

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 | 257 (34 in Nursery) |
| Proportion (%) of pupil premium eligible pupils | Yr 1-6 40% N 35% |
| 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 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Cat Shuttleworth and Louise Partridge – Head Teachers |
| Pupil premium lead | Louise Partridge – Head Teacher |
| Governor / Trustee lead | Tara Whitehorn (Vice Chair) |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £185,792 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £185,792 |

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, rooted in robust diagnostic assessment, 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 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. This year, the overall persistent absence is currently 16%. Of these persistent absentees, 71% (22 of 31 children) are also Pupil Premium. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 4 | During the pandemic, our assessments, observations and monitoring of online learning engagement indicated that the education of many of our disadvantaged pupils had been impacted by partial school closures. This was to a greater extent than for other pupils. These findings are supported by national studies. This resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This gap was 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 a reduction this year in children eligible for the pupil premium. We believe this is due to a reduction in pupil numbers and the local policy of moving families out of the area due to shortages in social housing. This year we have 36% 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 |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To improve progress and attainment for all disadvantaged children in core subjects</p> | <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> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● Qualitative data from student voice, student surveys, parent surveys and teacher observations. ● The gap in referrals to school well-being and nurture services between disadvantaged and non-disadvantaged children to be reduced. ● An increase in participation in enrichment activities by disadvantaged pupils. |
| <p>To improve the attendance for disadvantaged and vulnerable children.</p> | <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"> ● The attendance gap between disadvantaged children and non-disadvantaged children being reduced. ● The percentage of children who are persistently absent being at or below national figures and the attendance gap between disadvantaged children and their |

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| | non-disadvantaged peers is seen to be narrowing. |
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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: £85,000

| 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 |
| Phonics catch up groups for children who have not passed the phonic screen in Yr 2 using ELS | EEF found an additional +4 months progress through phonics catch up interventions. | 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 |
| 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 |
| One of our cohorts with the highest level of pupils eligible for Pupil premium, taking part in Charles Dickens's research school trial of their fluency focus project. This project is run in | Evidence suggests that children should continue to practice fluent reading of the same material within a guided setting while the teacher provides timely, specific feedback (Bashir and Hook, 2009) | 1, 4, 5, 6 |

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| conjunction with the EEF. | | |
| Training for new staff on effective feedback. Embedding practice with other staff. | The EEF has found +8 months additional progress can be made through effective feedback. | 1, 4, 5, 6 |

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

Budgeted cost: £100,792

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Improve the attendance of disadvantaged children – particularly those with persistent absence.</p> <p>Attendance monitored by SLT and FLO.</p> <p>FLO work with individual families to remove barriers for attendance.</p> | <p>DfE's Improving School Attendance advice.</p> | 5 |
| <p>Staff training on using a trauma informed approach to behaviour.</p> <p>Rewriting school values and working with staff, governors, parents and children to do this.</p> | <p>The Education Endowment Foundation Toolkit identifies Behaviour interventions, including those focussing on developing a positive culture, as having the potential to add +4 months progress.</p> | 2,4 |
| <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 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</p> | 2 |

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| | residential trips support through a focus on collaboration, decision making, and managing emotions, can add four months additional progress in academic achievements. | |
| “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: £185, 792

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 2022 to 2023 academic year.

Data from 2022-2023 showed that a higher percentage of pupil premium children made expected or better progress than in the previous year. However 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.

Children Eligible for Pupil Premium Yr - 6

| Subject | On track or higher 2021- 2022 | On track or higher 2022 - 2023 |
|---------|-------------------------------|--------------------------------|
| Reading | 63.8% | 67% |
| Writing | 54.3% | 58.4% |
| Maths | 55.3% | 62.4% |

The impact of 1:1 tutoring was inconclusive this year so we do not intend to continue to use 1:1 tutoring this year.

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 |
|--------------------------------------|-------------------------|
| Doodle maths | Ez Education |
| 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 |

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|------------------------|-------------------------|
| ELS Progress | Oxford University Press |
| ELS Essential Spelling | Oxford University Press |
| Nelson handwriting | Oxford University Press |

