

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Goat Lees Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	09/12/2021
Date on which it will be reviewed	01/10/2022
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	£ 102,075
Recovery premium funding allocation this academic year	£11,165
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	£113,240

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, ensuring reading books are matched to our systematic phonics programme and encouraging children to read for pleasure
- *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:

- Teaching and learning opportunities that meet the needs of the pupils
- Additional learning support and a range of appropriate interventions
- 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

Challenges

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

Challenge number	Detail of challenge																																								
1	<p>Our assessments and discussions in Pupil Progress Meetings (September 2021) indicate that many of our disadvantaged children have been impacted by partial school closure.</p> <p>Reading, Writing and Maths attainment of disadvantaged is significantly below that of non-disadvantaged children. Historical SATs data also shows that disadvantaged children are below their peers although in 2018 KS2</p> <table><tr><th colspan="5">2017 KS1 data Expected Standard + 2018 KS1 data Expected Standard +</th></tr><tr><th></th><th>Reading</th><th>Writing</th><th colspan="2">Maths</th></tr><tr><th>All</th><td>73% 77%</td><td>73% 73%</td><td colspan="2">80% 80%</td></tr><tr><th>FSM</th><td>60% 63%</td><td>50% 63%</td><td colspan="2">60% 75%</td></tr></table> <p>they performed better in Reading and Writing.</p> <table><tr><th colspan="5">2017 KS2 data Expected Standard + 2018 KS2 data Expected Standard +</th></tr><tr><th></th><th>Reading</th><th>Writing</th><th colspan="2">Maths</th></tr><tr><th>All</th><td>59% 71%</td><td>71% 82%</td><td colspan="2">59% 74%</td></tr><tr><th>FSM</th><td>43% 80%</td><td>43% 90%</td><td colspan="2">42% 70%</td></tr></table>	2017 KS1 data Expected Standard + 2018 KS1 data Expected Standard +						Reading	Writing	Maths		All	73% 77%	73% 73%	80% 80%		FSM	60% 63%	50% 63%	60% 75%		2017 KS2 data Expected Standard + 2018 KS2 data Expected Standard +						Reading	Writing	Maths		All	59% 71%	71% 82%	59% 74%		FSM	43% 80%	43% 90%	42% 70%	
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2	<p>Our assessments and discussions in Pupil Progress Meetings (September 2021) indicate that many of our disadvantaged children have been impacted by partial school closure. We have noticed that children’s resilience in learning since returning from school closures has become a challenge.</p>																																								
3	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts on their development as readers (including reading for pleasure).</p>																																								
4	<p>Assessments, discussions with class teachers and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged children on entry into Year R. These are evident through KS2 as well.</p>																																								

	Our discussions and observations have shown 29 pupils are identified as needing additional support with vocabulary (yr 1-6)
5	<p>Our analysis shows that some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Our attendance data over the last 3 Years indicates that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged.</p> <p>2020 – 2021 = 90% attendance for disadvantaged pupils compared to 94% attendance for non-disadvantaged.</p> <p>2019 – 2020 = 90% attendance for disadvantaged pupils compared to 93% attendance for non-disadvantaged.</p> <p>2018 – 2019 = 95% attendance for disadvantaged pupils compared to 96% attendance for non-disadvantaged.</p> <p>12 families of disadvantaged pupils have been persistently absent compared to 11 families of their peers. (Term 1 September 2021)</p>
6	Our discussions and observations have shown 38 pupils are identified as lacking experiences outside of their immediate community and this has widened due to COVID-19.

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
Improved Reading, Writing and Maths attainment for disadvantaged pupil (non-SEN) at the end of KS2.	KS2 Reading, Writing and Maths outcomes in 2024/5 show that more than 73% of disadvantaged pupils (Non SEN) meet the expected standard.
Early reading is made a priority so all pupils read fluently by the end of KS1. Reading for pleasure is something that is instilled in pupils before they leave.	KS1 phonics assessment scores reduce the attainment gap between disadvantaged pupils and non-disadvantaged. 2021 data = 64% disadvantaged 87% non-disadvantaged.
Improved resilience in learning in pupils including disadvantaged pupils.	Observations in lessons, engagement in lessons, book scrutiny and ongoing formative assessment shows more resilience for disadvantaged pupils in their learning. Pupils are able to talk about a number of strategies they can use if they find something difficult (qualitative data supports this.)


