

Pupil premium strategy statement – Gorsey Bank Primary School

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	422
Proportion (%) of pupil premium eligible pupils	3.7%
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)	2025-6
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	F Bell, Associate Head of School
Pupil premium lead	G. Lavelle, Assistant Head of School
Governor / Trustee lead	Sarah Illingworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,355
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£25,355

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for **everyone**, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

At the heart of the Laurus Trust's vision is the ethos of 'levelling the playing field' so that children and young people are provided with the opportunity, regardless of background or circumstance, to thrive and succeed. At Gorsey Bank Primary School, we recognise that some children face additional challenges due to socio – economic disadvantage, and we are determined to address these inequalities through our Pupil Premium Strategy in order to 'level the playing field'.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our central focus revolves around delivering high-quality teaching tailored to address the specific needs of disadvantaged pupils. Extensive research has shown that this approach is most effective in narrowing the attainment gap associated with socio-economic disadvantage. Simultaneously, it has a positive impact on the academic progress of non-disadvantaged students within our school. Our intended outcomes, as outlined below, reflect a commitment to sustaining and enhancing the achievement of non-disadvantaged pupils while ensuring progress for their disadvantaged peers.

We are mindful of the fact that all students' circumstances are unique. Rather than making assumptions about the effects of disadvantage, our approach is grounded in robust diagnostic assessment and responsiveness to both individual needs and common challenges. By adopting a combination of strategies, we strive to create the best learning environment that empowers all pupils to excel.

To ensure they are effective we will:

Main objectives:

- To ensure the provision is effective
- To level the playing field of and close the gap in attainment between socio-disadvantaged and non-disadvantaged children
- Support disadvantaged children with their SEMH needs so that they can be ready to learn
- To improve the attendance and punctuality of disadvantaged children

We aim to do this through:

- Providing Adaptive Teaching and high-quality teaching and learning for all children
- Providing targeted support for disadvantaged pupils
- Closely monitoring the progress of disadvantaged pupils
- Creating pupil profiles with specific targets and next steps for progress in attainment and SEMH

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Assessment data has shown that a proportionately high number of children are working below the expected level in their respective year groups.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, in reading and writing.</p> <p>Assessment data has shown that a proportionately high number of our disadvantaged children are working below the expected level in reading and writing in their respective year groups.</p>
3	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. Most dsadvantaged pupils currently require additional support with social and emotional needs.</p>
4	<p>Our attendance data in 2024-25 indicates that average attendance among disadvantaged pupils was 7% lower than for non-disadvantaged pupils.</p> <p>A small number of our disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
<p>Attainment of disadvantaged pupils will be equivalent, or greater than that of their peers with similar starting points</p> <ul style="list-style-type: none"> Disadvantaged pupils will be making at least expected progress from their respective starting points. Disadvantaged pupils will be performing to the best of their ability by the end of each key stage in Reading, Writing and Maths. Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in End of Key Stage Assessments 	<ul style="list-style-type: none"> Class Teachers will provide adaptive teaching strategies Professional Learning scheduled to prioritise aspects of SDP including staff training in relevant aspects of T&L (Inclusion Conference) Whole school thematic goal of writing chosen with disadvantaged children in mind. Summative assessments to be administered once a term Pupil progress to be analysed and discussed through Pupil Progress Review Meetings termly Subject Leaders will monitor pupil outcomes (through observations and book moderations) Pupil voice monitoring will include disadvantaged children in the group <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> In-year assessment data using Bromcom Summative tests (E.g. NFER/White Rose Maths) administered in Autumn, Spring and Summer End of year data drop ELG/PSC/MTC/End of Key Stage assessment outcomes in relevant year groups Termly Pupil Progress meetings to focus on pupil groups Termly Quality Assurance Visits to discuss pupil groups

