



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	Gorsemoor Primary School
Number of pupils in school	456 pupils
Proportion (%) of pupil premium eligible pupils	13.38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Lees and Mrs Costello, Co-Head teachers
Pupil premium lead	Stacey Jukes Sarah Davies Nick Brown Assistant Headteachers
Governor lead	Mr Preece

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,670
Recovery premium funding allocation this academic year	£5,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,810



Pupil premium strategy statement



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Pupil premium strategy statement



Part A: Pupil premium strategy plan

Statement of intent

At Gorsemoor Primary School, we aim for all our pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 attainment gap for disadvantaged pupils and at the same time benefitting 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, 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.



Pupil premium strategy statement



Challenge number	Detail of challenge
1	<p><u>The attainment gap between PP and non-PP pupils</u> By analysing assessment data, there is an attainment gap in reading, writing and maths. This is evident in both Key Stages.</p> <p><u>Attainment Outcomes Summer 2021</u></p> <p><u>Key Stage 1</u></p> <p><u>Year 1 (Current Year 2)</u> Reading: Disadvantaged 12.5% Non-disadvantaged 44.4% (Diff 31.9%) Writing: Disadvantaged 12.5% Non-disadvantaged 55.5% (Diff 53.0%) Maths: Disadvantaged 50.0% Non-disadvantaged 66.7% (Diff 16.7%) Combined: Disadvantaged 12.5% Non-disadvantaged 40.0% (Diff 27.5%)</p> <p><u>Year 2 (Current Year 3)</u> Reading: Disadvantaged 46.2% Non-disadvantaged 76.6% (Diff 30.4%) Writing: Disadvantaged 38.5% Non-disadvantaged 70.3% (Diff 31.8%) Maths: Disadvantaged 61.5% Non-disadvantaged 79.7% (Diff 18.2%) Combined: Disadvantaged 30.8% Non-disadvantaged 67.2% (Diff 36.4%)</p> <p><u>Key Stage 2</u></p> <p><u>Year 3 (Current Year 4)</u> Reading: Disadvantaged 60.0% Non-disadvantaged 81.8% (Diff 21.8%) Writing: Disadvantaged 60.0% Non-disadvantaged 78.8% (Diff 18.8%) Maths: Disadvantaged 60.0% Non-disadvantaged 84.8% (Diff 24.8%) Combined: Disadvantaged 60.0% Non-disadvantaged 77.3% (Diff 17.3%)</p> <p><u>Year 4 (Current Year 5)</u> Reading: Disadvantaged 66.6% Non-disadvantaged 68.3% (Diff 1.7%) Writing: Disadvantaged 77.8% Non-disadvantaged 69.8% (Diff 8%) Maths: Disadvantaged 55.5% Non-disadvantaged 66.6% (Diff 11.1%) Combined: Disadvantaged 44.4% Non-disadvantaged 58.7% (Diff 14.3%)</p> <p><u>Year 5 (Current Year 6)</u> Reading: Disadvantaged 66.7% Non-disadvantaged 78.5% (Diff 11.8%) Writing: Disadvantaged 66.7% Non-disadvantaged 74.3% (Diff 7.6%) Maths: Disadvantaged 55.5% Non-disadvantaged 65.7% (Diff 10.2%) Combined: Disadvantaged 44.4% Non-disadvantaged 64.3% (Diff 19.9%)</p>



Pupil premium strategy statement



	<p><u>Year 6</u> Reading: Disadvantaged 60.0% Non-disadvantaged 82.4% (Diff 22.4%) Writing: Disadvantaged 40.0% Non-disadvantaged 72.1% (Diff 32.1%) Maths: Disadvantaged 30.0% Non-disadvantaged 76.5% (Diff 46.5%) Combined: Disadvantaged 20.0% Non-disadvantaged 63.2% (Diff 43.2%)</p>
2	<p><u>Low self-esteem and confidence of our disadvantaged pupils</u> Based on the number of pupil referrals for Nurture support, discussions with parents and pupils, and through observations, the well-being of our pupils has been affected by the recent school closures, as well as by wider difficulties experienced at home since the start of the pandemic.</p>
3	<p><u>Lack of wider life experiences encountered by our disadvantaged pupils</u> The lack of wider life experiences for our disadvantaged pupils have been made worse during the pandemic. Disadvantaged pupils have not been able to have the opportunity to take part in experiences which help to enrich their lives and enable them to build upon, supporting their learning.</p>
4	<p><u>Difficulties with self-regulating own emotions and interactions with peers and adults</u> Since returning to school, there have been an increasing number of pupils who are struggling to self-regulate their emotions and finding friendships difficult.</p>
5	<p><u>Attendance and punctuality issues</u> Our attendance data shows that the attendance for our disadvantaged pupils is 0.62% lower than that of our non-disadvantaged pupils.</p> <p>Regular lateness and persistent absence has an adverse impact on pupils readiness to learn and ultimately on their progress within school.</p> <p>1st September 2021 – 7th December 2021 Whole school attendance: 93.63% Disadvantaged attendance: 93.01% Non-disadvantaged attendance: 93.73%</p> <p>Persistent absences: 23.9% Disadvantaged persistent absences: 21.4% Non-disadvantaged persistent absences: 24.3%</p> <p>1st September 2020 – 17th July 2021 Whole school attendance: 96.58% Disadvantaged attendance: 94.41% Non-disadvantaged attendance: 96.94%</p>



