

Gorse Ride Schools Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Gorse Ride Schools
Number of pupils in school	Infant: 112 Junior: 196
Proportion (%) of pupil premium eligible pupils	Infant: 17 (15%) Junior: 46 (23%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	November 2023-December 2024
Date this statement was published	February 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Eileen Rogers
Pupil premium lead	Eileen Rogers
Governor / Trustee lead	Laura Hopper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,509 (GRJS) £16,725 (GRIS)
Recovery premium funding allocation this academic year	£3,335 (GRJS) £1,000 (GRIS)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,569

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Gorse Ride Schools we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become productive, active and socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on learning, achievement and consequently their life chances. We draw from national research alongside analysing individual and group school data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

Gorse Ride Schools aim to ensure teaching and learning across the school is consistently effective with a focus on areas in which disadvantaged pupils require the most support, in order to raise attainment and progress outcomes for all children, including those from disadvantaged backgrounds. This will be achieved through provision of CPD for teaching staff to further improve consistent quality first teaching, tilted to meet individual needs.

In addition, we intend to support the progress of identified pupils through use of targeted interventions to address gaps in learning. Funding will be used to ensure capacity for training and delivery of evidence based interventions and targeted support to ensure that all disadvantaged pupils secure positive attendance and that support is in place for emotional wellbeing. We also aim to help pupils access equal opportunities to non-disadvantaged peers and engage with the range of enrichment opportunities on offer at our schools.

Our Aims:

- Remove barriers to learning created by poverty, family circumstance and background
- Recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so reserve the right to allocate the Pupil premium funding following a needs analysis which will identify priority classes, groups or individuals.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access a broad curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional health and wellbeing so as to access learning
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching;
- use the principles of Rosenshine to ensure that all disadvantaged children have the same learning opportunities within their classroom setting;
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition; catch-up provision such as NTP;

- Target funding to ensure that all pupils have access to trips, residential trips, first hand learning experiences and opportunities for all pupils to participate in enrichment activities;
- Monitor pupil premium children throughout the year to track their progress;
- Support staff to develop clear and targeted interventions for these children;
- Provide appropriate therapeutic support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge Number	Detail of challenge
1	<p>Attainment & Progress in Reading</p> <p>Assessments and observations suggest that there is a gap in the achievement of disadvantaged pupils' attainment in Reading. Pupil Voice evidences that these pupils have a good attitude to reading and a real enjoyment of reading however these children need to make accelerated progress to be in line with their peers.</p>
2	<p>Attainment & Progress in Writing</p> <p>Assessments and observations suggest that there is a gap in the achievement of disadvantaged pupils' attainment in Writing. To be in line with peers they need to make accelerated progress.</p>
3	<p>Attainment & Progress in Maths</p> <p>Assessments and observations suggest that there is a gap in the achievement of disadvantaged pupils' attainment in maths, this is beginning to close by the end of Early Years. Disadvantaged children need to make accelerated progress in order to be in line with their peers.</p>
4	<p>Wellbeing</p> <p>Our assessments, observations and work with families have identified mental health and well-being issues for an increased number of pupils but particularly impacting our disadvantaged pupils and their attainment. Anxiety leading to persistent lateness has increased with many struggling to maintain friendships and remain focussed while in class.</p>
5	<p>Attendance</p> <p>Attendance data for our disadvantaged pupils in 2022 to 2023 in the Junior School was 7.8% lower than for non-disadvantaged pupils and 1.9% lower in the Infant School. In 2022-23 of all pupils who were persistently absent in the Junior school 40% more were disadvantaged pupils than non-disadvantaged and in the Infant school 8% more Disadvantaged pupils than non- disadvantaged. Our assessments and tracking evidence that absenteeism is impacting negatively on disadvantaged pupils progress.</p>

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.

