

Pupil premium strategy statement - Goosewell Primary Academy

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	407
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Laura Warren
Pupil premium lead	Marc Leader
Governor / Trustee lead	Angela Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,750
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£127,750

Part A: Pupil premium strategy plan

Statement of intent

Multiple studies indicate the potential of pupils from disadvantaged backgrounds generally face extra challenges in reaching their potential at school. The progress they make can be reduced and there is a danger of under-performance compared to their peers in school. Our overarching intent is to secure the best possible outcomes for our disadvantaged pupils.

All staff are engaged in making the difference by building positive relationships with every pupil ensuring they feel welcomed and cared for during their time at school.

Quality First Teaching engages all pupils in their learning.

To diminish the difference between those pupils not on track to achieve the expected standard by the end of KS2.

To ensure prompt identification of pupils with additional needs and to promote early intervention programmes.

Challenges:

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

Challenge number	Detail of challenge																																			
1	Many children lacking resilience and desire to succeed when challenged also display passive attitudes to their learning. They do not engage fully in their learning moving onto the challenge/mastery activities deepening their understanding.																																			
2	<p>The standard of writing across most year groups in school is below other core curriculum areas as evidenced by baseline data (<i>% shows pupils reaching EXS+ in table below</i>):</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>65%</td> <td>65%</td> <td>71%</td> <td>56%</td> </tr> <tr> <td>Year 2</td> <td>67%</td> <td>53%</td> <td>60%</td> <td>53%</td> </tr> <tr> <td>Year 3</td> <td>66%</td> <td>40%</td> <td>53%</td> <td>40%</td> </tr> <tr> <td>Year 4</td> <td>66%</td> <td>55%</td> <td>62%</td> <td>49%</td> </tr> <tr> <td>Year 5</td> <td>58%</td> <td>48%</td> <td>62%</td> <td>45%</td> </tr> <tr> <td>Year 6</td> <td>58%</td> <td>44%</td> <td>42%</td> <td>28%</td> </tr> </tbody> </table>		Reading	Writing	Mathematics	Combined	Year 1	65%	65%	71%	56%	Year 2	67%	53%	60%	53%	Year 3	66%	40%	53%	40%	Year 4	66%	55%	62%	49%	Year 5	58%	48%	62%	45%	Year 6	58%	44%	42%	28%
	Reading	Writing	Mathematics	Combined																																
Year 1	65%	65%	71%	56%																																
Year 2	67%	53%	60%	53%																																
Year 3	66%	40%	53%	40%																																
Year 4	66%	55%	62%	49%																																
Year 5	58%	48%	62%	45%																																
Year 6	58%	44%	42%	28%																																
3	High number of children requiring emotional / welfare support in order to positively engage with their learning necessitate a range of interventions in order to fully access the curriculum.																																			

4	The disparity between the reading levels of boys and girls is an area to develop. The term 1 data indicates that boys across the school are scoring below the girl peers.			
	Reading % ATE+ (Term 1)			
	Year group	Boys	Girls	+ / - difference
	1	55%	73%	-18%
	2	58%	82%	-24%
	3	64%	68%	-4%
	4	65%	67%	-2%
	5	53%	61%	-8%
6	50%	65%	-15%	
5	The percentage of pupils in Y6 that have completed a baseline SAT assessment that indicates that they are at risk of not being secondary ready has meant that flexible grouping has been installed. This has meant that the year group has been allocated an extra group that are smaller in size to bring about high impact accelerated progress.			
6	Disadvantaged children often, but not always, live in families characterised as having low parental engagement and limited ability to support their children at home. Challenges for parents and carers beyond those caused by financial disadvantage such as adversity due to emotional/mental health challenges, welfare and safeguarding needs and environmental circumstances, can be a barrier to acting upon aspirations for their children.			

