
Additional Barriers <i>(including issues which is also require action)</i>	
D.	Emotional and Mental health support
E.	Persistent absence and lateness of pupils eligible for Free School Meals.
4. Desired outcomes <i>(Desired outcomes and how they will</i>	Success criteria
To improve the attainment of Pupil Premium Pupils in the area of reading in all year groups, with particular focus on the 2025 cohort Year 2 in September 2020	<ul style="list-style-type: none"> • Pupil Premium pupils make accelerated progress by July 2021 • An increase in the number of Pupil Premium pupils achieving Age Related Expectations (ARE) in all year groups in reading.. • 1:1 provision provided for targeted Pupil Premium pupils in Phase 1 • Pupil Premium Teaching Assistant to focus 2 afternoons a week in 20205 cohort.

<p>A.</p>	<p>To improve the attainment of Pupil Premium Pupils in the area of writing in all year groups, with particular focus on the 2025 cohort Year 2 in September 2020</p> <p>To improve the Spelling attainment of those pupils identified as working below ARE in assessments.</p> <p>Following initial assessment in September 2020, to improve the handwriting of Pupil Premium pupils identified.</p>	<ul style="list-style-type: none"> • Pupil Premium pupils will make accelerated progress by July 2021 • An increase in the number of Pupil Premium pupils achieving ARE in writing. • An increase in the spelling ability of Pupil Premium pupils, leading to more pupils with an age related spelling age. • Pupil Premium Teaching Assistant to focus 2 afternoons a week in 20205 cohort. • Pupil Premium pupils will improve the neatness of their handwriting, focusing on correct formation of letters.
<p>B.</p>	<p>To improve the number of Pupil Premium Pupils working at ARE in Mathematics.</p>	<ul style="list-style-type: none"> • Pupil Premium pupils will make accelerated progress by July 2021 • An increase in the number of Pupil Premium pupils achieving ARE in Mathematics. • In increase in the speed and knowledge of times tables
<p>C.</p>	<p>To support our Pupil Premium pupils with their emotional and mental health.</p>	<ul style="list-style-type: none"> • An improvement in how Pupil Premium pupils view their own emotional and mental health following interventions from our Pastoral Support worker. • Assessments from the Youth Emotional Support Service (YESS), which shows how support has had a positive impact on our Pupil Premium pupils. • Data from Yoga teacher focusing on how the sessions have improved the wellbeing of our Pupil Premium pupils.
<p>D.</p>	<p>To improve over the academic year the number of absences and persistent late marks given to our Pupil Premium pupils.</p>	<ul style="list-style-type: none"> • A decrease in the number of Pupil Premium pupils not attending school. • A decrease in the number of Pupil Premium pupils coming late into school.

Planned expenditure					
Academic year		2020/2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To increase the number of Pupil Premium pupils achieving ARE in reading.</p> <p>To increase the number of Pupil Premium pupils achieving ARE in writing.</p> <p>To increase the number of Pupil Premium pupils achieving ARE in maths.</p>	<p>Employing a Full Time Teaching Assistant whose only focus will be to raise the standards of our Pupil Premium pupils. This will be achieved by:</p> <ul style="list-style-type: none"> • 1:1 direction instruction to teach reading to targeted PP pupils in Phase 1 • Delivering targeted individualised support to ensure no PP pupil leaves Key stage One without the foundations of reading. • Supporting PP pupils to develop writing skills • Delivering Maths support, focusing on basic skills and “gaps in learning” • Providing targeted reading, writing and maths support twice a week in Year 2 <p>The use of “Reading Squad” to target to help to support and promote reading.</p>	<p>The same Teaching Assistant that supported our Pupil Premium pupils last academic year will continue the same role this academic year. She has already built up good relationships with the children and is aware of their needs. She has also now developed a range of different strategies, such as Direct Instruction, will be continued to be used this year.</p> <p>By employing a dedicated TA for Pupil Premium ensures that the support will be provided.</p>	<p>Interventions and support will be monitored by L. Deeley (Inclusion Lead) who will also oversee all support put in place.</p> <p>Observations of the sessions will take place.</p> <p>Teachers will be consulted regarding the progress seen of our Pupil Premium pupils.</p> <p>English and Maths leads will also be involved in the monitoring of the interventions put in place.</p>	<p>Mrs Ryan overseen by Mrs Deeley, inclusion Lead</p> <p>Year 2 staff</p> <p>English and Maths lead to be involved in monitoring and offering support to TA.</p>	<p>Half Termly</p>
Total Budgeted Cost					£14,000

