

# 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.

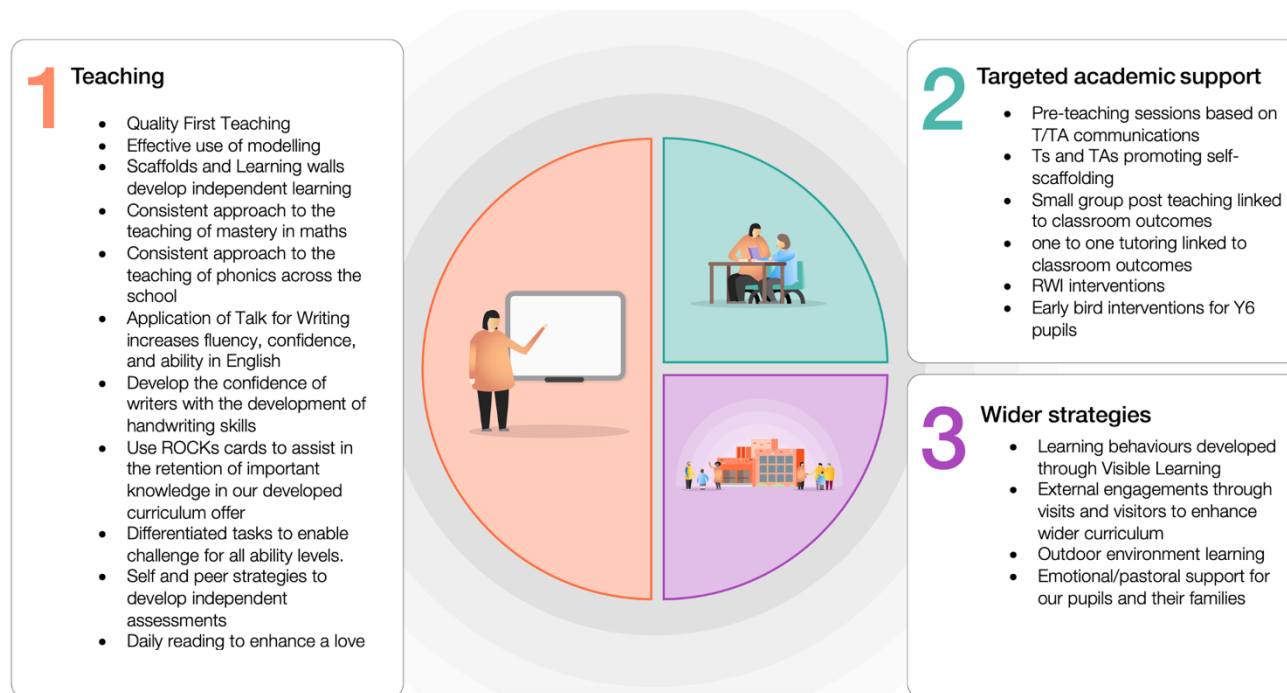
## School overview

Detail	Data
School name	Goosewell Primary
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	James Gentile (Headteacher)
Pupil premium lead	Marc Leader (Assistant Headteacher)
Governor / Trustee lead	Angela Jenkins (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,000
Recovery premium funding allocation this academic year	£7,349
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	£132,349

# Part A: Pupil premium strategy plan



## Statement of intent

In considering the intention of our pupil premium strategy, we have taken into account the context of our school and the challenges it brings. We have used the EEF research to inform the actions we take, alongside our own research and evidence, which has also informed us on the barriers to learning the disadvantaged children in our school face and the most successful strategies to improve outcomes. The plan also considers the challenges faced by vulnerable pupils, e.g. children who are young carers or those subject to a child in need or child protection plan. This plan is intended to support their needs, regardless of whether they are disadvantaged or not. We are determined that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The key to successful outcomes for all pupils is high-quality teaching. To support this, elements of the plan are directed at securing this across all classes and year groups. We focus on areas in which disadvantaged pupils require the most support: communication and language, social and emotional development, early reading experiences, good attendance and parental engagement. High-quality teaching 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 approach will be responsive to the challenges and individual needs of the children at Goosewell Primary Academy, rooted in robust diagnostic assessment, not assumptions about

the impact of disadvantage. The approaches we have adopted have been arrived at through a team approach to understanding the gaps in our children’s learning and complement each other to help pupils excel. To ensure they are effective we will:

