

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 | 212 (22 in Nursery) |
| Proportion (%) of pupil premium eligible pupils | 50.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | December 2025 - December 2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Louise Partridge – Head Teacher |
| Pupil premium lead | Louise Partridge – Head Teacher |
| Governor / Trustee lead | Rob Miller |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £145,440 |
| 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 | £145,440 |

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.

We are taking a three tiered approach in line with DFE “menu of approaches”. Tier 1 – High quality teaching. Tier 2 – Targeted academic support. Tier 3 – wider strategies.

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.

Targeted academic support will allow us to put in additional interventions support for the children that are working below age related expectations.

Tier 3 covers the wider strategies we are putting in place to tackle some of the barriers to achievement for our children.

Our approach will be responsive to common challenges and individual needs, 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 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. In the year 2024-2025 the overall rate of persistent absence was 17.2%. Of these persistent absentees, 68% were children eligible for pupil premium. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 4 | The impact of the pandemic on attainment is still evident. It has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This gap has 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 we continue to have a higher proportion of children from disadvantaged backgrounds than the national average. We also have a higher proportion than many other local schools. 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.

We are taking a three tiered approach in line with DFE “menu of approaches”. Tier 1 – High quality teaching. Tier 2 – Targeted academic support. Tier 3 – wider strategies.

| Intended outcome | Success criteria |
|--|--|
| To improve progress and attainment for all disadvantaged children in core subjects. | At least 90% of disadvantaged pupils show expected or above-expected progress in core subjects (English, Maths, Science) based on internal and external assessments. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● Qualitative data from student voice, student surveys, parent surveys and teacher observations. ● The gap in referrals to school wellbeing and nurture services between disadvantaged and non-disadvantaged children to be reduced. ● An increase in participation in enrichment activities by disadvantaged pupils. |
| To improve the attendance for disadvantaged and vulnerable children. | Attendance for vulnerable children is significantly improved by the end of this plan and is demonstrated by: <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 non-disadvantaged peers is seen to be narrowing. |

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: 45,000

Tier 1 – High quality Teaching and Learning

Rationale – Research shows that excellent teaching has the greatest impact on disadvantaged pupils. (The Key Leaders)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Professional Development – All teachers to receive training on use of the EEF 7 step model to enhance use of the 5 a day strategy already in place. Coaching and monitoring of the implementation of the model will ensure consistency of approach.</p> | <p>EEF research on 5 a day and 7 Step model shows that these models support high quality teaching and learning and are beneficial for all students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool</p> | <p>1,4,5,6</p> |
| <p>Whole class reading lessons embedded based on the VIPERS approach. Explicitly teaching the skills of comprehension and practicing fluency of reading.</p> | <p>EEF found an additional +6 months progress in reading through comprehension interventions.</p> | <p>1, 4, 5, 6</p> |
| <p>Essential Letters & Sounds (ELS) phonics scheme embedded in school. New staff joining school trained on using this programme.</p> | <p>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.</p> | <p>1, 4, 5, 6</p> |

Tier 2 – Targeted Academic Support

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| ELS Progress - KS2 phonics catch up groups for children who have not passed the phonic screen in Yr 2 or who need additional phonics support. | EEF found an additional +4 months progress through phonics catch up interventions. | 1, 4, 5, 6 |
| Targeted teaching assistant or teacher support for children achieving below age related expectations. | The EEF has found +4 months additional progress can be made through TA interventions. | 1,4,5,6 |
| ELS phonics interventions in R-Yr2. Following the ELS structure of daily regular interventions to plug gaps identified by teacher assessment and regular use of the phonics tracker. | EEF found an additional +4 months progress through phonics catch up interventions | 1, 4, 5, 6 |

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

Tier 3 – Wider Strategies

Budgeted cost: £109,340

| 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 closely by SLT and FLO.</p> <p>FLO and HT meeting with families to identify and help mitigate barriers to attendance.</p> | <p>DfE's "Working together to improve attendance".</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> | 3, 2 |

| | | |
|--|---|------|
| Staff training on trauma informed approach to behaviour. This is a whole school approach to help identify triggers and support children to self-regulate, acknowledge and manage their emotions. | The Education Endowment Foundation toolkit identifies social and emotional learning as having the potential to add +4 months progress. | 2, 4 |
| Sensory circuits - a sensory motor skills programme that prepares children for learning. | The EEF has found that +1 month additional progress can be made through physical activity. | 5 |
| 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 and music tuition both paid and unpaid are publicised to all parents. Support Yr4 and Yr6 parents to pay for the residential adventure activities. | The Education Endowment Foundation toolkit identifies arts participation as having the potential to add +3 months progress. 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 residential trips support through a focus on collaboration, decision making, and managing emotions, can add four months additional progress in academic achievements. | 2 |
| Mentoring for children through Kids Network and Step Out | EEF suggests that mentoring can provide an additional +2 months progress. | 2 |
| Art therapy - to help children to develop resilience and process difficult situations. | EEF suggests that social and emotional learning can add +4 months progress | 2 |
| Behaviour interventions | The EEF found that behaviour interventions can provide +4 months progress. | 2 |
| “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:£154,340

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 2024 to 2025 academic year.

The 2024-25 data and monitoring has shown:

In the Year 1 Phonics Screening check the number of children eligible for pupil premium passing the check increased from 60% in 2023-24 to 71%

In Year 4 we saw an increase in the average score achieved by children eligible for pupil premium from 18 in 2023-24 to 20.5.

In Year 6 the percentage of children with pupil premium achieving at expected levels in reading increased from 58% in 2024 to 65% in 2025.

Year 6 writing also showed an improvement with an increased number of children eligible for pupil premium achieving greater depth in comparison with the previous year.

Year 6 maths attainment at expected standards for children in receipt of pupil premium increased from 58% in 2023 – 24 to 65% in 2025.

Data from 2024-2025 showed that a higher percentage of pupil premium children made expected or better progress than in the previous year. 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.

Persistent absenteeism rates at Goose Green were below the national average. The percentage of pupil premium children within this group has fallen from 71% in 2022-23 to 68% in 2024-25.

Overview:

These successes show that the strategy in place between 2022 and 2025 had a positive impact. While there is still a significant gap between children receiving pupil premium funding and their non pupil premium peers, pupil premium pupils are making good progress and are attaining at a higher level in many areas compared to last year. This year we are implementing a new strategy. Maintaining the whole school approach to academic intervention and wider strategies whilst introducing an additional tier of targeted interventions. The aim is to further improve attainment and progress for pupil premium children.

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 |
|--------------------------------------|-------------------------|
| Kapow DT, PSHE, Science | Kapow Primary |
| Times Table Rock Stars | Maths Circle |
| The Literacy Tree Subscription | The Literacy Tree |
| White Rose Mathematics Scheme | White Rose Maths |
| Essential Letters and Sounds phonics | Oxford University Press |
| ELS Progress | Oxford University Press |
| ELS Essential Spelling | Oxford University Press |
| Nelson handwriting | Oxford University Press |

