

Pupil premium strategy statement – Goat Lees Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	10/12/2024
Date on which it will be reviewed	10/10/2024
Statement authorised by	Teresa Adams
Pupil premium lead	Andrea de Roeck
Governor / Trustee lead	Rita Hawes & Jane Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£119,880

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 high attainment across all subject areas. As a school with above national levels of children from disadvantaged backgrounds, we understand the need to provide a stimulating and exciting learning experience that engages all children in their learning.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Goat Lees Primary School, we strive to provide good quality teaching experiences for all our pupils. 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.

Objectives of the Pupil Premium Strategy for all our pupils at Goat Lees Primary School are:

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and ensure all pupils make good progress
- *To enhance oral language skills and develop children's wider vocabulary
- *To offer increased reading opportunities as a mastery of reading unlocks the door to so much more
- *To support, or to raise, aspirations and challenge preconceived ideas about what children can achieve, irrespective of their needs or background
- *To encourage pupils to engage in all aspects of school life

The range of provision we would consider making for this group include and would not be inclusive of:

- High quality teaching and learning opportunities that meet the needs of all pupils
- Ensure all teachers are aware of the disadvantaged children in their classrooms and are clear on any targeted support for those children, acting early to intervene at the point need is identified
- Curriculum enhancement and a wide range of educational experiences, including support payment for activities, music tuition, educational visits and a residential visit
- Support for home school liaison and a full time Family Liaison Officer (FLO)
- Enhanced provision for disadvantaged children who also have SEND needs
- Ensure that disadvantaged children are ready to learn we will ensure that their social, mental health and wellbeing needs are met.

Challenges

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

Challenge number	Detail of challenge															
1 Attendance	<table border="1"> <thead> <tr> <th></th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>93.3%</td> <td>5.7%</td> <td>1%</td> <td>47%</td> </tr> <tr> <td>FSM</td> <td>91%</td> <td>7%</td> <td>2%</td> <td>60%</td> </tr> </tbody> </table> <p>Our attendance is just below national standards. Our data, indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absence for this group is also higher. 38 children in the school of whom 25 qualify for PP funding. We are striving to improve attendance for vulnerable children in order to close the attendance gap.</p>		Attendances	Authorised Absences	Unauthorised Absences	Late	All	93.3%	5.7%	1%	47%	FSM	91%	7%	2%	60%
	Attendances	Authorised Absences	Unauthorised Absences	Late												
All	93.3%	5.7%	1%	47%												
FSM	91%	7%	2%	60%												
2 Data in line with peers	<p>Data analysis at the end of KS1 and KS2 and across school indicate FSM are below peers in attainment although progress is in line in reading and slightly below in Maths. Further tracking this year to identify and analyse the attainment and progress of children who may be in multiple vulnerable groups.</p> <p>EYFS: % GLD = All 71%, FSM = 60% % EXP standards in Literacy = All = 75%, FSM = 60% % EXP standards in Maths = All = 83%, FSM = 60%</p> <p>Phonics: All = 81%, FSM = 62% Year 2 retakes All = 83%, FSM = 75%</p> <p>KS2 Reading: All = 70%, FSM = 58% Average scaled score – All = 105, FSM = 105</p> <p>KS2 Writing: All = 73%, FSM = 67%</p> <p>KS2 Maths: All = 70%, FSM = 58% Average scaled score – All = 102, FSM = 100</p>															
3 Reading for pleasure	<p>We are keen to develop reading for pleasure across the school further. Research indicates that this has a significant impact on standards, particularly writing, across the curriculum. There is also research to suggest that reading for pleasure impacts positively on pupil wellbeing.</p>															
4 SEND	<p>Some children who qualify for Pupil Premium funding have specific SEND needs so tracking needs to take this into account.</p>															
5 Financial difficulties	<p>Some of our children from disadvantaged backgrounds may have financial difficulties:</p> <ul style="list-style-type: none"> • With purchasing school uniforms. • With affording to take children on wider experiences that families from non-disadvantaged backgrounds can afford. • With affording healthy, nutrient rich food. 															
6 Wider experiences	<p>Our school is located in an area of high social deprivation and this often results in a lack of wider experiences for our children. We are committed to providing these valuable opportunities.</p>															