Pupil premium strategy statement



	<p>Persistent absences: 6.0%</p> <p>Disadvantaged attendance: 13.1%</p> <p>Non-disadvantaged attendance: 5.5%</p>
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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>To improve the attainment of our disadvantaged pupils with improvements in both Key Stage 1 and 2, in reading, reducing the attainment gap between disadvantaged and non-disadvantaged pupils.</p>	<p>The data at the end of each Key Stage will show a reduced gap between disadvantaged and non-disadvantaged pupils in reading.</p> <p>National KS1 reading outcomes for 2021/2022 will show that 81% will meet the expected standard.</p> <p>National KS2 reading outcomes for 2021/2022 will show that more than 85% will meet the expected standard.</p> <p>The data for the school year will achieve the established targets for disadvantaged and non-disadvantaged.</p> <p>Phase 1 Target: 85%</p> <p>Buttercup: 89%</p> <p>Daisy: 89 %</p> <p>Bluebell: 75%</p> <p>Sunflower: 89 %</p> <p>Phase 2 Target: 87%</p> <p>Maple: 80%</p> <p>Cherry Blossom: 93%</p>



Pupil premium strategy statement



	<p>Cedar: 83% Willow: 87% Redwood: 93%</p> <p>Phase 3 Target: 86% Kite: 81% Eagle: 85% Owl: 90% Osprey: 91% Falcon: 84%</p>
<p>To improve the attainment of our disadvantaged pupils with improvements in both Key Stage 1 and 2, in writing, reducing the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>The data at the end of each Key Stage will show a reduced gap between disadvantaged and non-disadvantaged pupils in writing.</p> <p>KS1 writing outcomes for 2021/2022 will show that more than 81% will meet the expected standard.</p> <p>KS2 writing outcomes for 2021/2022 will show that more than 80% will meet the expected standard.</p> <p>Phase 1 Target: 85% Buttercup: 89% Daisy: 89 % Bluebell: 75% Sunflower: 89 %</p> <p>Phase 2 Target: 87% Maple: 80% Cherry Blossom: 93% Cedar: 83% Willow: 87% Redwood: 93%</p> <p>Phase 3 Target: 86% Kite: 81% Eagle: 85% Owl: 90% Osprey: 91% Falcon: 84%</p>
<p>To improve the attainment of our disadvantaged pupils with improvements in both Key Stage 1 and 2, in maths, reducing</p>	<p>The data at the end of each Key Stage will show a reduced gap between</p>



Pupil premium strategy statement



<p>the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>disadvantaged and non-disadvantaged pupils in maths.</p> <p>KS1 maths outcomes for 2021/2022 will show that more than 81% will meet the expected standard.</p> <p>KS2 maths outcomes for 2021/2022 will show that more than 85% will meet the expected standard.</p> <p>Phase 1 Target: 85% Buttercup: 89% Daisy: 89 % Bluebell: 76% Sunflower: 89 %</p> <p>Phase 2 Target: 88% Maple: 83% Cherry Blossom: 93% Cedar: 83% Willow: 87% Redwood: 93%</p> <p>Phase 3 Target: 87% Kite: 84% Eagle: 85% Owl: 90% Osprey: 91% Falcon: 84%</p>
<p>To raise the self-esteem and well-being of all our pupils, particularly our disadvantaged pupils.</p>	<p>This will be shown through qualitative data through pupil voice, parent voice and teacher observations.</p>
<p>To ensure that our disadvantaged pupils have access to clubs and extra-curricular experiences, which they otherwise may not have been able to access.</p>	<p>Our disadvantaged pupils will be able to talk positively about their lived experiences, which in turn, will increased pupils' well-being and ultimately, improve their academic achievement.</p> <p>This will be shown through qualitative data through pupil voice, parent voice, enrichment mapping and enrichment registers. There will be a significant increase in participation in enrichment activities.</p>



Pupil premium strategy statement



<p>Our disadvantaged pupils will have the skills to enable them to cope with life experiences.</p>	<p>This will be shown through qualitative data through pupil voice, parent voice and teacher observations. Pupils will demonstrate these skills across the curriculum and outside of school in a variety of contexts.</p>
<p>To achieve and sustain improved attendance for all our pupils, and in particular our disadvantaged pupils.</p>	<p>Strategies put in place will support parents/carers with ensuring pupils attend school, and arrive on time.</p> <p>The overall attendance rate for all pupils should be 97%.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced to 0%.</p>



Pupil premium strategy statement



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: **£58,170** (JR £22666, LR £14456, LD £11480, VW £3656, LMc £5912)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Lead</i>	£11480	1
<i>Forest School TA</i>	<p>£3656</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	1,2,3,
<i>Key Stage 1 TA</i>	<p>Targeted academic support tailored to the specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
<i>SEND TA</i>	<p>Targeted academic support tailored to the specific needs and knowledge gaps can be an effective method to support low</p>	1



