

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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-	Gorefield Primary Academy
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Ruth Bailey
Governor / Trustee lead	Karen Luck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,970.00
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,740.00

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

At Gorefield Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Gorefield, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the Premium. Many studies have been reviewed to ensure our provision is backed up by research and the most impactful outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and fine motor skills in Reception have historically been lower for pupils eligible for PP than for other pupils. This slows reading and writing in subsequent years.
2	Concentration and focus skills amongst children is lower for PP children than for other children. This slows progress in all subjects in subsequent years.
3	Gaps develop in Learning – the gaps widen if not addressed.
4	Through COVID and after PP children have suffered significant social and emotional difficulties – They need assistance in managing behaviour and readiness to learn

5	Aspirations of children and parents at the school have traditionally been poor. Life experiences are limited for a large number of the PP children.
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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
Improve the oral language skills and fine motor skills for pupils eligible for PP in Reception and KS1	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
Improve the concentration and focus skills amongst pupils eligible for PP in Year 4 5 and 6	Specific PP children show an improvement in their happiness scale. Pupils eligible for PP in all classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
PP children will have fewer gaps in their learning	PP children to receive Quality first teaching and will have fewer gaps identified through the monitoring tool Classroom monitor. They will make rapid progress.
SEMH issues will be addressed and therefore children will be more able to focus on learning. Improve outcomes in reading, writing and maths	Boxall profile and or Happiness Scale to be used to assess and reflect progress made. KS2 data will show that high and low attainers in KS1 have narrowed the progress gap by the end of the academic year.
The aspirations of children eligible for PP improve	Children are exposed to new experiences; children are able to talk about these. Children are able to reflect, be resourceful, collaborate and be resilient and can give examples of this. Pupils with PP should make rapid progress by the end of the year.

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: £ 3480.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking Training	One in 10 children have a diagnosable mental health problem - according to a recent report by think tank, CentreForum - that's the equivalent of three in every classroom and around 720,000 children across the country One of the organisations flying the flag for early intervention is Drawing and Talking, which provides low-cost training courses to adults, teaching them a short-term intervention therapy method for use with children who are on the waiting list for CAMHS or other external agencies, or for those who are beginning to show signs of anxious-avoidant insecure attachment. https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues	3 members of staff £260 for the course x3 £780.00 1 day of work x 3 £300 Total £1080
Whole staff training session – Phonics and The Write Stuff – Jane Considine	2 hour training on inset day. Phonics – how to deliver effectively and consistently. Improve confidence – knowledge of structure of writing https://www.janeconsidine.com/about Evidence based and research informed training and structures for success, enabling you to help shape the future of pupils in primary schools.	12 people 2 hours £1200 12 people 2 hours £1200 We have also had Matt Potts Training

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

Budgeted cost: £ 32400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring – PPG children in year 5 and 6 – weekly two days a week.</i>	External teacher is employed to work on gaps with children in Year 3 and 4 to enable progress and fill in gaps. Quality first teaching Small group tutoring +4 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/graduate-coaching-programme	8 children (£150 day rate x 38 weeks) 2 days a week. £10,400
<i>Teaching Assistants in each class – additional to the Class Teaching assistant and Teacher.</i>	Quality first small teaching groups has been seen from EEF to move learning on. In our mixed year group classes children are therefore provided with additional adult support so that teachers can provide additional learning opportunities and catch up opportunities after lunch daily to address misconceptions and areas to develop. (EEF Feedback poster – Verbal feedback and time to review the work) Feedback +6months	13 children in Class 4 yr 5 and 6 1 additional TA assistants £20,000
<i>Daily Reading with Learning Assistants or Class Teacher</i>	3x a week focus on Yr 1 – Yr 6 of our PPG are heard read – 1x guided session with Teacher and two other sessions with LA During these sessions reading comprehension strategies are addressed and the children are mentored through to enable them to then respond accurately and confidently. EEF +6 months.	17 KS2 children 7 KS1children

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

Budgeted cost: £2700.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Drawing and Talking therapy.</i>	Meta cognition and self regulation EEF research +7 Children in the post pandemic work are becoming increasingly unable to manage their own emotions and therefore this is an area that we are working on improving their mental health and resilience.	6 children (3 at one time) We have completed 5 so far. 30 mins 12 session 1 TA. £15 x 12 x 3= £540 x2 £1080.00

<i>Play Therapist works with children to overcome issues that prevent them being ready to learn.</i>	Meta cognition and self regulation EEF research +7 Children in the post pandemic work are becoming increasingly unable to manage their own emotions and therefore this is an area that we are working on improving their mental health and resilience.	3 children RT, AG, KK £45 per week 12 weeks per child. £1620 3 groups in one year £4860.00

Total budgeted cost: £38580.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Play Therapy	Alternative Provision

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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.