7 Oracy and vocabulary development	Some of our children enter Reception with a significant speech and language difficulties. Children subsequently enter KS1 and KS2 with below national average skills. In general, these are more prevalent among our disadvantaged pupils than their peers. Vocabulary development is key to ensuring that children are able to understand and acquire the knowledge and skills needed to meet curriculum demands and future learning.
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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
To further develop systems and processes in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. SLT and FLO lead to track and engage with pupils and families where there is persistent absence.	Close the gap between whole school attendance and pupils in receipt of PP funding through the implementation of effective systems and processes, ensure that all non-attendance is challenged and support offered. Reduce proportion of pupils in receipt of PP funding classed as persistent absentees (July 2023: 25 children)
To improve oral language skills and vocabulary among disadvantaged pupils.	Ensure the tier 3 vocabulary on the curriculum plans are used. The impact of this will be that the children will be more confident and competent in using, understanding and applying key vocabulary. Opportunities for oracy developed across the school. Additional speech and language support commissioned.
To improve reading attainment among disadvantaged pupils (not SEND).	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we raise the attainment of our disadvantaged (not SEND) pupils.
To improve maths attainment for disadvantaged pupils (not SEND).	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we raise the attainment of our disadvantaged (not SEND) pupils.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points for them.	Tracking and monitoring of disadvantaged and those who fall into additional groups e.g. disadvantaged and SEND.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading will continue to be a key priority for 2024-2025 to embed the work from the School Improvement plan 2023-2024</p> <p>Whole Class Reading approach to be embedded across KS2 to enable effective delivery of high-quality whole class shared reading sessions and feedback to improve learning.</p> <p>Particular focus on small group children in receipt of pupil premium funding not making progress in reading</p> <p>Introduction of Little Wandle fluency program for Year 2 and Year 3. Purchasing of additional books from Big Cat for the scheme.</p>	<p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/educationevidence/teaching-learningtoolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2 3 4 7</p>
<p>To embed the writing curriculum and methodology for teaching English across school now staff meetings have been used last year for planning.</p> <p>Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</p> <p>Writing training on transcription and dictation. Develop a whole school approach in order to impact on writing standards at EYFS and KS1.</p>	<p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/earlyliteracy?approach=interactivewriting&utm_source=/early-years-evidencestore/earlyliteracy&utm_medium=search&utm_campaign=site_search&search_term=writing</p>	<p>2 3 4 7</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Renew subscription to White Rose maths planning resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>2 4</p>
<p>Provide whole school CPD for every member of staff to ensure a whole school focus on high quality teaching and learning. The intended impact is to raise standards in all areas of the curriculum.</p>	<p>All teaching staff are confident in the delivery and planning of their curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teachingassistants-a-holistic-picture</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/retain?utm_source=/projects-andevaluation/projects/retain&utm_medium=search&utm_campaign=site_search&search_term=cpd</p>	<p>2 4</p>
<p>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils (Led by SLT/SENCOS)</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>2 4</p>
<p>Developing teacher pedagogical knowledge to ensure that teaching and learning styles meet the needs of all learners, particularly vulnerable and disadvantaged.</p> <p>*Key focus on Rosenshine Principles</p> <p>*SEND approaches</p>	<p>Improving the quality of teaching and learning through the use of 'best bets' in educational research. EEF guidance 'Cognitive Science approaches in the classroom'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needssend?utm_source=/news/five-evidencebased-strategies-pupils-with-specialeducational-needssend&utm_medium=search&utm_campaign=site_search&search_term=send</p>	<p>2 4</p>