Challenge Number	Intended outcome	Success criteria
1 Reading	Improved reading attainment and progress for disadvantaged pupils.	<ul style="list-style-type: none"> The gap between reading outcomes for disadvantage pupils and their peers begins to close. Disadvantaged pupils who achieve ARE or GDS maintain this and continue to make good progress as they move through the school. ALL disadvantaged pupils will make expected progress or better. At least 75% of those not at ARE will make accelerated progress towards this standard. KS2 reading outcomes in 2023/24 show an increased percentage of disadvantaged pupils met the expected standard in Reading. Attitudes to reading remain positive and improve further. Master Readers programme becomes embedded practice from Year 2 to Year 6 supporting disadvantaged pupils to develop higher order comprehension skills. Reading Keep Up and Catch Up programmes improve disadvantaged pupils' fluency and reading stamina.
	Higher percentage of disadvantaged pupils achieve the Phonic Screener at the end of KS1.	<ul style="list-style-type: none"> The gap between Phonic Screener outcomes for disadvantaged pupils and their peers continues to be minimal.
2 Writing	Improved writing attainment amongst our disadvantaged pupils at the end of KS1 and KS2.	<ul style="list-style-type: none"> The gap between writing outcomes for disadvantaged pupils and their peers begins to close. Disadvantaged pupils who achieve ARE or GDS maintain this and continue to make good progress as they move through the school. ALL disadvantaged pupils will make expected progress or better. At least 75% of those not at ARE will make accelerated progress towards this standard. Guided groups have a particular focus with disadvantaged pupils, use of 1:1 conferencing to help edit and improve work.
3 Maths	Improved maths attainment for our disadvantaged pupils by the end of KS1 and KS2.	<ul style="list-style-type: none"> The gap between maths outcomes for disadvantaged pupils and their peers begins to close.

		<ul style="list-style-type: none"> Disadvantaged pupils who achieve ARE or GDS maintain this and continue to make good progress as they move through the school. ALL disadvantaged pupils will make expected progress or better. At least 75% of those not at ARE will make accelerated progress towards this standard. Continued use of mastery approach to deepen learning and understanding of concepts, use of concrete and pictorial representations, NTP tutor groups, bespoke maths intervention teaching. Activities and interschool competitions to raise profile of maths and pupil enjoyment of mathematics.
4 Well-Being	Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Inclusion Team have a referral and triage system in place to ensure most vulnerable pupils receive targeted support to reduce anxiety. Staff understand how anxiety can present in pupils and implement a range of strategies to support pupils to remain regulated. All staff adhere to our Teaching and Learning Policy, rooted in Rosenshines' principles, which support disadvantaged pupils to learn and retain more. Disadvantaged pupils recognise the scaffolds they can utilise to support them in their learning. Qualitative data from pupil voice, pupil and parent surveys and teacher observations evidence disadvantaged pupils feel valued by adults and can identify strategies that support their well-being.
5 Attendance	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Reduce persistent absence amongst our disadvantaged pupils. Attendance and lateness monitored closely and followed up immediately. Disadvantaged pupils offered a range of interventions to support disadvantaged pupils to attend on time and consistently. Bespoke mentoring programmes commissioned for disadvantaged pupils with complex needs. Workshops for parents on improving children's sleep routines and reducing anxiety thereby improving pupils well-being delivered.

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: £ 35,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT & core curriculum leads focus on progress & attainment of disadvantaged pupils throughout the school.</p> <p>Identifying barriers to learning and approaches to minimize barriers and improve outcomes.</p>	<p>School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice.</p> <p>https://www.gov.uk/government/publications/pupilpremium/pupil-premium#use-of-the-pupil-premium</p> <p>Evidence suggests that pupil premium spending is most effective when schools use a tiered approach:</p> <ol style="list-style-type: none"> 1. Teaching 2. Targeted academic support 3. Wider approaches <p>https://www.gov.uk/guidance/pupil-premium-effectiveuse-and-accountability</p>	1,2,3,4 & 5
<p>Strong Quality First Teaching demonstrated by all teachers adhering to our Teaching and Learning Policy-rooted in Rosenshines' Principles.</p>	<p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Use of tiered approach from EEF:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-highquality-teaching</p> <p>Evidence in school will be formed from learning walks, lesson observations, book looks, peer review within the SLA.</p>	1,2,3 & 4
<p>Embed consistent approach and fidelity to Read Write Inc. with all new staff.</p> <p>We will purchase further RWInc resources (More Stories) to support those not making appropriate progress and fund ongoing staff training and release time for our Reading Lead.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Revise training on modelling, scaffolding & reasonable adjustments.</p>	1