<p>To increase the attainment in spelling of our Pupil Premium pupils.</p>	<p>A specific Spelling scheme, “Super Spellers” has been implemented in school for pupils with spelling difficulties. This has been in place for the last 18 months. This will be become a targeted approach for our Pupil Premium pupils working below ARE within spelling.</p> <p>Pupil Premium pupils who have spelling difficulties will use the scheme that will be oversee by Mrs McHale, supported by Teaching Assistants.</p>	<p>The results from the scheme that we have shown that out of 51 pupils who access this support, 34 pupils made more than expected progress. The design of the intervention to run over a long period of time, so the results over a short period are positive.</p>	<p>The Scheme will be overseen by Mrs McHale.</p>	<p>Inclusion Lead Mrs McHale</p>	<p>Half termly</p>
Total Budgeted Cost					TBC

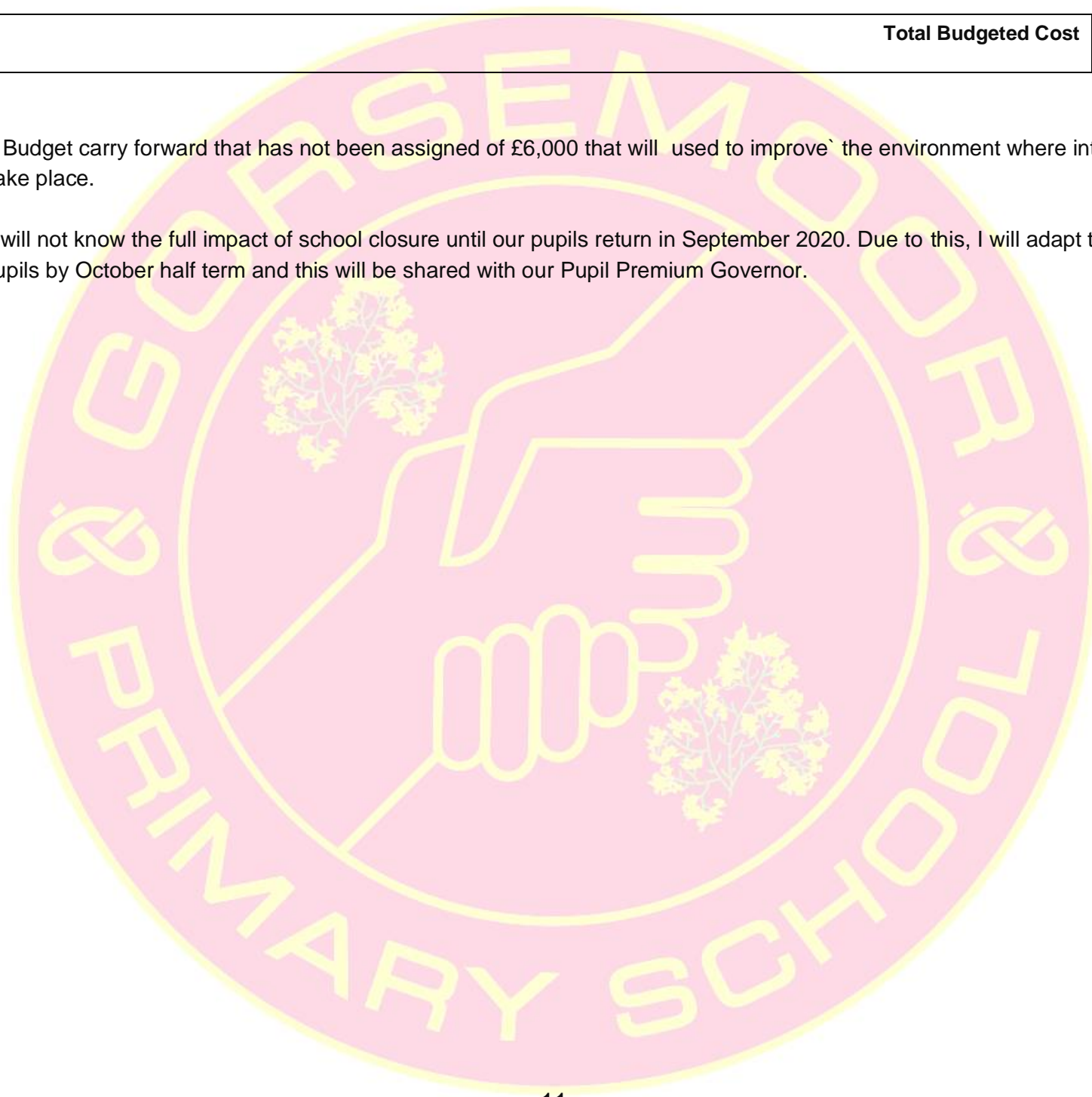
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Specialist support from an accredited Dyslexic teacher (course completed July 2021).	To train a member of staff so that Dyslexic assessments and specific support can be put in place for our Pupil Premium pupils showing Dyslexic tendencies.	There has been an increase in the number of Pupil Premium pupils displaying reading, spelling and writing difficulties within school. By having our own qualified expert within school, this will enable us to ensure that the support in place is targeted correctly and also any assessments needed can be carried out in a timely, and not costly manner. Training will also be offered to staff that would enable them to deliver high quality interventions for pupils with literacy and dyslexic difficulties. Parents/carers will be offered support regarding dyslexia and ways to support.	Mrs McHale is completing her course through Edge Hill University and is at a Masters Level. This will ensure the training received is accredited. Initially the support given within school will be overseen by the University tutors.	Inclusion Lead to oversee Mrs McHale	Termly
				Total Budgeted Cost	TBC
To improve the Speech and Language of our EYFS and Year One Pupil Premium pupils.	Talk Boost This is a programme that is designed to support 4 – 7 year olds with delayed language, including Reception aged children. https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/	This is a programme that can be delivered in primary schools by teachers and teaching assistants. It provides a structured programme that boosts children’s progress in language and communication by an average of 9 to 18 months after a 10 week intervention.	Miss Nicholls is already in “Talk Boost” and she would be able to deliver the programme and instruct another Teaching Assistant with the programme. All that is needed is to purchase the resources to deliver the programme		At the end of an intervention.