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
Progress of disadvantaged pupils is accelerated to reduce in school gaps in attainment. This will be reviewed during pupil progress meetings using the in-school assessment data.	Attainment gap between disadvantaged and non-disadvantaged reduced in all year groups.
The use of learning dispositions to develop children's positive behaviours towards challenge and learning. Communicated consistently across the school and via whole school assemblies. Measured through pupil conferencing and walk throughs.	Pupils can discuss and explain their learning dispositions and provide examples of where and when they have used them to improve progress in learning and their behaviour in school.
The use of modelling and WAGOLLs within Talk for Writing process supports the generation of writing ideas and develops writing accuracy.	Pupils will confidently plan and execute accurate writing across a variety of genre.
To increase boy's engagement in the reading process via an enhanced provision within the school library alongside carefully selected texts within reading lessons.	Boys will accelerate progress in reading scores and close the gap to the girl's outcomes in PIRA/end of key stage tests.
For pupils in Year 6 to confidently approach their assessments as they build through the year culminating in a successful SAT outcome in May.	Children are secondary ready with a successful sequence of results in reading, writing and maths.

To maximise the number of pupils who attend the residential learning experiences offered in Year 4 (London) and Year 6 (PGL).	Maximise the participation of disadvantaged pupils who attend the residential learning experiences.
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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: £17,105.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils are clear about the desired outcomes. Teacher clarity enables pupils to co-construct via modelling using appropriate WAGOLs and the learning environment encourages independent learning in writing.	TfW and VL evidence of teacher clarity has a positive impact on pupil attainment. EEF – Talk for Writing Pilot EEF – Improving Literacy in KS2	1,2
Ongoing development of the use of Accelerated Reader approach within KS2 (and KS1) areas of the school. The purchase of new reading materials to enhance the love of reading.	Pupils using Accelerated Reader achieved +3 months growth in reading age compared to their peers. (EEF / Durham Uni) Reciprocal Reading – uses questioning, clarifying, summarising and predicting – which is typical of reading lesson structure. +2 months	1,3

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

Budgeted cost: £52,812.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring from teachers and trained TAs for children identified as falling behind at class progress meetings at the end of the Autumn Term.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,6

Employment of additional teaching staff to support small group teaching: focussed support for Y6 pupils to work within 3 smaller flexible groups.	EEF small group tuition +4 months progress. Increase confidence and efficiency in mathematical processes.	1,2,3,5
Focussed support to Y6 pupils who will be invited into school (x3 mornings for 1 hour) for Early Bird Maths sessions. Children will be selected and reviewed on a regular basis.	EEF small group tuition +4 months progress. Increase confidence and efficiency in mathematical processes.	1,2,3,5
Small group interventions are run utilising chrome books and laptops to speed up number recall (Y4 MTC)	EEF small group tuition +4 months progress. iPad and Chrome book purchased to enhance the delivery of the intervention.	1,2,3,4

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

Budgeted cost: £57,832.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the SEMH of disadvantaged pupils during the school day	Maintain and enhance the support offered through our ELSA TA to pupils within our school community. This could be 1:1 sessions or small group depending on the individual concerned. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	3
Parent Support Advisor to liaise with home and school, supporting families with safeguarding needs that meet the early help threshold.	Building a strong relationship between home and school and ensuring a shared dialogue about the role of parents in children's learning has a positive impact on attendance, behaviour in school and academic progress https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	3
Supplementing residential costs for disadvantaged families	Attendance on school residential is sometimes the only experience our disadvantaged families have of leaving the Devon area and experiencing wider British society. This is essential for their cultural development and awareness of the world.	6
Use sporting activities to support pupils to overcome multiple and complex issues that prevent them from engaging in education.	Field Gun Sports Club Attendance of club specifically for those pupils who are from military families. The club focusses on teamwork as well as stamina and agility. It will also give an opportunity for service pupils to share their experiences with children experiencing similar circumstances. Club will be on site but will lead to competitions in the local area.	6

Total budgeted cost: £ 127,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Goosewell Primary Academy – Summer End Term Data: July 2024