Subject leadership curriculum, monitoring – team working and staff meeting. Thus providing an opportunity to moderate standards.	All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school. Ensuring parity across the key stages, high expectations and opportunities to coach and mentor. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2
Use of NfER assessments for reading and maths. Enable staff to identify gaps at an individual, class or cohort level.	Drive standards through the use of regular assessments. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	2
English Hub – Reading for pleasure yearlong project. Katie Pronger (Phonics & KS1 lead) and Karina Green (HLTA Year 5)	Increase the number of children reading for pleasure. Chris Paterson, co-CEO at the EEF , <i>We know that reading is one of the most important building blocks for young people to achieve their potential across many subjects in school, building their vocabulary, grammar and overall general knowledge. This goes beyond school achievement though. Good literacy levels are vital to building a successful career and engaging with the wider world.</i> https://educationendowmentfoundation.org.uk/news/education-endowment-foundation-eeef-comment-falling-number-of-children-reading-in-spare-time	3

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop writing in year 3, smaller groups for targeted writing support. This class has high numbers of children in receipt of PP funding.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	2 4 7
To analyse summative assessment data and identify the children who require catch up and more targeted intervention.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	2

<p>Closely monitored by Deputy Head Teacher and Phonics Lead</p> <p>Pupil progress meetings</p> <p>Regular monitoring of targeted interventions</p> <p>Little Wandle 'Keep up, Catch up groups to be monitored closely by Phonics lead</p> <p>Separate tracking of Pupils in more than one vulnerable group.</p>	<p>Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p>	
<p>Effective deployment of staff, Teaching Assistants to support key children and year groups.</p> <p>Teaching Assistants timetable to deliver pastoral groups, positive play at playtimes, intervention groups, settling child into school in the morning for some children.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>1 6</p>

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

Budgeted cost: £55,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance for all pupils but in particular the attendance of pupils who are persistently absent through targeted strategies and support.</p> <p>FLO/SLT/Office admin to have a daily focus and monitor with vigour.</p>	<p>Attendance demonstrates that there is a reduction in persistent absence for targetter groups.</p> <p>FLO and PP lead foster links with parents.</p> <p>Two members of staff deployed daily to monitor registers and make phone calls to chase up absences.</p> <p>Follow up phone calls with parents to establish any underlying issues that are impacting on attendance-these are then monitored with other key staff to ensure pupils are in school and attending daily.</p>	<p>1</p>

	<p>Regular meetings with EWO to discuss and implement strategies for persistent absentees.</p> <p>Liaison with parents at parent meetings, start/end of the day, via phone, e-mail or in person.</p> <p>PP lead to monitor attendance daily and respond with a range of measures to reduce absences within the children in receipt of PP funding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/attendance-interventions-rapidevidence-assessment</p>	
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	1
<p>Embed and enhance the school ethos around behaviour and attitudes.</p> <p>Senior leader to have non-contact time to monitor consistency of policy implementation e.g. through the use of Arbor.</p>	<p>Consistent practice across the school both in and out of the classroom with behaviour and attitudes being rooted in positive comments and strong relationships.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours</p>	1 2
Use of outdoor learning to support key groups of pupils Staff Training to increase access for all pupils to outdoor learning opportunities.	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/re-search/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p>	1 4 6

	Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	
To ensure equality and inclusion for all pupils to all school activities including breakfast club, music tuition, uniform and school visits.	<p>All pupils are able to access residential trips and school visits. Breakfast clubs are available to help support the attendance of pupils who are persistently absent.</p> <p>All pupils have equal access to a wide range of extra-curricular experiences and enrichment opportunities.</p> <p>An extensive programme of clubs (free to all but TA are paid over time to run them) and activities during and after the school day. Staff will organise a range of visits and visitors to enrich and enhance curricular provision. Forest school programme for specific targeted children. (Gemma Dengate) The daily experience of a PP child in school will be enhanced through the provision of free school uniform if needed. Access to quality books through our school library and books provided for book swap. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationalschool-breakfast-programme</p>	1 3 5 6
Support for children's well-being and mental health. Mr Archer and Mrs Hardy on site one day per week.	<p>To support vulnerable children with emotional needs. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1 2

Total budgeted cost: £117,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rock Stars	
Spelling Shed	
Little Wandle	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.