

# Pupil premium strategy statement – Goodrich CE Primary School

This statement details our school's use of pupil premium (and recovery 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 (updated Autumn 2023)

Detail	Data
School name	Goodrich CE Primary School
NOR	133
Proportion (%) of pupil premium eligible pupils	16 21.2%
Academic year/s that our current pupil premium strategy plan covers (3 yr plan are recommended)	2022-23 2023-24 2024-25
Date this statement was published	December 2022 December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Karen Miles
Pupil premium lead	Karen Miles
Chair of Governors	Rosemary Webb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£25,600</b>

# Part A: Pupil premium strategy plan 2022-25

## Statement of intent

At Goodrich CE Primary we have a mission to enable all of our children to:

### **Achieve**

***Philippians 4:13 (International Children's Bible)***

***'I can do all things through Christ because he gives me strength.'***

***At Goodrich Church of England Primary School, we work as a school community to share knowledge, skills and understanding required now and for the future to help each individual achieve their potential. The school provides an academic, physical, emotional, social, and safe environment supported by Christian values, where children are supported to engage in their learning through a broad and well-balanced curriculum so that they become confident, independent and resilient learners.***

Quality first teaching is evidenced to have the greatest impact on closing the gap. We have developed a cyclical curriculum based on revisiting key building blocks via different themes to consolidate and build on their understanding. In conjunction with our NTP programme, we are supporting children still impacted by the pandemic, identifying gaps in learning and supporting children to fill them.

We maintain high expectations for all of our children and our strategy is focused on closing the gap between our non-disadvantaged and disadvantaged children. Key to this is knowing our children and families well and considering the challenges they face.

We are aware that there are other barriers to progress, including poor attendance, lack of life experiences and access to wider activities, poor speech and language skills and difficult home circumstances.

We use a range of tools across the school to assess children's learning, for example the Nuffield Early Language Intervention (NELI), GL Assessment for Dyslexia and Dyscalculia, Anna Freud Wellbeing assessments, NFER Maths standardised tests and assessments for spelling identified with in our school. These assessments are then used to identify next steps for our children.

We then use various approaches according to need:

- Teacher led small group session
- 1 to 1 support
- Access to clubs (including breakfast), trips & residentials
- Butterflies counselling
- ELSA support
- CPD for staff (NCETM, Little Wandle phonics, NELI)
- Software to support Maths
- Reading volunteers trained to support children not heard at home

## Challenges

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

Challenge number	Detail of challenge
1	<i>Speech and language delays, often resulting in poor phonic knowledge, difficulty hearing and retaining sounds and difficulty blending. Vocabulary is basic. Reading progress for disadvantaged is lower than their peers.</i>
2	Maths attainment for our disadvantaged pupils is below that of their peers, the vocabulary is challenging and reasoning and problem-solving comprehension is often unfamiliar to them.
3	SEMH needs are nationally higher since Covid 19 and are higher in our disadvantaged families. Parents have not been 'in school' as much as pre-pandemic times and can be reluctant to engage. The cost-of-living crisis also impacts significantly on the wellbeing of our disadvantaged families. Children sometimes experience Adverse Childhood Experiences. (ACES)
4	Limited life experiences can lead to low aspirations and make learning more challenging. They do not have knowledge based on real experiences or a wider view of the world.
5	Attendance is lower than pre pandemic and missed days create additional gaps in learning.

## 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
All children have secure assessments & next steps	Tools are used effectively to identify needs. Monitoring demonstrates that assessment outcomes are acted on.
The acquisition of oracy and ambitious vocabulary is taught in lessons and incidental classroom interactions.	Environments are language rich and modelling is accurate in all interactions at school. Book scrutiny and pupil interviews evidence this.
Improved Phonics & Reading outcomes for PP children. Reading for pleasure.	Phonics tracking indicates PP children keeping up in 24/25. KS2 Reading outcomes in 24/25 are in line with non-disadvantaged children. Pupil surveys indicate that children love reading.
Improved Maths attainment at KS2	2024-25 KS2 Maths outcomes are above national average for disadvantaged pupils.
Mental Health & Wellbeing support is identified and offered where needed.	Wellbeing surveys indicate improved wellbeing, especially after intervention. Support allows specific children to access learning fully.
Parental engagement	In 2024-25, Parents engage with school in the interests of their children's wellbeing and school success. Disadvantaged children are heard read at home at least three times a week. 2/3 parents' evenings are attended.
Aspirations are raised via access to enrichment activities and trips.	All disadvantaged children attend at least one club a year. Disadvantaged children share aspirations for their future via annual reports.
Attendance is improved and sustained for all pupils, including those who are disadvantaged.	In 2024-25 attendance of disadvantaged pupils is above national.

## 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: £9,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accurate diagnostic assessment lead to next steps Training for NFER, Little Wandle &amp; Insight</i>	Provides accurate assessment of each child's needs and next steps. <a href="#">Diagnostic Assessment EEF</a> <a href="#">Teacher CPD CUREE</a>	1 & 2
<i>Introduce Little Wandle Phonics and CPD for all staff including Goldcrests. Share changes by inviting parents in.</i>	CPD impacts standards. <a href="#">Phonics EEF</a> <a href="#">Teacher CPD CUREE</a>	1, 3
<i>NCETM CPD for Goldcrests &amp; KS1</i>	Mastery Maths leads to greater impact in attainment. Vocabulary is structured and consistent. <a href="#">Mastery Learning EEF</a> <a href="#">Teacher CPD CUREE</a>	2
<i>SEN TA to support small group learning</i>	Training for interventions <a href="#">Small group tuition EEF</a>	1 & 2
<i>ELSA supervision following training. WEST Staff CPD as part of this.</i>	Improve the quality of SEMH, improves relationships, behaviour and academic performance. <a href="#">SEL EEF</a>	3