Improved oral language and vocabulary skills among disadvantaged pupils.	Assessments and observations indicate significant improvement in oral language among disadvantaged pupils. Neli programme assessments supports this.
Achieved and sustained improved attendance and those arriving late to school for all pupils particularly disadvantaged pupils.	Sustained high attendance (2014/2025) disadvantaged pupils is above 96%. The number of families who fall in the persistently absent category is decreased.
Disadvantaged pupils are exposed to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.	Qualitative data supports pupil voice and classroom observations to show disadvantaged children engaged in learning across the curriculum and are able to speak about the wider experiences they have enjoyed.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments.</i> <i>Training for staff to ensure assessments are interpreted and administered correctly.</i>	 Diagnostic_Assessment_Tool.pdf EEF report Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning and the support they will need in class and intervention groups.	1 2 3 4
<i>Purchase of a DfE validate scheme for phonics to secure a consistency in approach across the school.</i> <i>Purchase of additional books (decodable) matching to developing phonic knowledge.</i> <i>Professional development – whole staff to be trained in using the new scheme, teacher release time for observations and coaching, additional adults for reading in Year 1 and R.</i>	EEF (+5) Teaching & learning toolkit – Phonics 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. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	1 3
<i>Embed reciprocal reading approach across KS2.</i> <i>Staff training (reading) for all staff.</i> <i>English lead to have time out of class to team teach and coach staff in KS2.</i>	EEF (+2) Reciprocal reading project Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension.	1 3 4
<i>Staff training – teaching arithmetic. This will be</i>	EEF - Recommendation 5. Improving Mathematics in the early years and KS1	1

<p><i>embedded across the school, Reviewed and evaluated.</i></p> <p><i>Maths lead to monitor impact of this.</i></p> <p><i>Mastering in number to be introduced in KS1.</i></p>	<p>High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> • <i>Children with the greatest needs are supported by the most experienced staff;</i> • <i>training, support, and resources are provided for staff using targeted activities;</i> • <i>sessions are brief and regular;</i> • <i>explicit connections are made between targeted support and everyday activities or teaching</i> <p>Improving mathematics in KS2</p>	2
<p><i>Whole staff CPD on improving feedback including making feedback specific and verbal/written.</i></p> <p><i>Learning walks to review feedback in action.</i></p> <p><i>Pupil voice – what do the children think about feedback?</i></p> <p><i>Termly pupil conferencing – teachers to have time out of class.</i></p>	<p>EEF (+6) Feedback</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impact overall (+7 months).</p> <p>Teacher feedback to improve children's learning</p>	1 2 3

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Nuffield Early Language intervention in Year R.</i></p> <p><i>Additional adult in year R to support language develop of disadvantaged pupils.</i></p>	<p>EEF (+4) NELI programme</p> <p>The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills.</p>	4
<p><i>School led tutoring (£8,302 NTP funded)</i></p>	<p>EEF – National tutoring programme.</p> <p>There is a large body of evidence that tutoring and small-group tuition is</p>	1

