

# Pupil premium strategy statement – Gorsley Goffs Primary School 2026-2029

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                                                                                                                                                       | 206                                    |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 7% (14 pupils)                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2026/2027 to 2029/2030                 |
| Date this statement was published                                                                                                                                                | September 2026                         |
| Date on which it will be reviewed                                                                                                                                                | June 2027                              |
| Statement authorised by                                                                                                                                                          | Simon Manning<br>Executive Headteacher |
| Pupil premium lead                                                                                                                                                               | Simon Manning<br>Executive Headteacher |
| Governor / Trustee lead                                                                                                                                                          | Mark Dunning<br>Chair of Governors     |

## Funding overview

| Detail                                                                                    | Amount  |
|-------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                       | £20,658 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0.00   |
| <b>Total budget for this academic year</b>                                                | £20,658 |

# 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, residential, 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.<br>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<br>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<br>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: £8,000

| 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:<br><br>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 through Little Wandle                                                                                                                                                             | 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:<br><br>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 White Rose Maths scheme of work and NCETM 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:<br>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)<br><br>The EEF guidance is based on a range of the best available evidence:<br>Improving Mathematics in Key Stages 2 and 3 | 2 |
| Improve the quality of social and emotional learning.<br><br>Increased ELSA support to five afternoon sessions a week.<br><br>Introduction of Lego Build Therapy<br><br>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):<br><br>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)                                                          | 4 |

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|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---|
|                                                                                                                                             |                                                                                                    |   |
| <p>Improve 'How we teach Reading at GGS' throughout the school.</p> <p>Ensuring a consistent approach with regular assessment in place.</p> | <p>Our assessments have highlighted the need to improve the teaching of reading for all pupils</p> | 2 |

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

Budgeted cost: £10,000

| Activity                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                    | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Use the programme already purchased to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Allow additional time for staff to deliver this intervention</p> | <p>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:</p> <p>Oral language interventions   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>                                                                                       | 1,4                           |
| <p>Additional Little Wandle phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>After school targeted support in reading, writing and maths in year 6 – lead by experienced staff</p>               | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions (Little Wandle) have been shown to be more effective when delivered as regular sessions over a period up to 12 week</p> <p>: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>Internal data indicates gaps in learning to be addressed.</p> | 2                             |

|                                                                                                                                              |                                                                                                                                                                   |     |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Intervention Programmes Provide targeted structured interventions:<br>123 maths<br>Clicker<br>Nessy<br>Thrass<br>Talk Boost<br>Little Wandle | 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 |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

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

Budgeted cost: £2,658

| 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 | Both targeted interventions and universal approaches can have positive overall effects:<br><br>Behaviour interventions   EEF (educationendowmentfoundation.org.uk)                             | 5                             |

|                                          |  |  |
|------------------------------------------|--|--|
| learning and behaviour<br>across school. |  |  |
|------------------------------------------|--|--|

**Total budgeted cost: £20,658**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

|                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KS2 Year 6                                                                                                                                                                                                                                        |
| 5 Pupils from a cohort of 34.                                                                                                                                                                                                                     |
| SATS results for 2025/2026                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>- Maths: 2 of 5 met the expected standard</li><li>- Reading: 2 of 5 met the expected standard</li><li>- GPS: 2 of 5 met the expected standard</li><li>- Writing: 2 of 5 met the expected standard</li></ul> |

### 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               |
| Little Wandle Phonics         | Little Wandle      |
| One Minute Maths              | White Rose         |
| Nessy                         | Nessy              |
| Clicker                       | Cricksoft Ltd      |
| Teaching your Monster to Read | Teach your Monster |
| NCETM Maths Mastery           | NCETM              |