

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Goose Green Primary and Nursery School
Number of pupils in school	248 (38 in Nursery)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2022 - December 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Cat Shuttleworth and Louise Partridge – Head Teachers
Pupil premium lead	Louise Partridge – Head Teacher
Governor / Trustee lead	Tara Whitehorn (Vice Chair) & Rob Miller

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,340
Recovery premium funding allocation this academic year	£0
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	£169,340

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support pupils eligible for pupil premium to achieve that goal, including good progress for those who are high attainers.

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

High-quality teaching is at the heart of our approach, 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.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils do well. To ensure they are effective we will:

- ensure pupils eligible for pupil premium are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- continue to develop a whole school approach in which all staff take responsibility for pupils who are eligible for pupil premium and their outcomes and raise expectations of what they can achieve.

## 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 suggest disadvantaged pupils generally have greater difficulties with reading comprehension than their peers. Many of the children report having less access to books than their peers who are not in receipt of pupil premium. These factors are negatively impacting their development as readers.
2	The well-being and mental health of many of our disadvantaged children has been impacted over recent years by partial school closures during the pandemic and by the cost of living crisis. This is clear from assessment and observations of children, and discussions with families. We have also seen an increase in safeguarding concerns from our records on our online recording system. These findings are supported by national studies.
3	Our attendance data over the last 5 years indicates that pupil premium children are disproportionately represented in the group of children that are persistently absent from school. In the year 2023-2024 the overall rate of persistent absence was 15.4%. Of these persistent absentees, 63% were children eligible for pupil premium. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	The impact of the pandemic on attainment is still evident. It has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This gap has slightly narrowed in some year groups but remains an issue.
5	Data analysis shows intersections between vulnerable groups at the school. In particular, there are significant overlaps in most year groups between disadvantage, SEND and Black African/Black Caribbean children. This makes the task of closing gaps more complex.
6	Our admissions data and census returns show an increase this year in children eligible for the pupil premium. This year we have 41% of children eligible for pupil premium. This remains significantly higher than pre pandemic levels (22% in 2018/19). This has a significant impact on the approach that we need to take to close gaps. We have moved from individual interventions to evidence based whole class or school approaches that will benefit all, but particularly, those from disadvantaged backgrounds.

## 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
To improve progress and attainment for all disadvantaged children in core subjects.	<p>The gap between the number of disadvantaged and non-disadvantaged pupils reaching national expectations and making good progress will be significantly narrowed – evidenced by internal and external assessments.</p> <p>The gap between the number of disadvantaged and non-disadvantaged children achieving above national expectations and making better than expected progress will be narrowed – evidenced by internal and external assessments.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● Qualitative data from student voice, student surveys, parent surveys and teacher observations.</li> <li>● The gap in referrals to school well-being and nurture services between disadvantaged and non-disadvantaged children to be reduced.</li> <li>● An increase in participation in enrichment activities by disadvantaged pupils.</li> </ul>
To improve the attendance for disadvantaged and vulnerable children.	<p>Attendance for vulnerable children is significantly improved by the end of this plan and is demonstrated by:</p> <ul style="list-style-type: none"> <li>● The attendance gap between disadvantaged children and non-disadvantaged children being reduced.</li> <li>● The percentage of children who are persistently absent being at or below national figures and the attendance gap between disadvantaged children and their non-disadvantaged peers is seen to be narrowing.</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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Essential Letters & Sounds (ELS) phonics scheme embedded in school. New staff joining school trained on using this programme.	EEF found that an additional +5 months progress could be gained by using systematic synthetic phonics systems. They found phonics to be an important component of the development of early reading skills especially for those from disadvantaged backgrounds.	1, 4, 5, 6
ELS Spelling introduced to help children in Year 2 that pass the phonics screen transition from phonics.	Recommendation that Spelling should be taught explicitly in EEF "Improving Literacy at KS1" report	4
ELS Progress - KS2 phonics catch up groups for children who have not passed the phonic screen in Yr 2 or who need additional phonics support.	EEF found an additional +4 months progress through phonics catch up interventions.	1, 4, 5, 6
Whole class reading lessons embedded based on the VIPERS approach. Explicitly teaching the skills of comprehension and practicing fluency of reading.	EEF found an additional +6 months progress in reading through comprehension interventions.	1, 4, 5, 6
Maths small group and pre teach sessions in Year 6	EEF found an additional +4 months progress through small group tuition	1,4, 5

One to one reading using the VIPERS approach - focussing on comprehension.	EEF found an additional +6 months progress in reading through comprehension interventions.	1, 4, 5, 6
Small group reading focussing on comprehension and reading for pleasure.	EEF found an additional +6 months progress in reading through comprehension interventions.	1, 4, 5, 6
Training for new staff on effective feedback on learning. Embedding practice with other staff.	The EEF has found +8 months additional progress can be made through effective feedback.	1, 4, 5, 6
Targeted teaching assistant support.	The EEF has found +4 months additional progress can be made through TA interventions.	1,4,5