<i>Full time teacher Term 1 and 2 to support small group catch up/ pupil conferencing (Recovery premium)</i>	effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils. 1:1 tuition – EEF (+5) Small group tuition - EEF (+4)	
<i>One day per week SENCo to support PP SENd</i>	Through our data analysis we have noticed the PP/SENd are quite large so we have a SENCo one day per week to support these children with interventions and plans.	1 2 4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>FLO appointed to work with vulnerable families and improve parental engagement.</i> <i>This will include school attendance and those families who are regularly late. Flo to complete first day call and arrange termly attendance meetings with HT.</i>	EEF (+4) Toolkit – parental engagement. Parental engagement is defined as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as Literacy or IT skills • general approaches which encourage parents to support their children with, for example reading or homework • the involvement of parents in their children's learning activities • more intensive programmes for families in crisis 	1 3 5
<i>Free breakfast club place for key pupils and families who need support with attendance and punctuality.</i>	EEF (+2) – National school breakfast programme. A previous EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.	5
<i>Ensure all teachers have high aspirations for the disadvantaged children in their class (providing the opportunities listed below is not enough.)</i>	EEF – aspiration interventions Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils. EEF – Life skills and enrichment	5 6

<p><i>All children to attend trips organised for their year group, funded by the school.</i></p> <p><i>Aspirational futures provided through visitors, speakers and careers events such a careers week.</i></p> <p><i>Visitors in school and planned for activities to enrich the curriculum.</i></p> <p><i>Variety of after school clubs on offer.</i></p> <p><i>Additional cycle training from YrR-5.</i></p>	<p>Developing character (a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience) that are thought to underpin success in school and beyond. These are also referred to as social and emotional skills, non-cognitive skills or essential life skills. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.</p> <p><u>EEF (+3) – Arts participation</u></p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	
<p><i>Contingency fund for acute issues.</i></p>	<p>Resources set aside for needs not yet identified. Our experience tells us that it is important for a small amount of funding to be set aside to respond quickly.</p>	
<p><i>Forest school sessions for disadvantaged children in small groups of no more than 8 (KS2)</i></p> <p><i>Forest school teacher – one day per week (Key stage1)</i></p> <p><i>Godinton house outreach (Year 3 class) to come onto our school grounds</i></p> <p><i>Godinton house environmental project for disadvantaged and vulnerable children in KS2 (12 sessions)</i></p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • <i>Confidence: children had the freedom, time and space to learn and demonstrate independence</i> • <i>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in</i> • <i>Communication: language development was prompted by the children’s sensory experiences</i> • <i>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</i> • <i>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</i> • <i>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</i> 	<p>5</p> <p>6</p>

Total budgeted cost: £ £113,00

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 2020 to 2021 academic year.

The impact of Covid-19 on our school community was significant and this has directly affected our planned approach over the last two academic years. Although we had done our utmost to deliver the Pupil Premium Strategy, it has been difficult to maintain the continuity required to ensure the interventions are successful. We delivered the recovery strategy across the school and this helped to reconnect children and their education but there has been further disruption and this has compromised the delivery of the strategy on several occasions. However, we have been able to get pupils back to a learning environment with a curriculum they have responded well to and they have managed the demands of the catch up programme very well. Pupils behaviour and attitudes have been positive and observations have shown they are generally focussed during lessons and activities and are learning purposefully.

During periods of lockdown or isolation, many pupils struggled to access education at home consistently. We were able to utilise the DFE laptops from our allocation to support home learning and introduced Google Classrooms as our platform. Some children engaged well with this but some families found this more challenging and many vulnerable children came back into school for some of their education. In line with the National picture, and evidenced through the work of the EEF, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The planned interventions were often interrupted by Covid restrictions and the partial closure of classes or children being absent from school. This resulted in an erratic experience for some children and many had to be supported to keep up with the curriculum offer, which left little time to address the areas that needed catch up support.

As previously stated, the attendance gap between disadvantaged pupils against non-disadvantaged pupils has widened during the period of Covid-19. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. We are particularly concerned about those with persistent absence as this group whilst relatively small, appears to be the most vulnerable and any progress made is quickly eroded, due to a cycle of erratic attendance.

Over the last two years we have been particularly conscious of the need to support well-being, as some of the families became quite isolated and had few resources they could fall back on. The school was a focal point for coordinating additional support and provided continuous contact for children who were not in school. We have continued to build upon this over the last year and extended our pastoral work and ensured staff have received further training.

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
Times table Rockstars	Maths circle ltd
Spelling shed	Edu shed

Further information (optional)

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