

# 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	398
Proportion (%) of pupil premium eligible pupils	12.56%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£126,665.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£126,665.00

# 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. This enhances engagement in their time at Goosewell and gives greater security in harnessing the potential that that pupils possesses.

Quality First Teaching will engage 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 pupils are ready for the next stage of their education.

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 <b>lack resilience and desire to succeed when challenged</b> displaying passive attitudes to their learning. They do not engage fully in their learning moving onto the challenge/mastery activities deepening their understanding.			
2	<b>The standard of writing</b> 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> ):			
	<b>2024/25 data</b>	Reading	Writing	Mathematics
	Year 1	66%	64% <b>(40.7%)</b>	77%
	Year 2	73%	66% <b>(42.8%)</b>	64%
	Year 3	81%	69% <b>(33.3%)</b>	76%
	Year 4	73%	59% <b>(61.5%)</b>	76%
	Year 5	69%	55% <b>(33.3%)</b>	61%
	Year 6	69%	74% <b>(27.3%)</b>	64%
<i>Figure in <b>red bold</b> shows % of disadvantaged pupils below ARE in writing</i>				

3	High number of children requiring <b>emotional / welfare support</b> to positively engage with their learning necessitate a range of interventions to fully access the curriculum.												
4	<p>Ensuring pupils are secondary ready in reading is an essential component for opening the educational potential for all pupils across the curriculum. Even with increasingly positive KS2 SAT scores in reading, a percentage of pupils still leave Year 6 with a <b>below age related reading level</b>:</p> <table border="1"> <thead> <tr> <th>End of year 2024/25 data</th> <th>% of whole year below ARE</th> <th><b>% DAPs below ARE</b></th> </tr> </thead> <tbody> <tr> <td>current Year 6</td> <td>31%</td> <td><b>27%</b></td> </tr> <tr> <td>current Year 5</td> <td>27%</td> <td><b>46%</b></td> </tr> <tr> <td>current Year 4</td> <td>19%</td> <td><b>17%</b></td> </tr> </tbody> </table>	End of year 2024/25 data	% of whole year below ARE	<b>% DAPs below ARE</b>	current Year 6	31%	<b>27%</b>	current Year 5	27%	<b>46%</b>	current Year 4	19%	<b>17%</b>
End of year 2024/25 data	% of whole year below ARE	<b>% DAPs below ARE</b>											
current Year 6	31%	<b>27%</b>											
current Year 5	27%	<b>46%</b>											
current Year 4	19%	<b>17%</b>											
5	<p>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. Confidence in mathematics has been identified as an issue that needs addressing alongside data from successive Year 4 MTC checks. This is an improving picture in relation to the current disadvantaged pupils in Year 5 compared to the current Year 6:</p> <table border="1"> <thead> <tr> <th>MTC scores</th> <th>Year 4 (current Y5)</th> <th>Year 5 (current Y6)</th> </tr> </thead> <tbody> <tr> <td>Score of 25 out of 25</td> <td>33%</td> <td>21%</td> </tr> <tr> <td>Score of 20 – 25 out of 25</td> <td>66%</td> <td>42%</td> </tr> <tr> <td>Score below 20 out of 25</td> <td>33%</td> <td>57%</td> </tr> </tbody> </table> <p>Having a secure grasp of the basics of maths, including the fluent recall of times tables, is crucial for children’s success in moving on to more complex maths. To <b>speed up rapid recall of tables facts will give confidence and establish essential skills</b> in readiness of the complexities of mathematics in UKS2 moving into secondary education.</p>	MTC scores	Year 4 (current Y5)	Year 5 (current Y6)	Score of 25 out of 25	33%	21%	Score of 20 – 25 out of 25	66%	42%	Score below 20 out of 25	33%	57%
MTC scores	Year 4 (current Y5)	Year 5 (current Y6)											
Score of 25 out of 25	33%	21%											
Score of 20 – 25 out of 25	66%	42%											
Score below 20 out of 25	33%	57%											
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.
Reading RWI 23 pupils have been identified to take part in the RWI Fresh Start programme across Year 5 and Year 6.	All pupils to make accelerated progress having completed the Fresh Start programme. Increased word-count evident and registered on AR accounts for participants. Ongoing discussions as to progress and book selections following STAR tests taken termly through the year.

The use of modelling and WAGOLs 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 (evident in books and via lesson observations). Pupil voice through Literacy lead survey.
Increase the percentage of pupils working at or above ARE in maths. Having a secure grasp of the basics of maths, including the fluent recall of times tables, is crucial for children's success in moving on to more complex maths.	33% (current Y5) and 57% (current Y6) indicate poor arithmetic skills. By the end of the year, at least 80% achieve ARE in 'Paper 1' – Arithmetic paper in maths. Children have open access to devices to practise maths skills in guided interventions. Opportunities to complete set home tasks if devices or network availability limited at home.
To use music therapy to significantly improve children's emotional regulation, communication, and social skills.	Pupil will gain self-esteem and an increase in their self-confidence enough to successfully access an increased amount of the week's timetable in class along with their peers. Pupils will take part in performance. DAPs lead will carry out survey of participants in sharing experiences.
To maximise the number of pupils who attend the residential learning experiences offered in Year 6 (PGL).	Maximise the participation of disadvantaged pupils who attend the residential learning experiences.