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

Budgeted cost: £109,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance of disadvantaged children – particularly those with persistent absence. Attendance monitored closely by SLT and FLO. FLO and HT meeting with families to identify and help mitigate barriers to attendance.	DfE's "Working together to improve attendance". <a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a>	3, 2
Staff training on Zones of Regulation. This will be a whole school approach to helping children to self regulate, acknowledge and manage their emotions.	The Education Endowment Foundation toolkit identifies social and emotional learning as having the potential to add +4 months progress.	2, 4
Sensory circuits - a sensory motor skills programme that prepares children for learning.	The EEF has found that +1 month additional progress can	5

	be made through physical activity.	
<p>Ensure all children have access to enriching extra-curricular activities.</p> <p>Pupil premium to access paid clubs at no cost. (Projected spend is based on all PP children from R-6 accessing 1 paid club each term.)</p> <p>Ensure routes to access to clubs and music tuition both paid and unpaid are publicised to all parents.</p> <p>Support Yr4 and Yr6 parents to pay for the residential adventure activities.</p>	<p>The Education Endowment Foundation toolkit identifies arts participation as having the potential to add +3 months progress.</p> <p>Adventure learning such as that supported by the school residential activities, currently have insufficient evidence to be ranked by the EEF. However, opportunities to develop socially and emotionally, which both extra-curricular activities and residential trips support through a focus on collaboration, decision making, and managing emotions, can add four months additional progress in academic achievements.</p>	2
Mentoring for children through Kids Network and Step Out	EEF suggests that mentoring can provide an additional +2 months progress.	2
Art therapy - to help children to develop resilience and process difficult situations.	EEF suggests that social and emotional learning can add +4 months progress	2
Behaviour interventions	The EEF found that behaviour interventions can provide +4 months progress.	2
“Grab and go” breakfast provision. Bagels available in classrooms as children arrive for school.	The EEF found that having breakfast in school can add 2 months additional progress in academic achievements for children in KS1. Progress was not shown in KS2. However, we are offering breakfast across the school to improve punctuality and attendance for disadvantaged children.	2,3

**Total budgeted cost: £169, 340**

## 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 2023 to 2024 academic year.

The 2023-24 data and monitoring has shown:

In Reception 58% of pupil premium children achieved the Early Learning Goal in all of the areas covered by the Good Level of Development. This was in comparison to 51% of pupil premium children nationally.

In Year 4 35% of children in receipt of pupil premium achieved full marks. This compares favourably with the national average of 34% of all children.

In Year 6 the percentage of children with pupil premium achieving at expected levels in reading increased from 53% in 2023 to 58% in 2024. Pupil premium children achieving greater depth increased from 6% in 2023 to 25% in 2024 and was significantly higher than the national figure of 18%.

Year 6 writing also showed an improvement with 68% of pupil premium pupils achieving the expected standard compared to 65% the previous year. This again compares favourably to the national figure of 58%.

Year 6 maths attainment at expected standards for children in receipt of pupil premium was broadly in line with national figures - 58% of children at Goose Green compared to 59% nationally.

Year 6 SPaG results for children achieving at the expected standard showed a large improvement from the previous year, 79% 2024 compared to 59% in 2023. This was also significantly higher than national figures this year of 59%. There was a similar positive picture for pupil premium children achieving at greater depth, this increased from 6% in 2023 to 25% in 2024 compared to 20% nationally.

Data from 2023-2024 showed that a higher percentage of pupil premium children made expected or better progress than in the previous year. This was also true of their non-disadvantaged peers, meaning that the gap between the two groups has stabilised but remains. In some year groups the gap was narrowed, but this was not consistent across the school.

The NEST Impact of Education Review (September 2024) noted that *“The school serves a very diverse community, where almost half of the pupils are in receipt of pupil premium, as well as there being a large number of children who are from affluent*



*backgrounds. The leaders have used this context to carefully select the most important knowledge and skills that must be taught so that all pupils have access to a broad and balanced curriculum.”*

*“Ambitious enrichment opportunities have been carefully planned to enhance the curriculum offer at Goose Green... The curriculum has been carefully planned, identifying the key knowledge and skills that must be taught across all subjects.”* IOE Review September 2024

Persistent absenteeism rates at Goose Green were below the national average of 19.2% (15.4% 2023-24), they also showed a reduction from the previous year (16% 2022-23). The percentage of pupil premium children within this group fell from 71% in 2022-23 to 63% in 2023-24.

Overview:

These successes show that the current strategy is having a positive impact. While there is still a significant gap between children receiving pupil premium funding and their non pupil premium peers, pupil premium pupils are making good progress and are attaining at a higher level in many areas compared to last year. Changes made to the strategy this year are to enhance and improve it, with the aim of further improving attainment and progress for pupil premium children and narrowing the gap with their non pupil premium peers.

## 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*

<b>Programme</b>	<b>Provider</b>
Kapow DT, PSHE, Science	Kapow Primary
Times Table Rock Stars	Maths Circle
Nessy	Nessy Learning
The Literacy Tree Subscription	The Literacy Tree
White Rose Mathematics Scheme	White Rose Maths
Essential Letters and Sounds phonics	Oxford University Press
ELS Progress	Oxford University Press
ELS Essential Spelling	Oxford University Press
Nelson handwriting	Oxford University Press