- regularly review our approaches and make changes when we identify that the gap is not closing rapidly enough
- where possible, match strategies from the Pupil Premium Strategic Plan to our Strategic School Improvement Plan to maximize resources and the impact of both plans
- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ 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	Our baseline assessments for 2022/23 have identified an increased number of writers with low levels of presentation skills. 77% of our disadvantaged pupils (40 of 52 assessed) have their handwriting assessed as inconsistent or non-joiners requiring interventions. Evidence suggests that poor levels of handwriting impacts on the overall desire to write.
2	Pupils in Y5 and Y6 who’s progress in reading has stalled through their primary school’s reading lessons and pupils who have missed schooling need additional support to catch up to reach ARE. 34 (25%) children are currently working significantly below ARE, of which 10 (42%) are disadvantaged pupils. Late arrivals into the school: those who are new to the UK education system or whose first language is not English will also benefit from additional support programmes.
3	Our observations and discussions with children and teachers show an increasing number of pupils are displaying dis-regulated behaviours with a high incidence of anxiety and stress. This behaviour is displayed as work refusal and angry outbursts which is impacting on the potential for that individual. It is also compromising the quality of the learning environment for all pupils.
4	Cultural capital - part fund residentials / trips (Y4 and Y6) Due to the increasing number of contacts surrounding the costs and requests for financial support, identify the disadvantaged pupils who may miss the residential opportunities being offered this year.
5	Ukraine pupils - to ensure the full involvement of new Ukrainian pupils in school who speak very little English. Families also feel isolated when entering school community.

*Software and hardware requirements along with the funding of translator to ensure full and purposeful involvement.*

## 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
For all pupils to improve their handwriting ability. Particular attention to disadvantaged pupils who will be proud of the improvements in their handwriting and show a pride and enthusiasm to share their writing.	For 80% of disadvantaged pupils to display legible and fluent handwriting.
For targeted Year 5 and 6 pupils to be able to read accurately and at a sufficient pace to access the Key Stage 2 curriculum, with a specific drive for disadvantaged pupils.	End of year reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils meet the expected standard.
Parental engagement is high across all year groups, particularly in amongst our disadvantaged families.	Sustained parental engagement from 2023 as demonstrated by: <ul style="list-style-type: none"> <li>• Attendance at parental consultations, workshops &amp; celebration assemblies</li> <li>• Number of parents actively involved in home/school association</li> <li>• Number of parent volunteers in school</li> </ul>
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in children needing support to manage their feelings of anxiety around school</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To maximise the number of pupils who attend the residential learning experiences offered in Year 4 (London) and Year 6 (PGL).	<ul style="list-style-type: none"> <li>• Maximise the participation of disadvantaged pupils who attend the residential learning experiences.</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: £7,829.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training and implementation of 'Penpals for Handwriting' scheme to establish consistent understanding and implementation of HANDWRITING</p>	<p>Improved handwriting outcomes have a strong evidence base that indicates a positive impact on the accuracy and enjoyment of writing overall, particularly for disadvantaged pupils:</p> <p><i>'Children who experience difficulty mastering handwriting may avoid writing and produce poor written work. Children with poor handwriting will find it hard to proofread their own work. They will then fail to spot their mistakes and their confidence may dip even lower'.</i></p> <p>Cost: £2494.50 Training: £1200</p> <p><a href="https://magiclinkhandwriting.com/the-importance-of-good-handwriting/">https://magiclinkhandwriting.com/the-importance-of-good-handwriting/</a></p>	1
<p>Training with English Lead to establish consistent understanding and implementation of the RWI Fresh Start for specific staff.</p>	<p>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:</p> <p>Cost: £310 Training: £375</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Training of Attachment Based mentors for identified TAs in each key stage to support vulnerable children identified by DSLs or other staff.</p>	<p>EEF research suggests that a relational approach to all children is the most effective way of managing challenging behaviour. The ABMs support all staff to know and understand our pupils and their influences, developing relational support plans that ensure challenging behaviours are identified and managed at an early stage and dysregulation and exclusion is minimised as much as possible.</p> <ul style="list-style-type: none"> <li>Initial training (£1200)</li> </ul>	3

