

Goonhavern Primary School



Nurture the seed and together we will grow

Pupil premium strategy statement

School overview

Metric	Data
School name	Goonhavern Primary School
Pupils in school	215
Proportion of disadvantaged pupils	21.5%
Pupil premium allocation this academic year	£68,145
Academic year or years covered by statement	2020/2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Mark Lloyd
Pupil premium lead	Martin Borrott
Governor lead	Kirsty Fairclough

Disadvantaged pupil progress scores for last academic year

There is new data due to pandemic and lockdown

Academic year: 2018/19

Measure	Score
Reading	-0.27
Writing	-3.23
Maths	-6.59

Disadvantaged pupil performance overview for last academic year

There is new data due to pandemic and lockdown

Academic year: 2018/19

Measure	Score
Meeting expected standard at KS2 in reading, writing and maths	37.5 %
Achieving high standard at KS2 in reading, writing and maths	12.5 %

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>To implement effective evidence-informed teaching approaches to support disadvantaged pupils. In the 2020-2021 academic year, this will include:</p> <ul style="list-style-type: none">- The introduction of <i>Read Write Inc</i> so that all pupils benefit from a systematic approach to teaching phonics and all pupils read a book matched closely to their phonological awareness each day.- The introduction of strategies to improve vocabulary and language to support children from disadvantaged families, including knowledge organisers, <i>Talk for Writing</i> and investing in additional staffing in Early Years to develop language.- Focusing on evidence-informed teaching through the use of the Great Teaching Toolkit (June 2020).- 1 to 1 small group support
Priority 2	<p>To increase the effectiveness of teaching assistants in Key Stage 2 so they can more effectively support disadvantaged pupils to progress in writing.</p>

Priority 3	To improve the attendance of disadvantaged pupils.
Priority 4	To improve the experiences of disadvantaged pupils by increasing their exposure to cultural capital (for example accessing high-quality reading books at home and life experiences) . To be implemented in the 2021/2022 academic year.
Priority 5	To provide emotional support through Trauma Informed Schools.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • The impact of gaps in children’s vocabulary knowledge on their future progress • The importance of reading and its impact on future life chances • Establishing an emotional readiness to learn particularly after the disruption of lockdown • The impact of low attendance on pupil achievement
Projected spending	£45,600

Teaching priorities for current academic year

Aim	Target	Target date
To improve early reading skills.	Ensure that a greater proportion of children pass the phonics screening check at the end of Year 1 and that effective interventions allow Year 2 pupils to catch up with their peers	September 21
Improve outcomes for disadvantaged pupils in writing.	Disadvantaged pupils progress and attainment is in line with their peers	September 21
To develop a systematic approach to developing vocabulary across the curriculum.	Knowledge and vocabulary are stored in pupils’ long-term memory	September 21
To improve language and vocabulary in Early Years	Children leave reception class with a broad vocabulary that enables them to access the Year 1 curriculum.	September 21

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance for disadvantaged pupils by employing a Parent Support Advisor (PSA).
Priority 2	Provide emotional support for pupils through Trauma Informed School approach; use of therapy dog; Use of Education Endowment Foundation research including Social and Emotional

	Learning (SEL) to provide emotional support and full review of barriers to learning.
Barriers to learning these priorities address	Emotional readiness to learn, particularly in light of the Covid-19 pandemic.
Projected spending	£22,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>To fund release time for teachers to attend training.</p> <p>To ensure teachers and teaching assistants are able to work together to improve outcomes for disadvantaged children.</p>	<p>Utilise existing HLTAs to cover teacher absence.</p> <p>Create time for teachers and teaching assistants to 'cascade' training and design approaches together.</p>
Targeted support	In terms of Pupil Premium the school receives a relatively low level of funding per pupil and therefore staffing is limited.	Focus on CPD for teaching assistants so that they can support disadvantaged children in as effective a way as possible.
Wider strategies	<p>Engaging hard to reach families.</p> <p>Emotional readiness to learn</p>	<p>Parent Support Advisor to work closely with identified families.</p> <p>TIS trained staff members to work with identified children on a regular basis.</p>

Review: last year's aims and outcomes

There is new data due to pandemic and lockdown

Academic year: 2018/19

Aim	Outcome
<p>To make accelerated progress in reading, writing and maths through metacognition and learning reviews.</p>	<p>75% of pupils in KS2 met the expected standard in reading (6 out of 8 pupils).</p> <p>37.5% of pupils met the expected standard in maths and writing (3 out of 8 pupils).</p> <p>School tracking data shows disadvantaged pupils made good progress from their starting points in reading, writing.</p> <p>Maths will form a priority for the next academic year.</p>
<p>To improve the attendance of disadvantaged pupils.</p>	<p>Disadvantaged pupils' attendance is above the national figure.</p>