Year 1	Subject	All children (43)		Non-disadvantaged (38)		Disadvantaged (5)	
		At and above ARE	Above ARE	At and above ARE	Above ARE	At and above ARE	Above ARE
	Reading	67% (29)	2% (1)	68% (26)	2% (1)	60% (3)	0% (0)
	Writing	56% (24)	0% (0)	58% (22)	0% (0)	40% (2)	0% (0)
	Mathematics	63% (27)	2% (1)	63% (24)	2% (1)	60% (6)	0% (0)
Year 2	Subject	All children (50)		Non-disadvantaged (46)		Disadvantaged (4)	
		At and above ARE	Above ARE	At and above ARE	Above ARE	At and above ARE	Above ARE
	Reading	72% (36)	10% (5)	74% (34)	9% (4)	50% (2)	25% (1)
	Writing	56% (28)	0% (0)	59% (27)	0% (0)	25% (1)	0% (0)
	Mathematics	62% (31)	6% (3)	63% (29)	7% (3)	50% (2)	0% (0)
Year 3	Subject	All children (75)		Non-disadvantaged (58)		Disadvantaged (17)	
		At and above ARE	Above ARE	At and above ARE	Above ARE	At and above ARE	Above ARE
	Reading	72% (54)	17% (13)	83% (48)	21% (12)	35% (6)	6% (1)
	Writing	57% (43)	5% (4)	67% (39)	7% (4)	24% (4)	0% (0)
	Mathematics	68% (51)	9% (7)	79% (46)	10% (6)	29% (5)	6% (1)
Year 4	Subject	All children (73)		Non-disadvantaged (58)		Disadvantaged (15)	
		At and above ARE	Above ARE	At and above ARE	Above ARE	At and above ARE	Above ARE
	Reading	60% (44)	22% (16)	60% (35)	19% (11)	60% (9)	33% (5)
	Writing	48% (35)	3% (2)	48% (28)	0% (0)	47% (7)	13% (2)
	Mathematics	62% (45)	11% (8)	60% (35)	7% (4)	67% (10)	27% (4)
		All children (55)		Non-disadvantaged (45)		Disadvantaged (10)	

Year 5	Subject	At and above ARE	Above ARE	At and above ARE	Above ARE	At and above ARE	Above ARE
	Reading	71% (39)	25% (14)	71% (32)	27% (12)	70% (7)	20% (2)
	Writing	55% (30)	4% (2)	56% (25)	2% (1)	50% (5)	10% (1)
	Mathematics	55% (30)	15% (8)	56% (25)	13% (6)	50% (5)	20% (2)
Year 6	Subject	All children (67)		Non-disadvantaged (52)		Disadvantaged (15)	
		At and above ARE	Above ARE	At and above ARE	Above ARE	At and above ARE	Above ARE
	Reading	84% (56)	37% (25)	85% (44)	46% (24)	80% (12)	7% (1)
	Writing	79% (53)	10% (7)	81% (42)	13% (7)	73% (11)	0% (0)
	Mathematics	81% (54)	30% (20)	87% (45)	35% (18)	60% (9)	13% (2)

Goosewell Primary Academy: 2023/24 Pupil Premium review:

Teaching activity review:

- Teacher clarity via lesson delivery / flipchart design: enhancements of curriculum delivery has seen improved lesson involvement (lesson observations) and outcomes (book look). Assembly referencing learning values alongside awards and positive recognition all helped consolidate expectations for learning outcomes.
- Impact of AR on reading development: English lead reports positive response to AR via her pupil voice study. Pupils respond positively to weekly challenge announcement results in assembly. Reading scores continue to outperform other core subjects. Y6 reading data is 82% ARE.
- The team continue to produce outstanding phonics results: 2024 Y1 phonics score of 91% (79% National).

