

Pupil premium strategy statement – Goodrich CE Primary

2025 - 28

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 2025-26

Detail	Data
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	13% (17)
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)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Richard Mutlow
Pupil premium lead	Karen Miles
Governor / Trustee lead	Lynn Collett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,180
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>	£23,180

Part A: Pupil premium strategy plan

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.

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, and work with families to overcome them.

We use a range of tools across the school to assess children's learning, for example Wellcomm, GL Assessment for Dyslexia and Dyscalculia, Anna Freud Wellbeing assessments, NFER Maths standardised tests, CAT 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)
- Software to support Maths
- Wellcomm
- Talk4Writing
- 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 pupils 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 higher in our disadvantaged families. Parents can be reluctant to engage. The cost-of-living crisis 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 national 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. Accurate notes are recorded on Insight.
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. Planning includes developing vocabulary. Talk4Writing and Mary Myatt texts ensure there is appropriate challenge and aspiration for all.
Improved Phonics & Reading outcomes for PP children. Reading for pleasure.	Phonics tracking indicates the gap has closed between disadvantaged and non-disadvantaged children. KS2 Reading outcomes are in line with non-disadvantaged children. Pupil surveys indicate that children love reading.
Improved Maths attainment at KS2	KS2 Maths outcomes are above national average for disadvantaged pupils.
Mental Health & Wellbeing support is identified and offered where needed.	Support allows specific children to access learning fully. ELSA and counselling support is provided where necessary. Half termly wellbeing checks recorded.
Parental engagement	Parents engage with school in the interests of their children's wellbeing and school success. Insight evidences parental engagement with school. 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.	Attendance of disadvantaged pupils is above national (discounting child with medical needs and EHCP)

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: £9,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accurate diagnostic assessment lead to next steps</i> <i>Training for NFER, Little Wandle & Insight</i>	Provides accurate assessment of each child's needs and next steps. Diagnostic Assessment EEF Teacher CPD CUREE	1 & 2
<i>Embed Little Wandle Phonics and CPD for all staff including Goldcrests. Share changes by inviting parents in.</i>	CPD impacts standards. Phonics EEF Teacher CPD CUREE Insight Talk4Writing Little Wandle Wellcomm	1, 3
<i>NCETM CPD for Goldcrests & KS1</i>	Mastery Maths leads to greater impact in attainment. Vocabulary is structured and consistent. Mastery Learning EEF Teacher CPD CUREE	2
<i>SEN TA to support small group learning</i>	Training for interventions Small group tuition EEF	1 & 2
<i>ELSA supervision following training.</i>	Improves the quality of SEMH, improves relationships, behaviour and academic performance. Social and Emotional Learning EEF	3

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

Budgeted cost: £1,185.65

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

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

Budgeted cost: £13,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA sessions following training with protected time.</i>	Improve the quality of SEMH, improves relationships, behaviour and academic performance. SEL EEF	3
<i>Providing opportunities for disadvantaged children with opportunities to attend a variety of clubs and out of hours activities or peripatetic music</i>	Forest school activities Plymouth Marjon Uni Connections between wellbeing and engagement academically Improved confidence and social skills. Extending school time EEF Arts EEF Physical Activity EEF The Power of Music to Change Lives	4
<i>Employ school therapist to support self-regulation, Butterflies, ELSA</i>	EEF shows high impact from these strategies. Metacognition & Self Regulation	3, 4
<i>Attendance Lead and teachers working closely with families to improve attendance</i>	Government document recognises that children with poor attendance fall behind. It also protects children with difficult home circumstances. Working Together to Improve School Attendance	5
<i>An hour's physical activity a day via class timetable</i>	Public health research evidences reduction in anxiety and links to increased confidence, academic focus and performance. Increase Physical Activity- Public Health	3
<i>Encore Music- Wider Opportunities in KS2</i>	Every child should be taught music by a specialist and have the opportunity to learn an instrument. The Power of Music to Change Lives	4

Total budgeted cost: £24,290.65

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2025 - 26

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 GLD (19 pupils)

School: 79%

Disadvantaged: 100% (1)

National: 72%

Phonics Yr 1 (26 pupils)

School: 92%

Disadvantaged: 100% (2)

National: 82%

Phonics Yr 2 (1 retake and 0 disadvantaged children) School 100% Nat 91%

Y4 Multiplication Check APS (18 pupils)

School: 23.4

Disadvantaged: 22 (4, 1 disapplied)

National: 21.6

KS2 SATs (18 pupils- 4 PP)

(8 in year transfers after Rec, 4 x SEND, 1 X LAC & 1x EHCP)

Reading EXS/GDS

School non: 86% 21%

National non: 81% EXS

Disadvantaged: 100% / 25%

National Disadvantaged: 63% EXS

Writing EXS/GDS

School non: 93% / 29%

National non: 72% EXS

Disadvantaged: 100% / 25%

National Disadvantaged: 53% EXS

EGPS EXS/GDS

School non: 86% / 29%

National non: 73 % EXS

Disadvantaged: 75% / 0%

National Disadvantaged: 54% EXS

Maths EXS/GDS

School Non: 57% / 14%

National non: 75% EXS

Disadvantaged: 75% 1- 1 pt off EXS)/ 0%

National Disadvantaged: 55% EXS

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
Power of Two	David Sharp
Toe by Toe	H & K Cowling
Dyslexia/ Dyscalculia	GL Assessment
CAT Tests	GL Assessment
Mastery Maths	NCETM
Timetables Rockstars	Maths Circle
1 2 3 Maths	1 2 3 Learning
Spelling Frame	Spelling Frame
Wellcomm	GL Education
Talk4Writing	Pie Corbett
Write from the Start	LDA (Learning Development Aids)

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