

Gorse Ride Schools 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	Gorse Ride Schools
Number of pupils in school	Infant:135 Junior:222
Proportion (%) of pupil premium eligible pupils	Infant: 15%(20) Junior: 26% (57)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	November 2021-November 2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
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	£57,005 (GRJS) £33,900 (GRIS)
Recovery premium funding allocation this academic year	£5,655 (GRJS) £3,480 (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	£100,040

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 context:

- 26% of our KS2 pupils are eligible for Pupil Premium Funding in comparison to 23% national.

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 wellbeing and to develop resilience
- 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
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential trips, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture 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	Accelerating Progress
2	Attendance
3	Emotional Well-being
4	Enrichment Opportunities

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 Accelerated Progress	Disadvantaged pupils oral language skills and vocabulary improve.	<ul style="list-style-type: none"> • Good engagement of Disadvantaged pupils in lessons • Use of ambitious vocabulary in class • Ambitious vocabulary evident in pupils written work • Identified in formative assessment
	Higher percentage of disadvantaged pupils achieve the Phonic Screener at the end of KS1 and	<ul style="list-style-type: none"> • An increased percentage of disadvantaged pupils pass the Phonic Screener at the end of Year 1 & in Year 2 retakes

	improved reading attainment for our disadvantaged pupils by the end of KS2.	<ul style="list-style-type: none"> KS2 reading outcomes in 2021/22 show an increased percentage of disadvantaged pupils met the expected standard in Reading. <p>Evidenced via Insight tracking and Pupil Progress documentation.</p>
	Improved writing attainment amongst our disadvantaged pupils at the end of KS1 and KS2.	<ul style="list-style-type: none"> Writing outcomes in 2021/22 show that progress and attainment for disadvantaged pupils is at least in line with the school average. Reportable end of Key Stage data is at least in line with national average. <p>Evidenced via Insight tracking and Pupil Progress documentation.</p>
	Improved maths attainment for our disadvantaged pupils by the end of KS1 and KS2.	<ul style="list-style-type: none"> Disadvantaged pupils' attainment and progress in maths is at least in line with the school average. Reportable end of Key Stage data is at least in line with national average. <p>Evidenced via Insight tracking and Pupil Progress documentation.</p>
2 Attendance	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> The attendance gap between disadvantaged pupils and whole school attendance reduces. The percentage of disadvantaged pupils who are persistently absent is reduced and more closely aligned to that of non-disadvantaged pupils. <p>Evidenced via Attendance Reports to Governors. (Absence due to COVID isolation or illness will not be included.)</p>
3 Emotional Well-Being	Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations ELSA/Nurture Assistant support impacts positively supporting disadvantaged pupils to employ strategies to regulate anxiety levels <p>Evidenced through analysis of surveys reported to Governors and parents. Pupil voice evidences pupils ability to identify how they are supported emotionally.</p>
4 Enrichment Opportunities	Disadvantaged pupils and parents are supported to participate in the schools wider offer.	<ul style="list-style-type: none"> A significant increase in participation in enrichment activities amongst disadvantaged pupils <p>Evidenced via increased participation of disadvantaged pupils in enrichment activities ie clubs, Extended care clubs.</p>

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: £ 44,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments-NFER tests, Fluency Tests.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>Embed consistent approach and fidelity to Read Write Inc. including Fresh Start & implementation of 5 levels of intervention particularly at KS2.</p> <p>We will purchase further RWInc resources 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>	1
<p>Strengthen teaching of spelling by ensuring the schools spelling approach is delivered with fidelity and consistency across the school.</p> <p>We will purchase RWInc. Spelling training for all teachers.</p> <p>We will fund release time for our Writing Lead to coach staff who require further support.</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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1
<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</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>	1

to coach colleagues to embed key elements of Maths Mastery and purchase further manipulatives.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37,650

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 Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. 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	1
Number Sense intervention.	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	1
Invite only Homework Club-target Disadvantaged pupils who do not engage with home learning invited and supported to complete home learning which consolidates key skills in literacy and numeracy.	This supports parents and pupils with their learning at home.	

