

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	373 (including 36 in Nursery)
Proportion of disadvantaged pupils	35% Yrs R-6 22% (Nursery)
Pupil premium allocation this academic year	£113,440.00
Academic year or years covered by statement	2019-2020 (Jan – July) 2020-2021 (September – 2020 – December 2020)
Publish date	February 2020
Review date	December 2020
Statement authorised by	Achievement and standards committee
Pupil premium lead	Louise Partridge
Governor lead	Hannah Musisi/ Felicia Johnston

Pupil Premium at Goose Green

This year we have seen a significant increase in the numbers of children eligible for pupil premium (22% - 35%). This is particularly noticeable in Reception class where 50% or more of the children are eligible. This reflects 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 travel and 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	0.87
Writing	-1.95
Maths	-0.11

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	56%
Achieving high standard at KS2	13%
Measure	Activity
Priority 1 Improving progress in writing	Ensuring writing progress is improved through development of curriculum to allow for immersive experiences to create cultural capital. Training for teachers through Literacy Tree.
Priority 2 Improving progress in Maths	Work with the maths Hub and London South teaching Alliance to embed using varied fluency across all year groups.
Barriers to learning these priorities address	Ensuring staff use evidence based teaching strategies.
Projected spending	£9,800

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To increase the number of pupil premium children reaching national expectations or beyond across all key stages.	December 2020
Progress in Writing	To increase the number of pupil premium children reaching national expectations or beyond across all key stages.	December 2020
Progress in Mathematics	To increase the number of pupil premium children reaching national expectations or beyond across all key stages.	December 2020
Phonics	To maintain higher than national and general cohort percentages of disadvantaged children achieving the expected standard in phonics.	December 2020
Other	Improve the attendance of disadvantage children – particularly those with persistent absence.	December 2020

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	Targeted interventions from HLTA's for children falling behind in writing across the school. Phonics catch up groups for children who have not passed the phonic screen.
Priority 2	Targeted interventions from HLTA's for children falling behind in maths across the school.
Priority 3	Targeted interventions from for HLTA's children falling behind in reading across the school. Phonics catch up groups for children who have not passed the phonic screen. Ensuring book corners are restocked with relevant, interesting, inspiring books. Redevelop school library so children and families have access to a wide range of high quality books.

Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in reading and mathematics – both showed a large gap between progress for disadvantaged and non
Projected spending	46,000

Wider strategies for current academic year

Measure	Activity
Priority 1 Improve the attendance of disadvantage children – particularly those with persistent absence.	Attendance monitored by SLT and FLO. FLO work with individual families to remove barriers for attendance. Walking bus to pick up persistent absentees to aid attendance and punctuality.
Priority 2 Ensuring equity in access to extra-curricular activities	Ensure all children have access to enriching extra-curricular activities. Re-organise club booking system to allow families in receipt of 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.
Priority 3	Creating and embedding a Magic Breakfast club
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£58,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have opportunity to embed professional development	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.	HLTA's 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.
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Review: last year's aims and outcomes

Aim	Outcome
To increase the number of pupil premium children reaching national expectations or beyond across all key stages.	Reception and phonics and KS1 children achieved in line or above general cohort and national. KS2 showed a gap between general cohort and national in combined scores.
Pupil premium children's attendance to be above the national average and the number of persistent absentees to be reduced.	The percentage of disadvantaged children who are persistent absentees has reduced but still remains an issue for the school
To improve children's social, emotional and mental health wellbeing.	Children targeted with learning mentor or therapeutic intervention have shown at least average progress.