Pupil premium strategy statement



	<p>attaining pupils or those falling behind, both one to one and in small groups.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<i>Pastoral TA</i>	<p>Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. Targeted pastoral support ensures a robust and responsive strategy to support pupils with metacognition and self-regulation.</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£5448**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thirdspace</i>	<p>£1980</p> <p>Peer tuition has been shown to have a moderate impact for a low cost.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1



Pupil premium strategy statement



<i>BookMark</i>	<p>£288 (Autumn 21)</p> <p>Peer tuition has been shown to have a moderate impact for a low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1
<i>Reading Eggs</i>	<p>£330</p> <p>TA led reading comprehension intervention once per week in Phase 3 completing pre teaching activities prior to the introduction of the class text. Oral language interventions have been shown to have a moderate impact for a low cost by the EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<i>Sports Active Lunchtime Club</i>	<p>£2850 (£75 per session - Friday Lunchtime x 38 weeks)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p>	3,4

Wider Strategies & Resources related to key challenges

Budgeted cost: **£25052**

Activity	Evidence that supports this approach	Challenge number (s) addressed
YESS	<p>£6460 (£170 per day x 38 weeks – Tuesday)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 4



Pupil premium strategy statement



<p><i>Forest School Provision</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	<p>2, 3, 4</p>
<p><i>Now, Press, Play</i></p>	<p>£2390</p> <p>Now Press Play offers enhanced learning experiences for children; through its use of immersive lessons and its capability to work as standalone wireless headphones.</p> <p>The immersive lessons cover a wide range of curriculum objectives which are well suited to the blocks that we cover throughout dual cycle curriculum. The lessons are paired with relevant, differentiated worksheets and activities for the children to complete, often resulting in the children learning and consolidating skills in all core and foundation subjects. Since the COVID-19 pandemic began, children’s experiences have been limited. We have felt the impact of this in school due to the lack of school trips and visits which often engage our pupils with their upcoming topics. Children can be taken into space, travel across the UK and can delve into stories to consider friendships, bullying and their mental health. Now Press Play creates these memorable learning experiences for pupils, from Nursery to Phase 3, in the safety and security of the school grounds.</p> <p>Alongside immersive lessons, Now Press Play headsets can be used as wireless headphones to help create atmosphere for creative writing or for concentration/wellbeing purposes.</p>	<p>1, 3</p>
<p><i>Phase 2 Breakfast Club</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>5</p>



Pupil premium strategy statement



<p><i>Regulation Hub</i></p>	<p>£5556</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Mainstream-School-Sensory-Resource-Pack.pdf</p> <p>https://www.childrenschoicetherapy.co.uk/</p> <p>Sensory Integration and the child. A. Jean Ayres 2005.</p> <p>Sensory Circuits: A sensory motor skills programme for children. J Horwood 2009.</p>	<p>2,4</p>
<p><i>Shaw Education Trust (Pupil Premium Review)</i></p>	<p>£2840</p> <p>There is extensive evidence suggesting a long-term plan to support Pupil Premium children as assessments can be completed to identify their individual needs.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Reviewing outcomes for these children has enabled a clear 3 year plan to be established to support all children.</p>	<p>1,2,3,4,5</p>
<p><i>Pastoral resources</i></p>	<p>£7806</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p>	<p>2,4</p>

Total budgeted cost: £ 88670



Pupil premium strategy statement



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.

As evidenced in schools across the country, school closure due to Covid-19 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 degree we had intended. However, through this period, the inclusion lead was able to build on previous positive relationships with pupil premium families through the support and communication offered by the school.

Due to these unpredicted school closures, funding was used to support home learning through the purchase of iPads. This allowed the children to access home-learning throughout school closures therefore reducing the impact of missed learning. These iPads have now been repurposed to support pupil premium learning within the classroom.

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.

Specialist support offered to those children with reading, writing and spelling difficulties enabled targeted interventions and support for parents. Teaching Assistants received training to enable them to support children with these difficulties.

Our internal assessments during 2020/21 suggested that performance of disadvantaged pupils was lower than non-disadvantaged pupils in reading, writing and maths across the school. The plans now detailed in this report will support the closing of the gaps between our disadvantaged and non-disadvantaged children through high quality teaching and learning both within classrooms and through targeted interventions.



Pupil premium strategy statement



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



Pupil premium strategy statement



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

At Gorsemoor Primary School, we aim for all our pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. Therefore, we ensure that pupil premium children are always a focus during our PPA sessions where staff discuss who the children are, how the work needs to be adapted for them and how they are supported or challenged in class.

Following on from these discussion opportunities, pupil premium children are targeted during leadership monitoring to ensure that they are being provided with the appropriate support and challenge. They are always included in pupil voice opportunities about subjects or the wider school life, including enrichment clubs that they would be interested in.

The wrap-around club, Farleas, have been provided with a list of children who they regularly listen to read to ensure that the pupil premium children that attend the club, have opportunities to read out of school and achieve their reading awards.