

# Pupil premium strategy statement – Gorton Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	Allocation: 150 44% Eligible 111/250 Actual 62 25%  Actual: funding will be £91,410 allocation as of June 2022
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Miss C McCoy
Pupil premium lead	Mrs. D Spink
Governor / Trustee lead	Mrs. M Kennedy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,410
Recovery premium funding allocation this academic year	£9,570
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£100,980</b>

*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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# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- Act early to intervene at the point where needs are identified.
- Work together as a whole school in which all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that adequate challenge is provided.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium

funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments show that disadvantaged pupils are less likely to achieve a good level of development at the end of Reception compared to those pupils who are not disadvantaged.
2	Narrowing the attainment gap at both expected standard and greater depth across Reading, Writing and Maths in KS1 and KS2. Internal data evidences that non-pupil premium children are achieving at a higher level than pupil premium and this is a trend across school from Reception to KS2.
3	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and ultimately their ability to access and fully engage with the whole curriculum.
4	Attendance and Punctuality data shows that the attendance of pupil premium recipients is 2% lower than that of non-pupil premium recipients. Persistent Absenteeism rates are also higher for pupil premium pupils (28.1%) compared to non-pupil premium pupils (21.4%) in 2022 and 28.4% compared to 20.9% for the academic year 2022-2023. Pupil premium recipients are also showing to be more likely to be late to school compared to their non-pupil premium counterparts. Our assessments and observations indicate that all of these factors are negatively impacting on disadvantaged pupils' progress.
5	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

## 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
1. Improved PSC outcomes for disadvantaged pupils in Y1 and Y2	PSC outcomes to be at least in line with national and their peers
2. Improved attendance and punctuality for disadvantaged pupils.	Attendance and punctuality for disadvantaged pupils to be in line with that of non-disadvantaged pupils.
3. Improved oral and language skills and enhanced development of vocabulary for disadvantaged pupils – including EAL children who are disadvantaged.	Assessments to show that through use of targeted support and intervention language skills improve – this will be evidenced through informal observations and formal assessments.
4. Gap reduced between percentage of disadvantage children reaching a good level of development and their non-disadvantaged peers.	End of year outcomes evidence increased numbers of disadvantage pupils achieving a good level of development at the end of Reception.
5 Improved attainment in reading, writing and maths for disadvantaged pupils, in line with non-disadvantaged pupils.	Gap is narrowed in attainment at expected standard and greater depth between disadvantaged pupils and their non-disadvantaged peers.

## 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: £64,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revised Guided Reading curriculum developed to focus on active reading skills required for competent readers. Developing KS2 reading scheme	Following key principles from <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> ( <a href="https://d2tic4wvo1iusb.cloudfront.net/Literacy_KS1_Guidance_Report_2020.pdf">d2tic4wvo1iusb.cloudfront.net</a> ) <a href="https://d2tic4wvo1iusb.cloudfront.net/Literacy_KS1_Guidance_Report_2020.pdf">Literacy KS1 Guidance Report 2020.pdf</a> ( <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a> )	1,2,3,5,

<p>Training for all teaching assistants in supporting the development of fluency in reading skills bridging the gap between phonics and comprehension</p> <p>Development of benchmarking to support struggling readers to further pinpoint areas of development for children below ARE</p> <p>Training for benchmarking for TAs</p> <p>Training in vocabulary teaching for all teachers to implement within Guided Reading sessions</p> <p>Training in importance of class readers and text selection to ensure children exposed to wide variety of texts throughout time at school</p> <p>Develop book spines and library across school</p> <p>Attend vocabulary training</p>		
<p>Implement and train staff on RWINC to ensure high quality phonics is being taught across school. Resources and staffing will enable daily catch-up learning for all pupils who need it.</p>	<p><a href="#">EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day.</p> <p>It also highlights that story and picture books can be a powerful tool for engaging children with basic maths concepts. Staff will use power maths and implement pictorial and concrete approaches.</p>	1
<p>All staff to be trained in Power Maths</p> <p>Teachers trained in MARK assessment system</p> <p>Purchase resources for maths teaching; text books, workbooks, concrete resources</p> <p>Purchase Time Table Rock Stars to support pupils</p>		5

preparation for the Year 4 multiplication test		
To provide targeted speech and language therapy programmes for identified pupils throughout school both within small groups and on a one to one. These are to include: Employing a speech and language therapist to support identified pupils in Y1. Targeted social skills interventions. WELLCOMM assessments and follow up interventions. SHINE workshops to support phonics. Vocabulary training for staff	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF (educationendowmentfoundation.org.uk) NELI is currently the most well evidenced early language programme in the country. It has been robustly tested through several trails including two funded by the EEF. The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf (educationendowmentfoundation.org.uk	1, 3, 4
Implement revised marking and feedback policy. Pupils will be given time to work with teachers to respond to marking and address misconceptions in learning.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils: Feedback   EEF (educationendowmentfoundation.org.uk	1.

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

Budgeted cost: £23,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (first £9,738) – 60% - NTP funded)  Pupils to receive tuition with qualified teachers to support reading, writing and maths. Year 3 and 4 will receive tuition. Each pupil will receive 15 hours of high quality tuition.	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	5

	<p>Having analysed our cohorts we have identified that the children in each year group who are most in need of 1:1 tuition and would most benefit from it. We are targeting children who potentially could achieve greater depth but also those children falling just short of expected standard.</p> <p>These children will access Third Space Learning tutoring for Maths accessing 1:1 provision to narrow the gaps.</p>	
<p>Additional phonics sessions targeted at disadvantaged and vulnerable pupils throughout school who require further phonics support.</p> <p><i>Staff to receive ongoing training and coaching</i></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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1

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

Budgeted cost: £ 12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify Mental health and well-being lead</p> <p>Write an action plan to promote and support the health and well-being of pupils</p> <p>Key staff to attend mental health first aid training</p> <p>Introduce a new PSHE curriculum and develop strategies to support pupils with additional needs</p> <p>Start the wellbeing award for schools</p> <p>Purchase My Happy Mind and train whole staff on use for in class mindfulness</p>	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p><a href="https://www.eef.org.uk/eef-projects/primary-schools/primary-schools-social-and-emotional-learning">EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	All



<p>Embedding systems and routines outlined in the DfE's attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>2</p>
<p>Foster parental links through a range of activities including through the National School Breakfast Programme, Reading Cafes and Learning workshops.</p> <p>Staff to be released to plan and organize events to help support parents in getting their children into school, being on time and informing them about how key subjects are delivered in school.</p>	<p>(EEF +4)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning including general approaches which encourage children to support their children with, for example reading or homework or more generalised involvement in learning activities.</p>	<p>All</p>

**Total budgeted cost: £100,00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## 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.*