

Pupil premium strategy statement – Gorsley Goffs Primary School 2024-2025

This statement details our school's use of pupil 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	213
Proportion (%) of pupil premium eligible pupils	8% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Simon Manning Executive Headteacher
Pupil premium lead	Simon Manning Executive Headteacher
Governor / Trustee lead	Mark Dunning Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,640.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16,640.00

Part A: Pupil premium strategy plan

Statement of intent

The principles:

At Gorsley Goffs 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 believe that with the correct support all pupils can achieve this, if the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure disadvantaged pupils reach age related expectations in Y6
- 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.
- Provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

We will focus on high quality teaching with an individualised approach to addressing barriers to learning and emotional support.

Barriers to learning include:

- Poor attendance
- Poor language and vocabulary and reading which impacts on all areas of the curriculum.
- Learning gaps – Adverse Childhood Experiences (ACEs), prior experiences, etc
- Parental engagement and ACEs

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will use a range of strategies outlined in the EEF guidance documentation including:

- 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/visits, residentials, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities at lunchtime and beyond the school day
- Provide appropriate nurture support to enable pupils to access learning within

and beyond the classroom.

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

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills, vocabulary gaps and fine motor skills among some pupils in Reception.
2	Low attainment in reading, writing and maths. Children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
3	Low attendance and persistent absenteeism of disadvantaged children causing a negative effect on attainment and progress
4	Wellbeing, Mental health and medical issues are prevalent among our PP children and their families
5	The positive learning behaviours have dipped and particularly noted with disadvantaged pupils. Poor diet of children, affecting concentration levels

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, fine motor skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. EYFS continuous assessment indicates improved fine motor skills in all children and children are developing the ability to write forming letters accurately including being able to write their name.

Improved reading attainment and accelerated progress and children have love of reading.	Standards in reading are in line with national averages for Y2 and Y6 Standards in phonics are in line with national averages for Y1 and Y2
Improved writing attainment and accelerated progress	Standards in writing are in line with national averages for Y2 and Y6
Improved maths attainment and accelerated progress	Standards in maths are in line with national averages for Y2 and Y6 Standards in Y4 multiplication check are in line with national averages
Attendance is good	Overall attendance is in line with all children Attendance is in line with national figures PA is in line with national figure
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	All children have access to additional individual/ family support for their mental health and wellbeing. All children and have their social and emotional needs met. Children can access learning and develop resilience because of interventions
	Sustained high levels of wellbeing and engagement in all school activities from all pupils particularly disadvantaged pupils Learning behaviours have improved. Children eating healthy nutritious lunches at school

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue with oral language interventions	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as	1

in EYs and KS1 using Talk Boost	high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
To continue with successful approach to phonics with regular screening and analysis to highlight gaps and support the children with targeted interventions.	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	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) and to develop use of the updated White Rose Maths scheme of work and resources	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Improve the quality of social and emotional learning. Extra ELSA training for support assistant. SENDCo will continue to work with children where needed.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4
Improve 'How we teach Reading at GGS' throughout the school.	Our assessments have highlighted the need to improve the teaching of reading for all pupils	2

Ensuring a consistent approach with regular assessment in place .		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the programme already purchased to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Allow additional time for staff to deliver this intervention	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)	1,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. After school targeted support in reading, writing and maths in year 6 – lead by experienced staff	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions (RWI Fresh Start) have been shown to be more effective when delivered as regular sessions over a period up to 12 week : Phonics Toolkit Strand Education Endowment Foundation EEF Internal data indicates gaps in learning to be addressed.	2
Intervention Programmes Provide targeted structured interventions: 123 maths Clicker	Step by step approach, filling in the gaps in a child's knowledge. Internal data and information show children working below expected and have gaps in knowledge.	2,3

Nessy Thrass Talk Boost RWI Fresh Start		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music – Peripatetic / wider opportunities – e.g. year 3 and 4 curriculum enhancement, 1:1 tuition	All children should have the opportunity to learn an instrument	5
School Day trips and residential trips	All children should have the opportunity to wider experiences – Cultural Capital	1,2,3,4,5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Links with Stride Active families	Improved confidence, resilience and social skills as well as Communication. Evidenced through the EEF teachers' toolkit	6
Whole staff training on Meta-cognition and learning behaviour and behaviour management developing our school ethos and approach to learning and behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £16,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2023/2024 there were no Pupil Premium children in Year 6. Therefore, the KS2 SATs outcomes has no data for this group of children.

Externally provided programmes

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

Programme	Provider
White Rose Maths	White Rose
123 Maths	123 Maths
Time Tables Rockstars	TT Rockstars
Maths Mastery	NCETM
Talk Boost	Ican
RWI Fresh Start	RWI
One Minute Maths	White Rose
Nessy	Nessy
Clicker	Cricksoft Ltd
Teaching your Monster to Read	Teach your Monster