Total Budgeted Cost					£500
To support the emotion and mental well-being of our Pupil Premium pupils	Mrs Roden (Pastoral Support Worker) will deliver tailored and targeted nurture support to Pupil Premium Pupils as and when needed. Referrals will be made to Outside Agencies as needed.	In the past, the support offered by Mrs Roden has improved the emotional well-being of our pupils. This is evidenced through parent/carer and pupil feedback. Now more training has been given, support will be more targeted and specific.	There is a cost to enable Mrs Roden to continue to access support from HOPE and supervision sessions.	Mrs Roden overseen by Mrs Deeley	Half termly
Total Budgeted Cost					£ 300
To provide specific counselling sessions provided by a trained councillor.	YESS support have been commissioned to work with our pupils on a weekly basis. This support can be individual or with groups or pupils, and usually is carried out over a 6 week block. https://www.yess.uk/	Pupil Premium pupils have been supported successfully by YESS in the past through external referrals. However, this service was becoming over subscribed and waiting times were increasing to around 6 to 9 months. By buying in, we are able to access support as and when we need it.	Pupils are referred to our YESS councillor using their referral form. This ensures that the right support can be given. Feedback from the councillor, families and pupils will be gained at the end of block of sessions.	Mrs Deeley	Half termly
Total Budgeted Cost					£6,500
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Yoga Sessions	Yoga sessions ran by a qualified Yoga teacher, focusing on mental health, well-being and mindfulness.	Yoga is a proven technique to help to support with the mental health and well-being of both adults and children. Targeted sessions were provided last academic year, and the feedback from teachers and pupils was positive.	Through pupil voice Through monitoring pupils change in behaviour during playtimes and lunchtimes. Through observations	Mrs Rowland Overseen by the Inclusion Team.	Half termly
Total Budgeted Cost					TBC