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

Budgeted cost: £ 24,700

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 new procedures and appointing an 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. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>
<p>Implement further interventions to improve targeted pupils and all pupil's mental health and well-being, and in turn Training for ELSA/Nurture Assistants.</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>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>3</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- 	<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>	<p>4</p>

<p>esteem, fitness levels, identified talent/interest</p> <ul style="list-style-type: none">• Use Class teacher's knowledge of pupils to provide home packs for maths, reading or writing. For example a set of reading books or RWInc phonic packs.• Home visits at entry to F1 and F2 to identify support for individual families such as –see above.		
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Total budgeted cost: £ 106,990

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.

Our internal assessment data for 20-19 and 2020- 21 suggests that the performance of disadvantaged pupils was lower than in previous years in all areas of the curriculum and that children made smaller steps of progress due to the impact of school closures and missed learning during the pandemic. The impact of Covid-19 disrupted the teaching and learning of pupils despite our remote learning strategy, the extensive engagement with it and our continued work on the 2020-21 strategy. As evidenced across the country, school closures were most detrimental to disadvantaged pupils who were unable to benefit from improvements to pedagogy but in particular targeted interventions as we had intended.

The impact of this was mitigated by our determination to maintain a high-quality curriculum through fidelity to our pedagogical approach and delivering our core subjects through maths mastery, our synthetic phonics approach, reading strategy and our agreed approach to the teaching of writing. Our remote offer matched the offer that was available for children accessing face to face learning. Where possible our Disadvantaged and Special Needs pupils were targeted for school places during school closures and provided with resources including laptops and ipads to support them to engage in remote learning.

Online work was monitored for disadvantaged children and interventions (e.g. phonics, maths, reading) continued including the use of bespoke Fresh Start, speech and language and maths interventions for small groups and individual pupils.

To support children and parents, well-being phone calls were made home to check in with families and ask how they could be supported further. Food parcels were delivered, Phonic sessions delivered on pupils' driveways, books delivered for reading for pleasure and well-being activities such as 'Share a Wave' were offered to maintain connectedness to our school community. We linked with local charities to identify families in need and home cooked meals were gifted. When children were able to return to school in small bubbles, our disadvantaged children were further prioritised.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, due to COVID-19, with heightened anxiety being notable. Our Disadvantaged pupils have been most acutely impacted. Staff undertook training in the use of 'Zones of Regulation' as a whole school strategy to support pupils to identify and acknowledge theirs, and others, emotions and how to manage these appropriately.

Overall attendance in 2020/21 was in line with National levels prior to the pandemic, at 96.5% Infant School and 97.1% Junior School. At times when all pupils were expected to attend school, absence among disadvantaged pupils was lower despite offering face to face learning for all disadvantaged pupils.

Outcome A	<p>Desired Outcome</p> <p>The number of Disadvantaged pupils achieving the expected standard in reading, writing and maths increases because teaching, assessment and the curriculum are all targeted accurately with a focus on removing identified barriers to learning.</p> <p>Teachers scaffold learning effectively to enable PP and SEND children to access the curriculum.</p> <p>Teachers need to encourage pupils to verbalise their thinking; utilise the most effective scaffolds or strategies; complete identified amounts by certain points in the lesson and reduce cognitive load by ensuring consistent whole school approaches and practices and an engaging curriculum</p> <p>Leaders regularly monitor the curriculum to ensure that it engages, motivates and works particularly well for children who are vulnerable to underperformance.</p> <p>Pupils confidently verbalise their thinking; participate actively and illustrate engagement in their learning.</p>	<p>Expected Impact</p> <p>Disadvantaged pupils at Gorse Ride schools achieve at least as well as disadvantaged pupils nationally. (Target = 2019 outcomes for disadvantaged pupils nationally)</p> <p>Monitoring of planning, teaching and assessment evidence the alterations in curriculum to tilt towards children who are vulnerable to underperformance.</p>
Evaluation	Progress against this target was severely impacted by the COVID-19 pandemic –target needs to continue.	
Outcome B	<p>Desired Outcome</p> <p>Teachers plan effective interventions both in and out of class so that underperforming children make accelerated progress allowing them to catch up over the key stage.</p> <p>Teachers plan challenge and extension which is offered to all pupils.</p> <p>Teachers consolidate learning from interventions in the classroom, maximising the impact of the intervention provision.</p>	<p>Expected Impact</p> <p>Underperforming pupils illustrate they can transition knowledge and skills from interventions into their class work.</p> <p>Analysis of the impact of identified interventions show accelerated progress from baseline assessments (test scores/standardised scores).</p>
Evaluation	Progress against this target was severely impacted by the COVID-19 pandemic –target needs to continue.	
Outcome C	<p>Desired Outcome</p> <p>The percentage of SEND and PP pupils who achieved expected levels or above in CLL, reading and writing increases.</p> <p>Read Write Inc phonics is embedded in EYFS and KS1 and Read Write Inc spelling programme across the whole school, ensuring that the teaching of phonics, early reading skills and spelling is consistent and systematic.</p>	<p>Expected Impact</p> <p>Read Write Inc phonics & spelling taught consistently.</p> <p>The percentage of PP/SEND pupils reaching ARE in the Phonics Screener increases to at least 75% of PP pupils and 50% of SEND pupils at the end of Year 1.</p> <p>Books evidence the whole school approach to writing, with no discernible difference between PP and non-PP children.</p>

