

## Pupil premium strategy statement – Goresbrook primary

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
Goresbrook School (Primary)	Goresbrook School
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	34.96%
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	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Emily Perryman, Principal
Pupil premium lead	Amy Wilkinson, LKS2 lead and Assistant Principal
Governor / Trustee lead	Ieuan Bennett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,670
Recovery premium funding allocation this academic year	£21,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£217,315

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to provide high quality teaching and learning for all pupils, irrespective of their gender, race, religion, or social background. We aim to support pupils to make good progress and achieve high levels of attainment across the curriculum. Our Pupil Premium strategy aims to provide support for disadvantaged pupils in order for them to achieve to the best of their ability, whilst stretching and challenging pupils who are already high attainers.

Goresbrook School intend to understand and support the needs of all pupils, regardless of whether they are disadvantaged or not. We take into consideration the many challenges faced by our vulnerable pupils, including those who are looked after by young carers or have a social worker.

High quality teaching and learning is at the heart of Goresbrook School's curriculum. We aim to focus on areas in which disadvantaged pupils require the most support. Through regular assessment, we can ascertain the needs of these pupils and close the gaps in their attainment. In the intended outcomes detailed below, we aim to ensure attainment of non-disadvantage pupils is sustained and improved alongside progress and attainment of our disadvantaged pupils.

Our approach is responsive to common challenges and individual needs, rooted in accurate assessment and considering barriers to learning. The approaches we have adopted are designed to help pupils excel and achieve to the best of their capabilities. To ensure the approaches are effective, we will:

- Ensure disadvantaged pupils are challenged by their learning across all areas of the curriculum
- Act early to intervene when necessary
- Adopt a whole school approach in which all members of staff are accountable for pupils' outcomes
- Have consistently high expectations for all pupils

## Challenges

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

Challenge number	Detail of challenge
1	Teacher observations, assessments and data packs show that pupil premium and disadvantaged pupils are working below age related expectations across the school.
2	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and more complex reading questions.
3	Regular monitoring and assessments of pupil premium recipients with SEND indicate that attainment and progress are not in line with the National Curriculum expectations.
4	<p>Our assessments, observations and discussions with pupils and their families have identified that some pupils are suffering with Social, Emotional and Mental Health worries.</p> <p>Teacher referrals have resulted in 1:1 Thrive and whole class sessions being delivered to support both disadvantaged and non-disadvantaged pupils. A Thrive parenting course has been running since 2021 to support our families with supporting their children's SEMH needs.</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.

Intended outcome	Success criteria
Pupil premium recipients will make progress towards meeting age related expectations	All staff members will have a secure knowledge of pupil premium recipients across the school. Subject leaders' monitoring of books, planning and teaching will show that disadvantaged pupils are making good progress. Where necessary, specialist interventions will take place to ensure pupils have opportunities to secure their knowledge and understanding of learning. Support from highly trained members of staff will ensure that high quality teaching, alongside interventions, will ensure good levels of progress for pupils.
Improved reading comprehension among	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a

disadvantaged pupils across KS1 and 2.	smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book looks.
Greater support and progress for disadvantaged pupils with SEND.	High numbers of disadvantaged pupils in KS2 (Particularly years 4 and 5) contributes towards a gap between attainment and progress in disadvantaged and non-disadvantaged pupils. The SENCO, with support from the Assistant SENCO aim to ensure that additional needs are met and supported by a highly trained professional with a background in understanding and supporting SEND.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Weekly Thrive sessions take place for identified pupils, where they work with a highly trained professional to share and address their SEMH needs. A breakfast club in the Thrive room for disadvantaged pupils beginning in the Autumn term of 2022 will provide them with a safe and welcoming space to attend at the start of their day, where they will be provided with a nutritious meal and familiar adults to speak with. Accurate and rapid identification of pupils by all members of staff helps to reduce the number of pupils who are reluctant to come to school. Pupil premium recipients will be increasingly eager to participate in enrichment activities and have many opportunities for this.</p> <p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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: **£118,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Now Press Play lessons incorporated into teachers	Now Press Play has been shown to have a positive impact on pupils'	1

<p>planning across the curriculum.</p> <p>CPD training for effective delivery.</p>	<p>consolidation and engagement in learning. For pupils who have difficulty in accessing lesson content, the Now Press Play experience makes content more easily accessible.</p>	
<p>Improve and maintain high quality teaching for all pupils.</p> <p>Regular and relevant training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>High quality CPD linked to the School Improvement Plan will continue to ensure teachers are delivering high quality, effective lessons which close gaps whilst extending the learning of high attainers.</p> <p>Foundation subject CPD (including Now Press Play) aims to support teachings with embedding good practice from core subjects to foundation subjects, ensuring children are given opportunities to apply skills across a range of activities.</p>	1
<p>RWI CPD and development day training for support staff.</p> <p>Fresh start CPD and interventions for pupils who require phonics support in KS2.</p>	<p>RWI training allows for pathways to be created for every member of staff, where identified areas for improvement can be targeted. Support staff have access to high quality training videos and resources to support the delivery of highly effective phonics lessons and interventions.</p> <p>Fresh Start RWI CPD supports KS2 teachers and support staff in the delivery of high-quality phonics interventions for disadvantaged pupils.</p> <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