<p>Disadvantaged pupils will be provided with targeted support based on specific academic needs</p> <ul style="list-style-type: none"> • Class teachers prioritise the needs of disadvantaged pupils in academic capacities, resulting in the positive development of the 'whole child' • Class teacher, year group team and wider team including specialist teaching staff provide targeted support to ensure potential family economic or social disadvantage do not limit the child from demonstrating their true potential in academic situations • Adult intervention is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstances • Pupils feel confident and able to participate in all aspects of school life in a way that they feel is the same as their peer group 	<ul style="list-style-type: none"> • Class Teachers will administer academic/SEMH interventions to target specific needs • Class Teachers will analyse summative/formative assessments and, alongside, SLT will discuss next steps in regards to targeted support including interventions • Formative assessments to feature within daily timetable across curriculum areas to assess retention of key facts and knowledge • Teachers to identify areas of missed learning and communicate with SLs to amend MTPs and ensure foundational knowledge is covered <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year assessment data using Bromcom for all year groups • In-year monitoring (observations and pupil outcomes) including specific focus on disadvantaged pupils' outcomes • Entry and exit information for any adult led intervention using quantitative and qualitative data, including pupil voice • Summative assessments (E.g. NFER/White Rose Maths) administered in Autumn, Spring and Summer • ELG/PSC/MTC/End of Key Stage assessment outcomes in relevant year groups • Termly Pupil Progress meetings to focus on pupil groups • Termly Qualitative Assurance Visits to discuss pupil groups
<p>Disadvantaged pupils will be confident and successful learners who are aware and comfortable with their strengths and targets for development</p>	<ul style="list-style-type: none"> • Class Teachers will ensure pupils understand strengths and targets and encourage and support in progressing learning forward • Class Teachers will clearly communicate strengths and next

<ul style="list-style-type: none"> • Pupils demonstrate positive attitudes towards learning, presenting outcomes neatly and valuing resources and personal belongings • Pupils respond well to marking and feedback, both written and verbal • Pupils are set challenging expectations in all subjects and are encouraged to meet, or exceed, at least age-related expectations (where appropriate), increasing sense of confidence and pride in their abilities 	<p>steps with parents/carers and identify extra support that is available</p> <ul style="list-style-type: none"> • Pupils will take pride in their learning and demonstrate organised and respectful attitudes towards this and outcomes associated • Pupils will regularly reflect feedback (including peer) and be able to identify strengths and next steps in their work across a range of subjects • Pupils are confident in demonstrating their potential and remaining resilient in the face of increasing levels of challenge <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • Targeted monitoring of pupil outcomes through observations of pupils in sessions and book moderations • Pupil voice relating to attitudes towards learning • Adult observations and knowledge of the children, alongside parent/carers views
<p>Disadvantaged Pupils will make good progress in Early Reading and Phonics which will support and develop our culture of Reading for Pleasure</p>	<ul style="list-style-type: none"> • Early Reading Lead will support the teaching of reading and early phonics across school • Phonics Lead will support whole school teaching of phonics <p>This desired outcome will be measured using</p> <ul style="list-style-type: none"> • Termly PSC for children beyond Year 1 still on phonics • Targeted monitoring of pupil outcomes in Reading and Phonics • Staff voice on their understanding and development area for teaching Early Reading and Phonics • Making at least EXS progress in Reading
<p>Targeted support, based on Social Emotion and Mental Health needs,</p>	<ul style="list-style-type: none"> • Teachers review pastoral needs and progress within core subjects

<p>provides personal, social and emotional guidance for disadvantaged pupils to enable them to feel confident within themselves allowing them to focus and progress academically</p> <ul style="list-style-type: none"> Disadvantaged pupils' personal, social and emotional needs are met through pastoral support – this is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstance Targeted support to ensure potential family economic or social disadvantage do not limit the pupils from demonstrating their full potential in social situations The pastoral needs of disadvantaged pupils are targeted to ensure development of 'whole child' and are happy at school Disadvantaged pupils feel confident, and are supported in all aspects of school life in a way that is no different to non-disadvantaged peers 	<p>with SLT each term (PPR meetings)</p> <ul style="list-style-type: none"> Pupil voice is captured through adult-led interventions and reflect a positive experience from the perspective of the child Pupils are seen to be confidently participating in academic and social situations within and across all aspects of school life Parent views relating to their child's academic and pastoral development are positive and are shared with class teachers through verbal and written means of communication (e.g. pupil profiles, Parents' Evening, Home Learning, Reading Record books and as part of more informal exchanges at the beginning / end of the school day) <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> In-year monitoring documents (e.g. Bromcom, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice) Entry and exit information for any adult led intervention using quantitative and qualitative data (including pupil voice) Adult observations and knowledge of the children, alongside parent/carers views Pastoral Lead to measure impact of intervention through referral checklist
<p>Attendance of disadvantaged pupils will be reviewed regularly and individual support plans will be put into place to support disadvantaged families.</p>	<ul style="list-style-type: none"> Half termly attendance reviews Communication with parents regarding attendance levels External Support from Cheshire East Attendance team Personalised plans to support the individual needs of our Pupil Premium families Link person at school for communication (AHoS)

