

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 2022 to 2023 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	101
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Ruth Bailey
Governor / Trustee lead	Karen Luck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,545.00
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total published	£34,625.00

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.

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 in Reception and KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing in subsequent years.
2	Concentration and self-regulation skills amongst children is lower for PP children than for other children. In Upper KS2 this slows progress in all subjects in subsequent years.
3	Pupils in KS1 and KS2 who are SEND and PPG have gaps in Phonics and reading.
4	Through COVID and after PP children have suffered significant social and emotional difficulties – Behaviours for learning specifically in KS2 children need supporting.

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
Improved oral language skills in Reception and KS1 to improve reading and writing in subsequent years. (1)	Pupils eligible for PP in Reception and KS1 make rapid progress by the end of the year so that these pupils meet ARE for reading and speaking.
Improve the concentration and self-regulation skills amongst children in Upper KS2 to improve outcomes (2)	Identified children can focus on learning for a longer period of time so that all pupils eligible for PP meet age related expectations.
KS1 and KS2 pupils who are PPG and SEND have fewer gaps in reading and phonics (3)	PP children to receive Quality first teaching in reading and phonics and will have fewer gaps identified through the monitoring tool. They will make expected progress.
Children with SEMH issues will be addressed and therefore children will be more able to focus on learning. Improve outcomes in reading, writing and maths (4)	Boxall profile and or Happiness Scale to be used to assess and reflect progress made. Specific children will achieve ARE in Year 6 for Reading, Writing and Maths.

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: £3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking Training (4 and 1)	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. After running a number of courses 1:1 now we will train a TA in group work. https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues	1 member of staff £299 for the course x1 £299.00 1 day of work £300 Total £600
Whole staff training session – Phonics and writing (1, 4)	2 hour training on inset day. Phonics – how to deliver effectively and consistently. Training morning on Grammar and Writing for Learning Assistants Evidence based and research informed training and structures for success, enabling you to help shape the future of pupils in primary schools. +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	12 people 2 hours £1200 12 people 2 hours £1200

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

Budgeted cost: £ 22400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch up funding – PPG children in year 2 and 6 (3)</i>	Teacher provides after school clubs for invited children to work on gaps with children in Year 2 and 6 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 (£50/hour rate x 24 weeks – Year 2 and 6) £2400
<i>Learning Assistants in each class – additional to the Class Teaching assistant and Teacher. (3)</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. EB – Zimbabwe all day MH – Italy am and Samoa pm. (EEF Feedback poster – Verbal feedback and time to review the work) Feedback +6months	16 children in Class 2, 3 and 4 2 additional TA assistants £20,000
<i>Daily Reading with Learning Assistants or Class Teacher (1, 3)</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.	13 KS2 children 6 KS1 children
<i>Oral specific support</i>	1 Learning assistant will work with specific KS1 children to deliver Language specific interventions including working with the SALT team. EEF +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5 children in KS1 and EFYS

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

Budgeted cost: £9,160.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Drawing and Talking therapy.</i> (2, 4)	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) 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> (2, 4)	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.	4 children £45 per week 12 weeks per child. 3 groups in one year £6480.00
<i>ELSA support</i>	Meta cognition and self regulation EEF research +7 Learning assistant available an hour a day, 2 days a week to support children in developing their own strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 hour a day 2 days a week. £25 x 2 = £50 x 32 weeks £1600

Total budgeted cost: £34,560.00

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 2021 to 2022 academic year.

Our external assessments during 2021/2022 show that the performance of disadvantaged pupils was 80% on track to make expected progress in all areas of the curriculum. 60% of our KS2 children achieved Working at the Expected status in a class of 15 where 10 were PPG children. Two children who were PPG achieved GDS in Reading and one also did in GPS. KS1 SATS data showed 75% of PPG children achieved Working at grade. All made expected progress. One PPG child received some focussed precision teaching and although she did not achieve her phonics pass score her outcomes moved from 5 in January 2022 to 15 in June 2022.

As the impact of COVID continued to manifest itself, our children needed more support for their SEMH issues. We worked with our ELSA trained TA, drawing and talking therapy, links with Mental Health team for families and children as well as our other in house Mental Health support.

Overall attendance in 2021/22 was 93.9% compared to 95.6% in 2020/21 and for our disadvantaged children 2021/22 was 91.9% compared to 91.5% in 2020/21 – very slight improvement – (Included in this figure are two KS1 and EYFS children with attendance of 85.5% and 70.3%. The latter is being prosecuted. Attendance of disadvantaged pupils is improving in our school and we are determined to further narrow the gap between them and their non-disadvantaged peers. Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to the 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 their families and targeted interventions where required such as employing learning assistant to provide specific intervention and SEMH work for our PPG children. We are building on that approach with the activities detailed in this plan.

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
Drawing and Talking	Drawing and Talking
ELSA	Cambridgeshire SEND services

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.