	The whole school approach to the planning and teaching of writing is embedded. This breaks down the writing process into smaller chunks with an emphasis on modelled writing and using quality texts.	
Evaluation	Progress against this target was severely impacted by the COVID-19 pandemic –target needs to continue.	
Outcome D	<p>Desired Outcome</p> <p>Achievements and progress of SEND and PP pupils are accurately assessed.</p> <p>Teaching staff confidently using Pre Key Stage Assessment tracking and/or Provision Plan/Intervention targets to evidence progress for pupils operating well below expected levels.</p>	<p>Expected Impact</p> <p>All PP children’s scaled scores increase year on year and match the national average scaled scores at the end of KS2.</p> <p>Robust assessment system for pupils not achieving expected standard, specifically those with significant SEND issues, clearly illustrates progress from their starting points.</p>
Evaluation	Progress against this target was severely impacted by the COVID-19 pandemic –target needs to continue.	
Outcome E	<p>Desired Outcome</p> <p>Attendance levels increase as PP and SEND pupils’ resilience and self-motivation increase due to greater engagement in their learning and participation in school life.</p> <p>Leaders gain PP children’s opinion on the received curriculum and ensure that teachers have altered their curriculum accordingly.</p>	<p>Expected Impact</p> <p>Persistent absence levels for PP and SEND pupils decreases so more closely aligned to national levels.</p> <p>Learning walks and pupil conferences evidence that PP children are engaged and active learners, with pupil outcomes improving as a result.</p>
Evaluation	Progress against this target was severely impacted by the COVID-19 pandemic –target needs to continue.	
Outcome F	<p>Desired Outcome</p> <p>PP/SEND pupils self-regulate and are ready to start the school day alongside their peers as they have access to a soft start provision.</p> <p>Anxious pupils have skills to self-regulate and self-soothe.</p> <p>Pupils who transition into our schools in-year settle quickly and have the necessary support in place.</p> <p>Resilience and confidence improve as pupils taught strategies to self-regulate.</p> <p>Bespoke interventions run to develop emotional literacy, support self-regulation and ability to lower negative thoughts.</p> <p>Robust transition programmes in place for pupils moving to new schools. All records passed on swiftly.</p>	<p>Expected Impact</p> <p>Vulnerable pupils are consistently punctual.</p> <p>Vulnerable/ anxious pupils make at least expected progress by the end of each Key stage.</p>

Evaluation	Progress against this target was severely impacted by the COVID-19 pandemic –target needs to continue.	
Outcome G	<p>Desired Outcome</p> <p>Pupils can self-regulate and access learning in class.</p> <p>CPD in creation of Pastoral Support Plans and Behaviour Plans to identify and target strategies and support appropriately.</p> <p>Staff can create appropriate support plans identifying SMART targets, effective strategies and support from outside agencies to meet needs of pupils with complex needs.</p> <p>All high need SEND pupils have appropriate plans in place.</p>	<p>Expected Impact</p> <p>Pupil with high level SEND make appropriate progress from their starting points.</p>
Evaluation	Progress against this target was severely impacted by the COVID-19 pandemic –target needs to continue.	

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