

Pupil premium strategy statement 2023-24

Goosewell Primary Academy



Goosewell
Primary Academy
Rise To Greatness

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Goosewell Primary Academy
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	13.67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Laura Warren
Pupil premium lead	Marc Leader
Governor / Trustee lead	Angela Jenkins

Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£119,395
Recovery premium funding allocation this academic year	£10,406
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,801

Part A: Pupil premium strategy plan

Statement of intent

<p>Background Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Our overarching intent is to secure the best possible outcomes for our disadvantaged pupils.</p> <p>Provide Quality First Teaching for all children.</p> <p>To diminish the difference between those pupils not on track to achieve the expected standard at the end of KS2.</p> <p>To ensure prompt identification of pupils with additional needs and to promote early intervention programmes.</p> <p>To ensure that there is appropriate support on non-academic areas to facilitate pupils' emotional and social development to help them overcome their barriers to learning.</p>
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Challenges

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

Challenge number	Detail of challenge																																			
1	Many children lacking resilience and desire to succeed when challenged also display passive attitudes to their learning. They do not engage fully in their learning moving onto the challenge/mastery activities deepening their understanding.																																			
2	<p>The standard of writing across most year groups in school is below other core curriculum areas as evidenced by baseline data (<i>% shows pupils reaching EXS+ in table below</i>):</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>78%</td> <td>71%</td> <td>80%</td> <td>71%</td> </tr> <tr> <td>Year 2</td> <td>85%</td> <td>61%</td> <td>76%</td> <td>61%</td> </tr> <tr> <td>Year 3</td> <td>76%</td> <td>75%</td> <td>76%</td> <td>69%</td> </tr> <tr> <td>Year 4</td> <td>72%</td> <td>60%</td> <td>65%</td> <td>57%</td> </tr> <tr> <td>Year 5</td> <td>71%</td> <td>65%</td> <td>62%</td> <td>58%</td> </tr> <tr> <td>Year 6</td> <td>72%</td> <td>55%</td> <td>68%</td> <td>46%</td> </tr> </tbody> </table>		Reading	Writing	Mathematics	Combined	Year 1	78%	71%	80%	71%	Year 2	85%	61%	76%	61%	Year 3	76%	75%	76%	69%	Year 4	72%	60%	65%	57%	Year 5	71%	65%	62%	58%	Year 6	72%	55%	68%	46%
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3	High number of children requiring emotional / welfare support in order to positively engage with their learning necessitate a range of interventions in order to fully access the curriculum.																																			
4	Attendance of disadvantaged groups is below that of other children, including persistent absenteeism. Analysis indicates that PA children often live in families with complex additional pastoral and welfare needs.																																			
5	Disadvantaged children often, but not always, live in families characterised as having low parental engagement and limited ability to support their children at home. Challenges for parents and carers beyond those caused by financial disadvantage such																																			

	as adversity due to emotional/mental health challenges, welfare and safeguarding needs and environmental circumstances, can be a barrier to acting upon aspirations for their children.
6	The SEN and Disadvantaged groups overlap disproportionately compared to other groups in school; few years. This can be attributed mainly to changes to the demography of new intakes on entry to EYFS and a noticeable rise in SEN/DIS pupils being admitted in year throughout school. In 2023/24, 39% of the disadvantaged children are identified as having SEN compared to only 11% of the non-disadvantaged children.

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
Progress of disadvantaged pupils is accelerated to reduce in school gaps in attainment. This will be reviewed during pupil progress meetings using the in school assessment data.	Attainment gap between disadvantaged and non-disadvantaged reduced in all year groups.
The use of learning dispositions to develop children's positive behaviours towards challenge and learning. Communicated consistently across the school and via whole school assemblies. Measured through pupil conferencing and walk throughs.	Pupils can discuss and explain their learning dispositions and provide examples of where and when they have used them to improve progress in learning and their behaviour in school.
The use of scaffolding and WAGOLs within Talk for Writing process supports the generation of writing ideas and develops writing accuracy.	Pupils will confidently plan and execute accurate writing across a variety of genre.
Improved attendance for all pupils leads to improved attainment. This will be monitored by fortnightly & monthly attendance data	Attendance at or close to 96%, persistent absenteeism to be reduced to 16%
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 80% of disadvantaged pupils meet the expected standard.
To maximise the number of pupils who attend the residential learning experiences offered in Year 4 (London) and Year 6 (PGL).	Maximise the participation of disadvantaged pupils who attend the residential learning experiences.

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: £35,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils are clear about the desired outcomes. Teacher clarity enables pupils to co-construct success criteria, appropriate WAGOLs and the learning environment encourages independent learning (especially in writing).	TfW and VL evidence of teacher clarity has a positive impact on pupil attainment	1, 2
Ongoing development of the use of Accelerated Reader approach within KS2 and KS1 areas of the school. The purchase of new reading materials to enhance the love of reading.	Pupils using Accelerated Reader achieved +3 months growth in reading age compared to their peers. (EEF / Durham Uni)	1
The development and assessment (to include release time to implement ongoing 1:1 online assessment process) of the Read Write Inc approach. Phonic & literacy support- adults are trained and mentored to ensure high quality of provision for all pupil groups.	Grouping of pupils provides targeted support phonics/ literacy activities at required level EEF phonics +5 months.	1
Provision of RWInc resources to ensure that the fidelity of the program is maintained and staff training and skills remain current.	EEF phonics +5 months.	1

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

Budgeted cost: £24,018.46

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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,6
Focussed TA support to provide timely support to ensure pupils do not fall behind their peers- Small group support (pre and post teaching)	Certain pupils will require additional support, re-teaching or revising work to consolidate their learning. EEF evidence +4/6 months	1,2,3,6
Focussed support to Y6 pupils who will be invited into school (x3 mornings for 1 hour) for Early Bird Maths sessions. Children will be selected and reviewed on a regular basis.	EEF small group tuition +4 months progress. Increase confidence and efficiency in mathematical processes.	1,3,5,6
Employment of additional teaching staff to support small group interventions	EEF small group tuition +4 months progress.	1,2,3,6

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

Budgeted cost: £70,384.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refined attendance monitoring process	Teachers, Office Manager and Attendance team communicate with selected families to discuss barriers to attendance. Graduated procedures followed if continuing PA involving teaching staff, phase leads and then SLT.	4
Develop the SEMH of disadvantaged pupils during the school day	Maintain and enhance the support offered through our ELSA TA to pupils within our school community. This could be 1:1 sessions or small group depending on the individual concerned. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	1,3,5
Parent Support Advisor to liaise with home and school, supporting families with safeguarding needs that meet the early help threshold.	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 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	3,5
Supplementing residential costs for disadvantaged families	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.	3,5
Use sporting activities to support pupils to overcome multiple and complex issues that prevent them from engaging in education.	Field Gun Sports Club Attendance of club specifically for those pupils who are from military families. The club focusses on teamwork as well as stamina and agility. It will also give an opportunity for service pupils to share their experiences with children experiencing similar circumstances. Club will be on site but will lead to competitions in the local area.	3,5

Total budgeted cost: £129,801

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. For a detailed breakdown of previous year's expenditure see the Review 2020-21 document on the website.

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
Read Write Inc	Ruth Miskin
Maths Mastery	PLP maths hub linked to NCTEM
Accelerated Reader	Renaissance

Service pupil premium funding

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.