

Pupil premium strategy statement

The government introduced Pupil Premium Funding to schools in 2011. Children who are eligible are as follows in a primary school:

- a. Pupils in year groups Reception to Year 6 who receive income based free schools meals (this also includes those who have been eligible for free school meals in the last six years, known as Ever 6 FSM);
- b. Children who are looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority;
- c. Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order;
- d. Pupils in year groups Reception to Year 6 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence.

Pupil premium funding should be targeted on closing the attainment gap between disadvantaged children and their peers and to support children whose parents are in the armed forces.

School overview

Metric	Data
School name	Goose Green Primary and Nursery School
Pupils in school	344 (including 33 in Nursery)
Proportion of disadvantaged pupils	46% Yrs R-6 46% (Nursery)
Pupil premium allocation this academic year	£160,330
Academic year or years covered by statement	January 2021 – December 2023
Publish date	July 2021
Review date	December 2021
Statement authorised by	Performance and standards committee
Pupil premium lead	Louise Partridge
Governor lead	Felicia Johnston

Pupil Premium at Goose Green

This year we have again seen an increase in the numbers of children eligible for pupil premium. Over the last two years eligibility has risen from **22%** to **46%**. This is particularly noticeable in years one, two and three where 50% or more of the children are eligible. This reflects both a change in circumstances for many families due to the pandemic and a changing intake in the school. While all children are obviously individuals some of the in school barriers that we notice affect our pupil premium children are: poor verbal communication skills, special educational needs for a large proportion of our Pupil Premium children, the number of children with social, emotional and mental health issues. Some of the external barriers that we notice affect our children are: entering school below age related expectations, poor attendance, mobility – many children enter school in KS1 or 2, limited exposure to stimuli through wider cultural experiences, housing issues, lack of support with learning at home and limited opportunities to take part in wider curriculum and enrichment activities due to low income, problems accessing health care and benefits.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Figures available shortly
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	57% (Non PP 82%)
Achieving high standard at KS2	5% (Non PP 18%)
Measure	Activity
Priority 1 Improving progress in writing and reading	Training for teachers through Literacy Tree. Training for new staff on effective feedback embedding practice with other staff. (Education Endowment Foundation +8 months progress) Development of curriculum to allow for immersive experiences to create cultural capital.
Priority 2 Improving progress in Maths	Work with the maths Hub and London South teaching Alliance to embed using a mastery approach and varied fluency across all year groups. Training for new staff on effective feedback. Embedding practice with other staff. (EEF +8 months progress)
Barriers to learning these priorities address	Ensuring staff use evidence based teaching strategies.
Projected spending	£20,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To increase the number of children reaching national average progress scores or beyond across all key stages.	December 2023 (improvement will be seen year on year but target is ongoing)
Progress in Writing	To increase the number of children reaching national average progress scores or beyond across all key stages.	December 2023 (improvement will be seen year

		on year but target is ongoing)
Progress in Mathematics	To increase the number of children reaching national expectations or beyond across all key stages.	December 2023 (improvement will be seen year on year but target is ongoing)
Phonics	To maintain higher than national percentages of children achieving the expected standard in phonics.	December 2023 (improvement will be seen year on year but target is ongoing)
Other	Improve the attendance of disadvantaged children – particularly those with persistent absence.	December 2023 (improvement will be seen year on year but target is ongoing)

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 and 2	Targeted interventions for EYFS children in English and Maths. (EEF + 5 months progress) Specifically Nuffield Early Language Intervention and Mastering Number (both endorsed by the EEF)
Priority 1	Targeted fluency and comprehension interventions. from for HLTAs for children falling behind in reading across the school. (EEF +6 months progress) Phonics catch up groups for children who have not passed the phonic screen in Yr 2. (EEF +4 months progress)
Priority 2	Targeted interventions from HLTAs for children falling behind in maths across the school using the mastery approach. (EEF +5 months progress)
Barriers to learning these priorities address	Wider gap between disadvantaged children and their peers due to pandemic Limited language skills prevent pupils from accessing the curriculum.

	Pupils working below age-related expectations need additional support and intervention to make accelerated progress
Projected spending	£60,000

Wider strategies for current academic year (For example, behaviour approaches, breakfast clubs, increasing attendance)

Measure	Activity
Improve the attendance of disadvantaged children – particularly those with persistent absence.	Attendance monitored by SLT and FLO. FLO work with individual families to remove barriers for attendance.
Ensuring equity in access to extra-curricular activities	Ensure all children have access to enriching extra-curricular activities. 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.) Ensure routes to access to clubs both paid and unpaid are publicised to all parents. Support Yr4 and Yr6 parents to pay for the residential adventure activities.
Reduce number of children coming to school hungry	Creating a breakfast club to ensure all children eat breakfast.
Barriers to learning these priorities address	Children miss learning when not in school and do not make expected progress. Children miss valuable social and learning experiences if they do not participate in a range of activities. Hunger prevents children from learning.
Projected spending	£80,330

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring interventions are effective and impact on progress. Ensuring staff have opportunity to embed professional development	Use EEF learning toolkit to inform choice of intervention in addition. Monitor effectiveness through termly pupil progress meetings. Teachers given PPA in addition to training time out of school to allow them to reflect and begin embedding training and pedagogy.
Targeted support	Ensuring interventions are targeted and effective.	Use EEF toolkit to select evidence based interventions.

		HLTAs work closely with class teachers to monitor effectiveness of interventions. Phase leaders/SLT review half termly
Wider strategies	Engaging families in challenging circumstances, often with negative association with authority and education.	FLO is established in school and has developed good relationships with parents. Work with external agencies on mentoring and parenting programmes.

Review: last year's aims and outcomes

Aim	Outcome
Priority 1 – improving progress in writing	This year has seen a widening in the gap between disadvantaged children and their peers. This is a consequence of the global pandemic, resulting school closures and poor levels of engagement with online learning among many of our disadvantaged families. In addition many more children have become eligible for pupil premium as their families income has been reduced. Prior to this year we had seen the gap narrowed and even closed in some parts of the school. During the Covid pandemic our team continued to support families through phone-calls. In addition learning resources and food vouchers/parcels were delivered to pupils' homes as needed.
Priority 2 – improving progress in maths	
Priority 3 – wider school strategies	