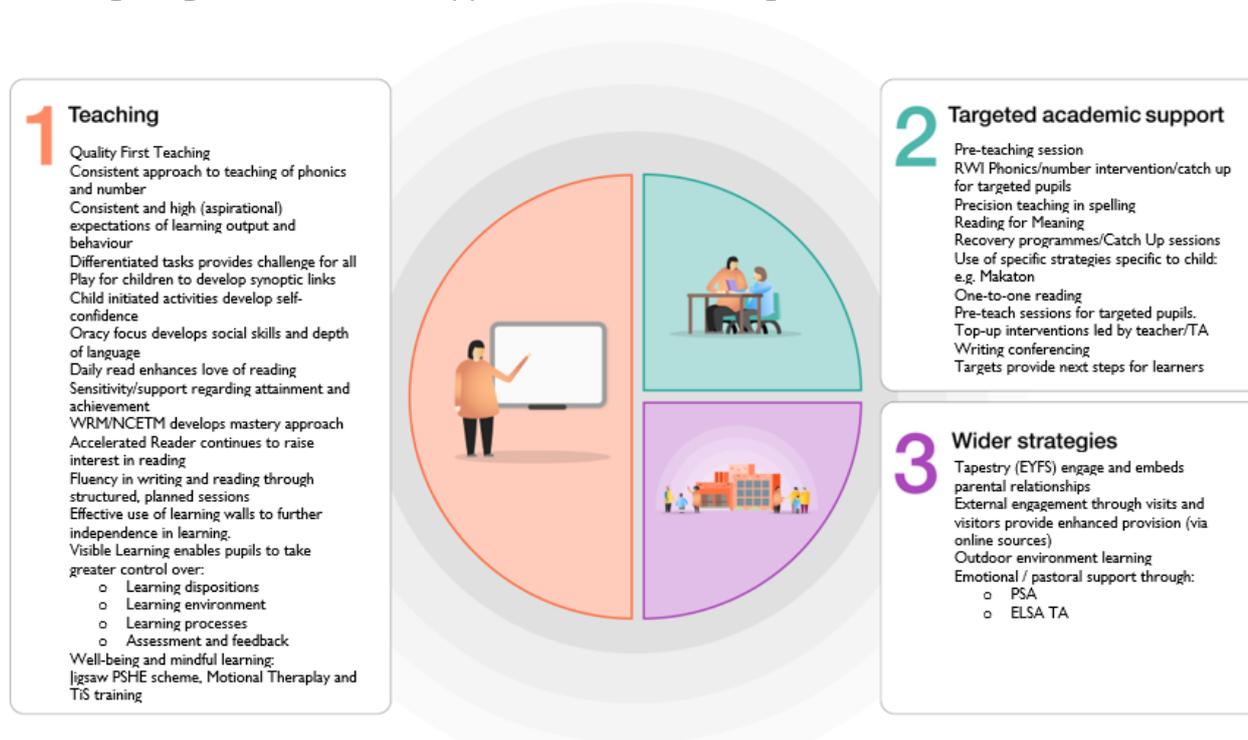


Pupil premium strategy statement for Goosewell Primary Academy

All members of staff and governors accept responsibility for ‘disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to ‘closing the attainment gap’ between vulnerable pupils and the Pupil Premium forms a vital part of that process. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with quality first teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies:



School overview

Detail	Data
School name	Goosewell Primary
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	James Gentile Headteacher
Pupil premium lead	Marc Leader Assistant Headteacher

Governor / Trustee lead	Angela Jenkins Chair of Governors
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,580
Recovery premium funding allocation this academic year	£9,173
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,753

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	PP pupils do not achieve well in writing compared to reading within Literacy sessions. There is an additional consideration for converting EXS PP pupils towards GDS standard.
2	PP Pupils continue to show enthusiasm for reading through the success of Accelerated Reader implementation, but resources and library need urgent refreshing and replenishment to continue positive trends.
3	Pupils in Year 4 do not have sufficient times tables knowledge and require a boost to ensure rapid recall by the end of year multiplication tables check.
4	Pupils unable to self-regulate and manage emotions which leads to unacceptable behaviours. Whole school matrix has identified social and emotional issues for many PP pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher requests for support have markedly increased during the pandemic with the number of entries on CPOMs increasing from all areas of the school.
5	Prohibitive costs for wrap around care and visits/visitors are continuing to be problematic for members of our school community.