## 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: £3624.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils are clear about the desired writing outcomes. Teacher clarity enables pupils to co-construct via modelling using appropriate WAGOLs and the learning environment (learning walls / flipcharts) encourage independent learning in writing. Small group input delivery enables focus group to rehearse skills and gain writing confidence.	TfW and VL evidence of teacher clarity has a positive impact on pupil attainment.  <a href="#">EEF – Talk for Writing Pilot</a> <a href="#">EEF – Improving Literacy in KS2</a> <a href="#">Small group tuition   Toolkit</a> <a href="#">Strand   Education Endowment</a> <a href="#">Foundation   EEF</a>	1,2

<p>To use 'TOLD' acronym to develop the four key principles for encouraging productive talk in mathematics lessons across all key stages.</p>	<p>Deliver training on use of oracy in mathematics teaching and learning.</p> <p>The importance of talk in promoting learning is evident across multiple recommendations in both the EEF's <a href="#">'Improving Mathematics in the Early Years and Key Stage 1'</a> and <a href="#">'Improving Mathematics in Key Stages 2 and 3'</a> guidance reports.</p> <p>Other research, such as Howe et al. (2019), also highlights the significance of encouraging pupils to query and elaborate upon each other's ideas, as well as supporting all pupils to engage in classroom dialogue.</p> <p><b>Up to +5 months additional progress</b></p> <p><a href="#">EEF – TOLD Blog</a></p> <p><a href="#">Oracy Across the Curriculum: The Evidence (Voice 21)</a></p>	<p>5</p>
<p>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.</p>	<p>EEF small group tuition +4 months progress. Increase confidence and efficiency in mathematical processes.</p>	<p>1,2,3,5</p>

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

Budgeted cost: £8,425.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tutoring from teachers and trained TAs for children identified as falling behind age related expectations (RWI – see activity 1)</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,6</p>
<p>Small group interventions are run utilising IT devices to speed up number recall and gain number confidence.</p>	<p>EEF small group tuition +4 months progress.</p> <p>Devices purchased to enhance the delivery of the intervention in Y4, Y5 and Y6</p>	<p>1,2,3,5</p>
<p>Read Write Inc. Fresh Start is a catch-up reading programme. 1:1 and small group tutoring</p>	<p>The latest edition of Fresh Start features refreshed modules and texts for 9–13-year-old struggling readers. The updated materials include age-appropriate fiction and non-fiction texts, along with anthologies and individual readers, designed to match the everyday experiences of older learners and foster a love of reading. The program uses the familiar assess, plan, do,</p>	<p>1,2,3,6</p>

	<p>review approach with online assessments, small group, or one-to-one tutoring for personalized progress.</p> <p>Oxford University Education: highlights schools that have seen students make substantial gains in reading age (evidence of over two years) and a rise in confidence and enthusiasm for reading.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £114,615.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the SEMH of disadvantaged pupils during the school day	<p>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.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	1, 3, 6
Parent Support Advisor to liaise with home and school, supporting families with safeguarding needs that meet the early help threshold.	<p>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</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	1, 3, 6
Invest in external professional services for support in behaviour and SEND provision	<p>Invest in <b>Whole School System Enhancement</b></p> <p>MAST offers a variety of ways to improve mental wellbeing and behaviour across a school as a whole. We can also help build your capacity to understand and work with young people with autism and those who have experienced trauma.</p> <p>Additional services will be requested which are designed to complement and strengthen our existing school-based provisions. These services include counselling and arts therapy, educational psychologist visits, learning mentoring and speech &amp; language therapy.</p> <p><b>'MAST build strong partnerships with schools and communities to improve life chances for children'.</b></p> <p><a href="https://www.plpcic.co.uk/mast">https://www.plpcic.co.uk/mast</a></p>	1, 3, 6
Weekly music therapy session:  Create band,	<p>Music therapy in primary schools significantly improves children's emotional regulation, communication, and social skills, helping them manage anxiety and aggression, build empathy, and increase focus and concentration in the classroom. Through creative expression using instruments and song, music therapy provides a non-verbal and non-threatening way for pupils to explore feelings, foster relationships, and develop coping strategies that support overall academic engagement and well-being.</p>	1, 3, 6

<p>learn instrument</p> <p>perform song</p>	<p><i>Music therapists use live musical interaction to help pupils achieve personal and therapeutic goals, such as improving emotional well-being and communication. <a href="#">British Association of Music Therapy</a>.</i></p> <p><i>Therapeutic musical experiences can significantly lower stress levels and reduce symptoms of anxiety and depression by providing a safe space to explore and express feelings, leading to better emotional awareness and regulation. <a href="#">Ohio University</a> and the <a href="#">Save The Music Foundation</a></i></p>	
<p>Supplementing residential costs for disadvantaged families</p>	<p>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.</p>	<p>6</p>
<p>Use sporting activities to support pupils to overcome multiple and complex issues that prevent them from engaging in education.</p>	<p>Field Gun Sports Club</p> <p>Attendance of club specifically for those pupils who are from military families. The club focusses on teamwork as well as stamina and agility.</p> <p>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.</p>	<p>6</p>