	<p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • Attendance data • Attainment
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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

Budgeted cost: £15k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Learning allowing for studying of theories with direct links to <i>implications for the classroom</i> (Action Research Community – ARC)	Teaching and Learning Toolkits EEF Closing the Writing Gap by Alex Quigley	1 and 2
Developing vocabulary – Subject Leads to identify tier 2 and tier 3 words relevant for subject	Vocabulary knowledge is a predictor of achievement and is often related to socio-economic status (CTRG, 2019) EEF's Guidance Reports Improving Literacy in KS1 , Improving Literacy in KS2 and, most recently, Preparing for Literacy	1 and 2
Subject Leads to develop teaching and learning sequences (including regular low stakes testing and time for retrieval)	For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application (Bransford et al., 2000). My Chartered College	1 and 2
Professional Learning - Developing Oracy across the curriculum by developing our staff as experts of talk	Oracy Framework (Voice 21) EEF Oracy Research project	2
Disadvantaged pupils receive targeted support for	Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged	3

both their academic and pastoral needs	backgrounds also tend to be particularly positive'. Social and Emotional Learning EEF Guidance	
Pupil Progress Review Meetings	The progress that pupils make between different half-terms generally diminishes through the year, this is particularly true for younger pupils; The largest increases are seen between the first and second halves of the autumn term, these are typically three times the size of the increases seen between the two halves of the summer term; The smallest increases are seen between the second half of the summer term and the subsequent autumn term. In fact, in mathematics we see a small fall in outcomes between these two points. Understanding progress in 2020/21 academic year DoE Jan 2021	All
Subject monitoring	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice.	All
Adaptive Teaching Strategies	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF Guidance – High Quality Teaching Alex Quigley - Adaptive Teaching	All
Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum	On average, reading comprehension approaches deliver an additional six months progress' EEF Reading Comprehension Strategies . Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves EEF Guidance - Readers Theatre	1
ECTs	Ambition Institute ECT Programme Laurus Trust in house induction	All
Specialist teacher of Reading	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment Clark 2011; Clark and Douglas 2011.	1
Trauma Training for all staff	Research shows that disadvantaged children are disproportionately likely to have experienced adverse childhood experiences (ACEs), which can affect brain development, emotional regulation, and learning. Trauma-informed training equips staff to recognise	All

	these impacts and respond with strategies that build safety, trust and positive relationships, helping pupils overcome barriers to engagement and achieve better academic and wellbeing outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 7k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupil progress by considering individual needs - Class teacher led interventions	DfE Report cites 'paired or small group additional teaching' as having a positive impact on progress of PP pupils	1,2 and 3
Needs of pupils are identified, known and matched to support	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice	4
FFT Lightning Squad	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. FFT Research Report	1 and 2
White Rose Maths (Pre teaching)	Rosenshine suggests that the best teachers are those that recognise and overcome the limitations of their students' cognitive load by teaching material in small steps. These teachers adopt this sequential learning approach to ensure that their students have mastered a concept before moving onto the next step. (Rosenshine's Principles of Instruction)	1 and 2
Small group tuition	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils. One to one tuition EEF (educationendowmentfoundation.org.uk)	1 and 2