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

Budgeted cost: £10,156.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Little Wandle Synthetic Phonics.</i> <i>TRUGS</i> High quality resources	Phonics programme has proven impact and regular diagnostic assessments catch children quickly. Catch up programme used effectively 1 to 1 <a href="#">Phonics EEF</a> <a href="#">Teacher CPD CUREE</a>	1, 3
<i>Maths/ Lit intervention- TT Rock stars, 1,2,3 Maths, NELI, Numicon</i>	X table speed impact, Language improvement evidenced <a href="#">Catch up Strategies .gov</a>	1, 2
<i>Accurate diagnostic assessment lead to next steps</i> <i>Purchase of NFER &amp; Insight</i>	Provides accurate assessment of each child's needs and next steps. <a href="#">Diagnostic Assessment EEF</a> <a href="#">Teacher CPD CUREE</a>	1 & 2

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

Budgeted cost: £16,816.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA sessions following training with three afternoons of protected time.</i>	Improve the quality of SEMH, improves relationships, behaviour and academic performance. <a href="#">SEL EEF</a>	3

<i>Providing opportunities for disadvantaged children with opportunities to attend a variety of clubs and out of hours activities.</i>	<p>Forest school activities  <a href="#">Plymouth Marjon Uni</a>  Connections between wellbeing and engagement academically  Improved confidence and social skills.  <a href="#">Extending school time EEF</a>  <a href="#">Arts EEF</a>  <a href="#">Physical Activity EEF</a></p>	4
<i>Employ school therapist to support self-regulation</i>	<p>EEF shows high impact from these strategies.  <a href="#">Metacognition &amp; Self Regulation</a></p>	3, 4
<i>Attendance Lead and teachers working closely with families to improve attendance</i>	<p>Government document recognises that children with poor attendance fall behind. It also protects children with difficult home circumstances.  <a href="#">Improving School Attendance .gov</a></p>	5
<i>Activate employed at lunch to maintain activity and promote wellbeing.</i>	<p>Public health research evidences reduction in anxiety and links to increased confidence, academic focus and performance.  <a href="#">Increase Physical Activity- Public Health</a></p>	3
<i>Encore Music- Wider Opportunities</i>	<p>Every child should be taught music by a specialist and have the opportunity to learn an instrument.  <a href="#">The Power of Music to Change Lives</a></p>	4

**Total budgeted cost: £36,888.05**

## Part B: Review of the previous academic year 2022-23

### Outcomes for disadvantaged pupils

Small numbers of disadvantaged children at Goodrich CE Primary School can make impact difficult and often needs to be looked at on a child-by-child basis.

#### **EYFS 23 GLD** (1 pupil CiN)

School: 68%

Disadvantaged: 0%

National: 67%

#### **Phonics Yr 1 23** (3 pupils)

School: 85%

Disadvantaged: 100%

National: 79%

#### **Phonics Yr 2 23** (0 retakes and 0 disadvantaged children)

#### **KS1 SATs** (0 retakes and 0 disadvantaged children)

#### **Y4 Multiplication Check APS** (4 pupils)

School: 23.1

Disadvantaged: 23.8

National: 20.2

#### **KS2 SATs** (3/4 in year transfers after Rec. 3x SEND 1X LAC EHCP)

##### Reading EXS/GDS

School: 78% 35%

National: 73% 29%

Disadvantaged: 25% 1- 2pts off / 25%

National Disadvantaged: 78% / 35%

##### Writing EXS/GDS

School: 78% / 17%

National: 71% / 13%

Disadvantaged: 25% / 0%

National Disadvantaged: 77% / 16%

##### EGPS EXS/GDS

School: 74% / 30%

National: 73% / 24%

Disadvantaged: 25% / 0%(1 mark off)

National Disadvantaged: 78% / 35%

##### Maths EXS/GDS

School: 74% / 13%

National: 73% 24%

Disadvantaged: 25% / 0%

National Disadvantaged: 79% / 29%



## **Attendance** EBSA & Suspensions had an impact on attendance data in 22-23

### 2021-22

School: 93.67%

Disadvantaged: 94.6%

National: 92.4% PA 22.5%

PA: 19.1%

Disadvantaged PA: 0%

### 2022-23

School: 92.9%

Disadvantaged: 93.9%

National: 95% PA 17.3%

PA: 19%

Disadvantaged PA: 16.7%

Persistent absenteeism is on the rise in 22-23 and a new attendance & Punctuality has been put in place along with raising the importance of attendance with teachers and families.

The number of children requesting SEM intervention is constant and not restricted to the disadvantaged, however they are prioritised.

Three high needs children had a huge impact on intervention in 2022-23

Phonics shows impact of systematic synthetic phonics and daily routine, achieving at Year One above their peers & national. Multiplication check APS is also above peers/national in 22 23 showing impact of the daily quick use of software.

*Three quarters of Yr 6 disadvantaged pupils did not meet the EXS. This was an extremely demanding cohort and the three were SEND and one EHCP and LAC with very challenging behaviours. She has not remained in mainstream education. One child was two marks off EXS in the reading test which would have meant 50% EXS.*

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Nuffield Early Language Intervention -NELI	Nuffield
Power of Two	David Sharp
Toe by Toe	H & K Cowling
Dyslexia/ Dyscalculia	GL Assessment
Mastery Maths	NCETM
Timetables Rockstars	Maths Circle
1 2 3 Maths	1 2 3 Learning