<p>Embed approach to teaching of Reading (Master Readers) from Year 2-6 to ensure consistency and fidelity across the school.</p> <p>Purchase training for new staff, release time for Reading Lead to monitor and coach staff.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>
<p>Strengthen teaching of writing by ensuring the schools Writing approach is delivered with fidelity and consistency across the school.</p> <p>We will fund release time for our Writing Lead to coach staff who require further support. We will fund release time for our Writing Lead to work with colleagues who have closed the gap.</p>	<p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund Maths Lead release time to attend further training with the Modius Maths Hub and to coach colleagues to embed key elements of Maths Mastery and purchase further manipulatives. EYFS teacher will attend Maths CPD for development of maths in EYFS.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>3</p>
<p>CPD for staff in recognising how anxiety can impact pupils and adults at school and giving them strategies to reduce anxiety within the classroom environment.</p> <p>Commission BRIYM therapist to</p> <ul style="list-style-type: none"> ◆ deliver CPD to staff ◆ deliver bespoke 8 week program to year 1 cohort as early intervention <p>Enrol in the Mental Health Support Team & Schools</p>	<p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Although Social and Emotional Learning interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4 & 5</p>

Partnership. Workshops for parents – sleep, anxiety.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 36,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by identified Reading Teacher who will be intensively coached by the Specialist Reading Teacher from the English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Ashley Downs Multiplication Teaching approach implemented Y2 to Y6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Additional Writing Groups targeted at disadvantaged pupils to consolidate their use of grammar, spelling and punctuation expectations.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> This will involve release time for staff to develop and implement procedures and developing the role of the attendance support officer to improve attendance. Provide support to limit factors that inhibit pupil's attendance or punctuality eg Support with payment for uniform, fund Extended Care Club sessions, lunch Club attendance, ELSA support, nurture support, Social and Emotional Learning targeted work, parental workshops to support children's well-being. Enrol in the Mental Health Support Team & Schools Partnership. Engage with monthly surgeries to gain advice to support School Avoidance and Anxiety. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1709705560</p>	<p>5</p>
<p>Implement further interventions to improve targeted pupils and all pupil's mental health and well-being, and in turn</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

<p>Training for ELSA/Nurture Assistants.</p>	<p>Studies and research show the importance of nurturing primary school age pupils. Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.</p> <p>https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</p>	
<p>Additional family support to:</p> <ul style="list-style-type: none"> ● Fund Trips, residential trips and visitor workshops ● Fund kit for residential trips ● Provide opportunities for pupils to attend an enrichment school club per term to develop self-esteem, fitness levels, identified talent/interest ● Home visits at entry to F1 and F2 to identify support for individual families such as –see above. 	<p>Families who engage well with school benefit from close relationships and timely, focussed support.</p> <p>Enables us to build strong relationships with families of disadvantaged pupils and increases self-esteem of pupils.</p>	4

Total budgeted cost: £ 91,594

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 2022 to 2023 academic year.

Using key stage 1 and 2 performance data, phonics check results and our own assessments we have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year.

At the end of Key Stage One (2022-2023), our analysis shows that all disadvantaged pupils made expected or better progress from their starting points in maths, reading and writing. The percentage of disadvantaged pupils making above expected progress was high in all 3 core areas.

Disadvantaged Pupils making accelerated Progress

	Reception	Year 1	Year 2
Reading	33%	40%	63%
Writing	33%	40%	38%
Maths	67%	60%	50%

Phonics data also shows that 100% of our disadvantaged children achieved the pass mark. Our disadvantaged pupils perform above both national average and local authority average (National EXS = 79%, Local Authority = 66%).

However, a degree of accelerated progress is still needed in maths, reading and writing to close the attainment gap.

Pupil behaviour, wellbeing and mental health continue to be impacted by COVID-19. Through monitoring and collection of pupil voice our disadvantaged pupils indicate that they feel listened to, supported and valued by the school community. This is testament to maintaining a high-quality curriculum; fidelity to our pedagogical approach; delivering our core subjects through maths mastery, our synthetic phonics approach, reading strategy and our agreed approach to the teaching of writing; as well as our development of Therapeutic Thinking principles in the review of our Behaviour Policy and the expertise of an effective inclusion team.

Our assessments and observations indicated that pupil wellbeing and mental health continue to be impacted due to COVID-19, with heightened anxiety being notable. Our Disadvantaged pupils have been most acutely impacted. Senior Leaders undertook therapeutic thinking training which was disseminated to

whole school staff school strategy to support pupils to identify and acknowledge theirs, and others, emotions and how to manage these appropriately.

Overall attendance in 2022/23 was above the National level (92.5%) at 94.1% Infant School and 94.6% Junior School. Disadvantaged Pupils attendance compared to non- disadvantaged pupils in the Junior school was 7.8% lower and 1.9% lower in the Infant School.

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