Targeted academic support review:

- 1:1 / small group tuition / intervention / support:
 - Successfully enabled target pupils in Y3 to access appropriate level of learning and integrate themselves into class successfully.
 - High impact on progress for our EYFS pupils and the start to their school career (79% GLD which is 13% above National)
- Early Bird Maths Groups for Y6 pupils: ALL pupils in Y6 were invited x3 mornings per week for 1 hour each session. Dynamic groupings were actioned. Consequently, maths data was positive:

EXS +	79%	GDS	29%
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- Extra support staff enabled writing conferencing in Y6 which had a positive impact on our year end data as backed up during the moderation process. The RAP process highlighted

pivotal pupils has we went through the academic year and the extra staff were able to focus on the pupils that needed it most.

	EXS +	GDS
Reading	82%	37%
Writing	78%	10%
Mathematics	79%	29%

Wider strategies review:

- Graduated attendance monitoring process: communicated with parents and wider staff. Teachers and then phase leads were responsible for contacting home for high absence levels to offer support and a 'listening ear'. This whole school approach had a good impact. Persistent absence across the year fell and by the summer and reduced markedly. Repeat for the coming academic year.
- PSA and ELSA TA remain extremely busy with a full timetable. Levels of anxiety amongst children is still high and resistance to challenge can manifest itself from work refusal to non-attendance. PSA was directly involved in 68% of the families of our disadvantaged pupils. The support she offers is vital in terms of direct support or sign posting to other agencies that can help. The dialogue between home and school has ensured that many disadvantaged pupils are supported in accessing school and successfully continuing their learning journeys with us at Goosewell.
- Residential opportunities: Families of pupils in Y4 and Y6 enjoyed residential experiences in London and PGL Torquay respectively. Funds were allocated for each family so that 30-40% of the costs were met by the PP funding. This meant that every disadvantaged pupil that wished to take part, joined their peers on the visits. All children were encouraged to attend.
- Field Gun Sports Club: For the first time, Goosewell entered a team at the Armed Forces Day on Plymouth Hoe. The team, made up of disadvantaged pupils and children from a service family, started the club in the Spring. They learnt how to dismantle a cannon, race the parts on a course, and rebuild it - all whilst working as a team. They then repeated this at a competition against other schools. Very successful opportunity for a varied group of children, some who may not be first to volunteer for a 'sports club'. To be repeated next year.

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
Read Write Inc	Ruth Miskin
Maths Mastery	PLP maths hub linked to NCTEM
Accelerated Reader	Renaissance

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***

At Goosewell Primary Academy, our aim is to ensure that no children are disadvantaged at school in any way. Our focus with service children is to ensure no child is disadvantaged due to the service of their parent. We use our SPP to contribute towards the following:

- monitoring of service children's progress compared to the wider school population to ensure that they learn, develop, and achieve their own expected level of progress.
- intervention strategies and support are put into place to support their learning.
- the provision of a trained adult to provide pastoral support and guidance for families.
- Membership of HMS Heroes / Military Kids Club
- the provision of a trained mentor support to work with individuals to build social skills, self-esteem and develop positive attitudes to learning thus raising academic attainment.
- Poppy Stones – community remembrance activity in the local area.
- Visiting author to share books about 'change' which is explicitly linked to life for pupils within a service family.
- Pets and Picasso – art intervention that combined real life visiting animals with art.
- Military Bears Club – deployed personnel take a Goosewell bear with them on tour. Images of bears come in from all over the world.
- Visitors to school to discuss family well-being via activity led discussions.
- Selected Service Family pupils received complimentary tickets to the theatre.
- Virtual tour arranged of the National Marine Aquarium.

The impact of that spending on service pupil premium eligible pupils

As with everything we do at school the measures put into place do make a positive difference. They help to ensure that our service children become tolerant, caring, and well-rounded individuals with the skills to enable them to learn, develop and progress.

The additional, extra-curricular activities have enabled children to feel special and that they are receiving things that other non-service children might take for granted. In many cases, children's personalities have blossomed, and they have been able to mingle and make friends with children that before, they may not have had the courage to do so.

Primarily the measures we have put in place help service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary, advise. This enables them to achieve and progress without any disadvantage due to parental service.