Ensuring appropriate challenge is available for disadvantaged pupils.	Interventions for high attaining pupils have been running since September 2019, with staff member trained by members of SLT to ensure delivery of interventions are good or better.	1,2
Ensure teachers are teaching for Mastery.	Staff members are being trained to deliver Maths Mastery lessons, embedding this with White Rose fluency, reasoning and problem solving. <a href="#">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a>	1,2
Purchase of standardised diagnostic assessments (PUMA/PIRA)  Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests 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:	1, 2, 3

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

Budgeted cost: **£61,015**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions for disadvantaged pupils to focus on closing gaps and challenging high attainers in Maths.	RMEasi-Maths:  A dedicated RMEasi-Maths leader leads weekly interventions for pupil premium recipients, to close gaps and challenge pupils. Half termly assessment and tracking identifies strengths and areas for improvement for individual pupils. Identified areas for improvement can be developed using home tasks on the program.  Research shows that interventions can be a beneficial aspect of school life. When a structured intervention (Such as RMEasi-Maths) is implemented, attainment gaps can be closed swiftly.  <a href="#">Interventions in Education   Importance, Types &amp; Strategies (highspeedtraining.co.uk)</a>	1,2

<p>Online interventions delivered by highly trained professionals to close gaps and accelerate progress in Literacy (Writing)</p>	<p>Literacy Pirates: Highly trained specialists engage in online tuition for selected disadvantaged pupils to support progress and attainment. Pupils are identified by class teachers and areas for improvement are specified, allowing tutors at Literacy Pirates to target interventions to the specific needs of pupils. Disadvantaged pupils are offered a laptop and set of headphones to support with engagement in the sessions.</p>	<p>1</p>
<p>Speech and Language sessions for pupils with developing oral language skills.</p>	<p>Research suggests that in areas of deprivation, approximately 50% of all children have a speech, language or communication difficulty when entering the early years settings.</p> <p><a href="http://cht.nhs.uk">cht.nhs.uk</a></p> <p>Speech and language sessions for identified children regularly take place in the school setting.</p>	<p>1,2</p>

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

Budgeted cost: **£38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3</p>
<p>Improving pupils' mental health and wellbeing.</p>	<p>A number of staff members have been trained to deliver the Thrive Approach, which is used to improve the well-being of pupils, their outlook/opinion of self-worth and helps them identify and work towards their future aspirations.</p>	<p>3</p>

	<p>Thrive is based on established neuroscience, attachment theory and child development and aims to equip adults with the knowledge, insights and resources to develop effective relationships that help young people flourish and learn.</p> <p><a href="#">Home - The Thrive Approach to social and emotional wellbeing</a></p> <p>Pupils identified by Thrive practitioners will attend a breakfast club where they can work with a trained member of staff, whilst receiving a nutritious breakfast to prepare them for their day ahead.</p>	
Trips	<p>CPD has been given on educational visits and how to use these to enhance and broaden pupil's learning experiences.</p> <p>Each year group has an expectation of a minimum of one trip per half term.</p>	1,2,3
Workshops and enrichment days	<p>Workshops and enrichment days are planned into the school calendar and provide opportunities for interleaving and application of skills across the curriculum.</p>	1,2,3
Reading Champions	<p>Reading champions are selected by the reading leader to support the development of love of reading for disadvantaged and non-disadvantaged pupils. Chosen champions are given roles and responsibilities, acting as role models for pupils throughout the school.</p>	1,2,3
Contingency fund for acute issues.	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £217,315**

## 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.

Since 2021/22, the number of pupils eligible for pupil premium funding has risen. Internal assessments have shown that as the school continues to grow, the number of disadvantaged pupils continues to rise. Siblings joining the school has contributed to the number of pupils who are eligible to receive pupil premium funding. Evidence suggests that the performance of disadvantaged pupils is lower than their peers in key areas of the curriculum. This is evident from data and assessments for pupils at Goresbrook School, and the outcomes we aimed to achieve in our previous strategy have not been fully realised. We believe a number of factors have contributed to this and aim to further support our disadvantaged pupils, particularly through the implementation and delivery of new interventions by specialised, highly trained staff.

Our pupils have continued to be affected by the events of the last few years, including the Covid-19 pandemic. Our efforts to support pupils and their parents throughout this period were well received and appreciated. Staff absence has played a role in our disadvantaged pupils not benefiting from the pupil premium funding in the way it was intended to be used. High quality teaching and learning has been enhanced since the end of the last academic year, and experienced members of staff have been recruited to further develop this.

The use of workshops and enrichment days proved to be particularly effective and supported in the improvement of pupils' mental health and wellbeing and provided increased opportunities for our disadvantaged pupils to develop their skills across the curriculum.

### Externally provided programmes

Programme	Provider
Speech and Language Therapy	BDSP
Literacy Pirates	Literacy Pirates
Now Press Play	NPP
Phonics	Read, write, inc