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Pastoral Support - The 'whole child' is developed alongside academic progress being made	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	3 and 4
Dyslexia Interventions	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. Special Educational Needs in Mainstream Schools	2
Support pupil progress by considering individual needs - Class teacher led interventions	DfE Report cites 'paired or small group additional teaching' as having a positive impact on progress of PP pupils	1,2 and 3
Jungle Club	FFT Jungle Club builds on from the phonics programme and teaches patterns and morphology while following a daily cycle of review, teach, practice and apply https://fft.org.uk/literacy/spelling/	1 and 2
Reciprocal Reading	The EEF trialled targeted intervention proved that children made 2+ months of additional progress in reading comprehension and overall reading compared to the control group. The intervention had an even larger positive impact with disadvantaged children eligible for free school meals. https://fft.org.uk/literacy/reciprocal-reading/	1 and 2

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

Budgeted cost: £3k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement Strategy	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school.	2 and 3

	Approaches that focus on developing parents own skills, for example by providing structured training, can have a moderate positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains. (EEF)	
Parent workshops	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. EEF Parental Engagement	3
Enrichment Curriculum	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. EEF Enrichment	3
Class Teachers have more ownership and are more accountable for progress of Disadvantaged pupils	As the adults in school who know the pupils the best, we believe Class Teachers should have an input into how the funding is spent	1 and 2
All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success	Andy Cope's work in 'Positive Psychology' challenges generalisations and draws attention to potential distraction and distortion of the view(s) that teachers may develop towards individuals/groups within their class/cohort. Use this research to shift towards a culture of optimism and positivity towards challenging aspects of the role of a teacher and those pupils that may find learning difficult as a result of their academic, pastoral or economic background	All
Vulnerable Pupil List	There is no commonly used definition of childhood vulnerability (3). A child can be vulnerable to risks and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment. Some vulnerable children may also have adverse childhood experiences. These are a specific set of childhood experiences associated with negative outcomes in later life. Like other factors which make children more vulnerable, they do not inevitably lead to poorer outcomes, but their presence increases the risk of this happening. No child left behind DfE	3 and 4
Attendance Officer and SLT attendance link (AHoS)	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. Working Together to Improve School Attendance - DfE	4
SEMH specialist (Interventions)	Early intervention means identifying and providing effective early support to children and young people who are at risk of poor outcomes. Staff training is an essential	3

	<p>starting point as we need to equip our school staff with high quality mental health training to notice pupils presenting challenges and poor mental health.</p> <p><u>The importance of early intervention for Social Emotional Mental Health: Why it improves pupil outcomes</u></p>	
Lego Therapy specialist intervention	<p>LEGO® Therapy is a structured, play-based intervention that fosters social interaction, communication, and collaboration through cooperative building tasks. As a targeted social and emotional approach, it reflects EEF evidence that structured peer-interaction strategies yield around four months of additional progress - especially impactful for disadvantaged pupils with weaker social and emotional skills. By incorporating LEGO® Therapy into our Pupil Premium offer, we aim to boost pupils' teamwork, language development, and confidence, supporting both wellbeing and academic achievement.</p> <p>Education Endowment Foundation (EEF) – <i>Social and Emotional Learning</i></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</u></p>	

Total budgeted cost: £ 25k

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data reflects the range of various circumstances experienced by our disadvantaged pupils but that their progress is strong from their respective starting points.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance and pupil outcomes for writing remain an issue for our disadvantaged pupils

Based on all the information above, the progress of our disadvantaged pupils is strong, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section.

Our evaluation of the approaches delivered last academic year indicates that the school has had success in focusing on the development of key skills.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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
Lightning Squad	Fischer Family Trust
Office 365	Microsoft
Nessy	British Dyslexia Association
Spelling Shed	EdShed
TT Rockstars	Maths Circle
Wellcomm	GL Assessment
National Tutoring Programme	The Department of Education
White Rose Maths	Maths Hub
Phonics	Fischer Family Trust
Spellings	Fischer Family Trust
Jungle Club	Fischer Family Trust
Reciprocal Reading	Fischer Family Trust