**Total budgeted cost: £ 126,665.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Goosewell Primary Academy – Summer End Term Data: July 2025

Year	Subject	All children (53)		Non-disadvantaged (49)		Disadvantaged (4)	
		At and above ARE	Above ARE	At and above ARE	Above ARE	At and above ARE	Above ARE
Year 1	Reading	66% (35)	8% (4)	65% (32)	8% (4)	75% (3)	0% (0)
	Writing	64% (34)	8% (4)	63% (31)	6% (3)	75% (3)	25% (1)
	Mathematics	77% (40)	2% (1)	79% (38)	2% (1)	50% (2)	0% (0)
Year 2	Reading	73% (32)	16% (7)	76% (28)	19% (7)	57% (4)	0% (0)
	Writing	66% (29)	9% (4)	68% (25)	11% (4)	57% (4)	0% (0)
	Mathematics	64% (28)	7% (3)	65% (24)	8% (3)	57% (4)	0% (0)
Year 3	Reading	81% (44)	26% (14)	81% (39)	27% (13)	83% (5)	17% (1)
	Writing	69% (37)	6% (3)	69% (33)	6% (3)	67% (4)	0% (0)
	Mathematics	76% (41)	17% (9)	77% (37)	17% (8)	67% (4)	17% (1)
Year 4	Reading	73% (55)	28% (21)	77% (48)	31% (19)	54% (7)	15% (2)
	Writing	60% (45)	7% (5)	65% (40)	8% (5)	38% (5)	0% (0)
	Mathematics	76% (57)	24% (18)	81% (50)	26% (16)	54% (7)	15% (2)
Year 5							
	Subject	At and above ARE	Above ARE	At and above ARE	Above ARE	At and above ARE	Above ARE

	Reading	70% (53)	32% (24)	69% (42)	30% (18)	73% (11)	40% (6)
	Writing	55% (42)	9% (7)	52% (32)	10% (6)	67% (10)	7% (1)
	Mathematics	62% (47)	11% (8)	61% (37)	7% (4)	67% (10)	27% (4)
Year 6	Subject	All children (58)		Non-disadvantaged (47)		Disadvantaged (11)	
		At and above ARE	Above ARE	At and above ARE	Above ARE	At and above ARE	Above ARE
	Reading	69% (40)	21% (12)	66% (31)	23% (11)	82% (9)	9% (1)
	Writing	74% (43)	5% (3)	74% (35)	4% (2)	73% (8)	9% (1)
	Mathematics	64% (37)	14% (8)	68% (32)	15% (7)	45% (5)	9% (1)

### Goosewell Primary Academy: 2024/25 Pupil Premium review:

#### Teaching activity review:

- Teacher clarity via lesson delivery: 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 86% ARE (34% GDS).
- The team continue to produce outstanding phonics results: 2025 Y1 phonics score of 92% (81% National).

#### Targeted academic support review:

- 1:1 / small group tuition / intervention / support:
  - Successfully enabled target pupils in Y4 to access MTC and achieved highest Y4 score: 65% achieved 25/25 with an average score of 23.8. DAPs data shows 38% scoring 25/25 with an average score of 21.2.
  - High impact on progress for our EYFS pupils and the start to their school career (76% GLD which is 10% 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:

ALL - EXS +	<b>74%</b>	ALL - GDS	<b>23%</b>
DAPs – EXS +	<b>64%</b>	DAPs - GDS	<b>18%</b>

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

Y6 SAT data 2005	EXS - ALL	EXS - DAPs	GDS - ALL	GDS – DAPs
Reading	86%	91%	34%	27%
Writing	74%	73%	5%	9%
Mathematics	74%	64%	23%	18%

### 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 with whole school attendance ended the year on 94.86%. Persistent absence across the year fell and by the summer and reduced markedly (12.79%).
- 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 48 of 64 (75%) 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: Once again, 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, built on their successes from their first event last year. They dismantled 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. Hugely successful opportunity for a varied group of children, some who may not be first to volunteer for a 'sports club'. School came second overall breaking time records on the Armed Forces Day!

## 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

*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 an experienced, trained adult to provide pastoral support and guidance for families.
- Membership of HMS Heroes / Military Kids Club
- the provision of 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 & Bottle Poppies – community remembrance activity through Military Kid Club.
- Mindful Art Club (KS1 and KS2 clubs) – 60 pupils in total.
- Pottery and readings at Remembrance Service at Burrow Hill.
- Swimming – free sessions shared with service families at Plymouth's Life Centre.
- Royal Marines Commando PTI session to be held with pupils at Goosewell (story time and fun physical games) – interest registered.
- Field Gun Wheels decorated for Armed Forces Day on Plymouth Hoe.
- Rowing competition for service family children during Armed Forces celebrations.
- Military Bears Club – deployed personnel take a Goosewell bear with them on tour. Images of bears come in from all over the world.

### **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.