	<ul style="list-style-type: none"> <li>Funding for x5 coaches @ £450 each (£2250)</li> </ul> <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,558.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring from teachers and trained TAs for children identified as falling behind at class progress meetings at the end of the Autumn Term.	<p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
<p>TAs to be trained by SLT/Babcock representatives in the use of a 'Relational Theory'</p> <p>TAs implement this programme with <b>all</b> children.</p> <p>20 TAs 2 x hrs. training: £526.80</p>	<p>EEF research suggests that a relational approach to all children is the most effective way of managing challenging behaviour. Training will ensure all support staff know and understand how our pupils are identified and managed at an early stage and dysregulation is minimised as much as possible.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	3

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

Budgeted cost: £44,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the SEMH of disadvantaged	Maintain and enhance the support offered through our ELSA TA to pupils within our school community. This could be 1:1	3

pupils during the school day	<p>sessions or small group depending on the individual concerned.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	
Parent Support Advisor to liaise with home and school, supporting families with safeguarding needs that meet the early help threshold.	<p>Building a strong relationship between home and school and ensuring a shared dialogue about the role of parents in children's learning has a positive impact on attendance, behaviour in school and academic progress</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	3
Supplementing residential costs for disadvantaged families	<p>Attendance on school residential is sometimes the only experience our disadvantaged families have of leaving the Devon area and experiencing wider British society. This is essential for their cultural development and awareness of the world.</p> <p>£100 reduction for 13 families: £1300</p>	4
Use sporting activities to support pupils to overcome multiple and complex issues that prevent them from engaging in education.	<p>Empire Fighting Chance is a national charity which uses a pioneering approach that harnesses a powerful combination of non-contact boxing and intensive personal support to transform the way young people think and behave (10 pupils from Y5/6)</p> <p>2 coaches: 10 weeks @ £150pw: £1500</p> <p><a href="https://www.empirefightingchance.org/our-impact/stories/">https://www.empirefightingchance.org/our-impact/stories/</a></p>	3

## 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 2021 to 2022 academic year.

<u>Attendance*</u>		
All children - 93%                      PP children - 89%		
<i>*impact of covid infections and isolation still impacting on attendance figures for this academic year</i>		
<u>Pupil Outcomes:</u>		
Year Reception	Pupils eligible for PP (1 pupil)	Pupils not eligible for PP
Good Level of Development	0%	72%
Year 1 Phonics Screening June 2022	Pupils eligible for PP	Pupils not eligible for PP
Standard Met	40%	85%
Year 2 Phonics Screening	Pupils eligible for PP	Pupils not eligible for PP
June 2021 Standard Met	82%	88%
2022 KS1 Attainment Data Summer Term	Pupils eligible for PP	Pupils not eligible for PP
Expected standard+ Reading	64%	71%
Expected standard+ Writing	64%	60%
Expected standard+ Maths	64%	73%
Reading, Writing and Maths	64%	56%
2022 KS2 Attainment Data Summer Term	Pupils eligible for PP	Pupils not eligible for PP
Expected standard+ Reading	56%	78%
Expected standard+ Writing	75%	77%
Expected standard+ Maths	63%	75%
Reading, Writing and Maths	50%	64%



## Service pupil premium funding

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

At Goosewell Primary Academy, our aim is to ensure that no children are disadvantaged at school in any way. Our focus with service children is to ensure no child is disadvantaged due to the service of their parent.

We use our SPP to contribute towards the following:

- monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress
- intervention strategies and support are put into place to support their learning
- the provision of a trained adult to provide pastoral support and guidance for families
- the provision of a trained mentor support to work with individuals to build social skills, self-esteem and develop positive attitudes to learning thus raising academic attainment
- membership of HMS Heroes / Military Kids Club

As with everything we do at school the measures put into place do make a positive difference. They help to ensure that our service children become tolerant, caring, and well-rounded individuals with the skills to enable them to learn, develop and progress.

The additional, extra-curricular activities have enabled children to feel special and that they are receiving things that other non-service children might take for granted. In many cases, children's personalities have blossomed, and they have been able to mingle and make friends with children that before, they may not have had the courage to do so.

Primarily the measures we have put in place help service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary advise. This enables them to achieve and progress without any disadvantage due to parental service.