To support a Healthy Lifestyle for our Pupil Premium pupils	Free milk and toast for all Pupil Premium pupils	Through organising the provision of Free School Meal vouchers for our families, this raised the importance of ensuring our Pupil Premium pupils have access to basic provision, such as daily milk and a snack at break time.	Our kitchen staff will provided milk cartons and Toast for all Pupil Premium pupils who request it.	LD in liaison with the kitchen staff.	After a term assess uptake and discussion with pupils and staff
Total Budgeted Cost					TBC
Improve activities on offer for PP pupils (including sports clubs). Broadening experiences for children Purchase of Uniform or equipment needed for clubs	Identify individual needs of PP students across the school, to effectively support their social and emotional needs in order to build resilience and effective learning behaviours. Subsidised trips for disadvantaged pupils.	A combination of the EEF strategies will work for each PP pupil in a different way. Examples might include: extra interventions, funding for after school clubs, attendance on trips and Outdoor Education. In school workshops promoting support in certain areas. Weekly nurture sessions in school.	School has a Pupil Premium Champion to support the PP pupils alongside a Pupil Premium Champion Governor. Meet termly to discuss strategies and intervention ideas for bespoke, targeted interventions.	Inclusion Lead-LD PP Governor-BP	Each term at PP Champion Governor review meetings.
Total Budgeted Cost					£1500
Rewards and Incentives	To help to improve attendance, lateness attitude to learning and behaviour for PP students.	The use of rewards and individual incentives will improve attendance, lateness and pupil behaviour	Attendance and lateness is tracked by the Inclusion Lead. Behaviour is tracked by Phase Leaders	Inclusion Lead and Phase Leaders	Half Termly Basis
Total Budgeted Cost					£300
Commission a Pupil Premium Review	Will review how the Pupil Premium money is being spent with the purpose to improve our Pupil Premium Strategy.	Improve strategies so that the spending of funding is more effective in improving the achievement of disadvantaged pupils.	Review is ran by an independent expert who will have had a recent track record as a school leader in raising the achievement of disadvantaged pupils.	Inclusion Lead- LD	Spring Term 2021

There is currently a Budget carry forward that has not been assigned of £6,000 that will be used to improve the environment where interventions and additional support take place.

I am aware that we will not know the full impact of school closure until our pupils return in September 2020. Due to this, I will adapt this strategy in line with needs of our pupils by October half term and this will be shared with our Pupil Premium Governor.



Additional detail

For further enquiries about the Pupil Premium at Gorsemoor Primary School contact Mrs Deeley (Inclusion Lead).

In the 2020 to 2021 financial year we receive the following funding:

➤ for each child registered as eligible for **free school meals** at any point in the last 6 years:

- £1345 for primary-aged pupils

All children are entitled to a free school meal (Universal Free School Meal) for their first three years at school (Reception to Year 2). However, registering for income assessed free school meals provide the school with extra money, Pupil Premium, to be spent on raising achievement for all our pupils. Pupil Premium is available for families who receive any of the following benefits:

- Income support
- Income-based job seekers allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Guaranteed element of state pension credit
- Child Tax Credit (provide you are not also entitle to Working Tax Credit and have a gross income of no more than £16,190)
- Working tax Credit run-on-paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit – if you apply on or after 1 April 2018 your household income must be less than £7,400 a year.

➤ For every pupil who has left local authority care through **adoption, a special guardianship order or child arrangements order**

Schools will also receive £2,300 for every pupil who has £1,900 (£1500 as £400 is top sliced by the Virtual School) for each looked-after pupil who:

- £2,345 per pupil

➤ **Service Premium.** This is not part of the Pupil Premium as the criteria it is awarded is different. This funding is to help with pastoral support. The funding is for every pupil with a parent who is serving in HM Forces or has retired on a pension form the Ministry of Defence.

- £310 per pupil

