

# Pupil premium strategy statement

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
School name	Gorran School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	11
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	
Pupil premium lead	Jonathan Sleep Headteacher
Chair of Governors	Peter Kirby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14000
Recovery premium funding allocation this academic year	£8963
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1655
<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	£24618

## Part A: Pupil premium strategy plan

### Statement of intent

*At Gorran School we aim to ensure that all pupils make good progress, regardless of barriers that may be presented to them. Our cohorts are small, so we look at individual pupils and tailor our support to them. Our pupil premium strategy supports disadvantaged pupils in this aim, regardless of their attainment.*

*We have a history of high quality teaching and this is central to our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our strategy is also part of wider school plan for post-COVID-19 support, including through the National Tutoring Programme for all pupils whose education has been worst affected.*

*Our approach will be focussed on the individual challenges that each pupil faces, following diagnostic assessment. Through our detailed knowledge of our children, we will intervene in a timely manner. All staff take responsibility for this and work together to raise the expectations of disadvantaged children.*

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many younger pupils.
2	Assessments show that a number of pupils, including disadvantaged pupils, have poor working memory.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling

	further behind age-related expectations, especially in maths and writing.
4	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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 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.
Improved working memory among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
There is a reduction in the anxiety and concerns around the wellbeing of our children.	Observations and discussions with pupils and families indicate a reduction in anxiety. Low instances of bullying and disruptive behaviour.

## 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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention. Training to make sure that appropriate staff are confident.	Strong evidence to show the importance of language skills and their impact on reading and writing.	1
Purchase of books matched to the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching.	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:	1
Increase the prominence of our PHSE to include more social and emotional learning. Resources from Jigsaw and Walk tall.	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):	4

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

Budgeted cost: £ 9618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for one day a week for children identified as having specific areas to work on.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	2, 3
Increased TA hours for each class teacher to allow	Research has shown that individual and small group support has a significant impact	1, 2, 3

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

Budgeted cost: £13500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a covered 'free flow' play area for the Y1 children, as they missed sections of YR and some still access the EYFS curriculum.	There is plenty of evidence to support the importance of play, including from the DfE, Ofsted, Panksepp (2007), Wall et al., (OECD, 2015) and many others.	4
Employing a Parent Support Advisor	Much research points to the importance of an emotionally available adult in childhood. Where family issues mean that this may not be available at school, the PSA can provide this.	4
Creation of an 'outside classroom'	The idea here was to increase wellbeing and provide a flexible, well ventilated area to use by all classes. The importance of being outside is well documented.	All
Subscription to Class Yoga	This was another wellbeing response. Yoga has been shown to induce a sense of wellbeing and self-awareness, as well as encouraging skills such as breathing, focus and positive thinking. It also has physical benefits.	4
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

**Total budgeted cost: £24618**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Our own assessments have showed that 64% of PP children were working at the expected level. This is slightly lower than the overall figures, but as the sample is so small (11 children) we find it more useful to look at the individual children and support them appropriately,

As evidenced in schools across the country, school closure was slightly more detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and White Rose Maths.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We also bought resources to help with our delivery of PHSE/C.

### 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This allocation is put towards our PSA. She has worked with the children and parent of our service children. Further details cannot be shared in this document.
What was the impact of that spending on service pupil premium eligible pupils?	Further details cannot be shared in this document.