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
Reduce the gap between non PP and PP pupils achieving EXS in writing by the end of year data for each year group.	Pupil data from summer end shows an upward trend of PP pupils achieving EXS standard in writing.
All pupils to continue to improve their raise the enthusiasm and levels of attainment in Reading.	Pupil data from summer end shows an upward trend of PP pupils achieving EXS standard of reading. Pupil data to show an increase of pupils attaining GDS in reading.
For all Y4 pupils to pass their MTC	For all 80% of Y4 PP pupils to pass the MTC
For all pupils to enjoy a broad balanced curriculum and expand those learning opportunities to include visits and visitors	Ensure all PP pupils participate fully in visits and visitors that are planned for by school through financial support when required.
To provide appropriate support for the development of pupil well-being.	In house pupil voice surveys through the year will demonstrate positive outcomes and views.

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

Budgeted cost: £9360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing CPD (£3360)	Writing remains the lowest strand at the end of KS1 and KS2.	1
Visits and visitors planned to commence KRP's (£1000)	Continued emphasis on 'springboard event' to commence each 'Knowledge Rich Project' and the positive impacts they have on raising enthusiasm.	5
Times Tables Rock Stars and Sum Dog Maths CPD (£2500)	Times tables and basic skills knowledge is very low within Year 4	3
Boxall Profile Training CPD (£2500)	Social and emotional support for those PP pupils with low self-esteem and confidence. These pupils require support for emotional, social and special educational needs which can impact upon their learning and the potential progress they make in class.	4

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

Budgeted cost: £59,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency reading interventions.	Fluency reading interventions will increase reading accuracy and enjoyment.	2
Times Tables Rock Stars and Sum Dog Maths – iPads x15 15 x £300	Times tables and basic skills knowledge is very low within Year 4	3

Pre-teach support groups	PP pupils having an awareness of lessons to come will enhance self-confidence and improve performance.	5
Immediate intervention support groups	PP pupils will gain immediate feedback and support to address misconceptions to avoid gaps in learning and learned helplessness developing.	5
Library improvements and Increase the range of reading material to share with pupils £3000	Literacy Lead meetings revealed that pupils report lack of range of books available. Literacy Lead to oversee range of purchases required.	2

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the SEMH of PP pupils and their families within the school community.	Maintain and enhance the support offered through our PSA and ELSA TA to families and pupils within our school community, especially with the ongoing impact of the COVID pandemic.	4, 5
Boxall Profile Training (£500)	Creating and embedding school approaches to improve pupil access to learning through specific teacher support.	4
TiS SLT Training	Provide a further tier of support to ensure that greater number of staff can aid the SEMH of pupils within school. TiS training for HT and AHT to disseminate across staff.	4

Total budgeted cost: £104,860

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal teacher assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than expected in key areas of the curriculum. The outcomes we aimed to achieve by the end of 2020/21 were not fully realised. However, progress was made from the start of the academic year to year end, but the gap was not closed to a satisfactory level.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most 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 response of introducing online learning and the Educare provision throughout the disrupted year of schooling.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils through increasing the working hours of our PSA and ELSA TA alongside trialling the use of collaborative learning in classrooms across the school to excite and enthuse pupils' views of their learning. Targeted interventions were planned where required. We are building on that approach with the activities detailed in this plan as well as investing in MAST for group and individual support sessions.

Externally provided programmes

Programme	Provider
Boxall Profile Online	Boxall
Talk for Writing	Talk for Writing
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle Limited
MyMaths	Oxford Uni Press
Sumdog Maths	Sumdog