

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	Goonhavern Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	20% (44 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mark Lloyd
Pupil premium lead	Martin Borrott
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,490
Recovery premium funding allocation this academic year	£6,380
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	£76,870

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Key Objective:

Our intention is for all children to be able to meet their potential, regardless of any factors which may make this more challenging. In order to make this happen, the focus of our pupil premium strategy is to remove any potential barriers and support disadvantaged children to achieve that goal. For example, the school uses *Read Write Inc.* so that **all** pupils read a decodable phonics book every day and Talk for Writing to 'level up' the language gap between disadvantaged and non-disadvantaged pupils.

1. PSA to support disadvantaged families (holistic approach)
2. PSA to support attendance (£15k)
3. Intervention teachers (18K)
4. Quality-first teaching (CPD, coaching, resourcing) (£15k)
 - a. Maths Coaching
 - b. Writing Coaching
 - c. Reading Coaching
 - d. Middle Leadership National Qualification (release time)
 - e. KTSA - training Package - including foundation subjects and Chris Moyse
 - f. SEN training
 - g. TIS practitioners (£4k)
5. Subsidising trips - cultural capital (£2k)
6. Book in a box (cost to follow)
7. Investing in reading-spine (cost to follow)

1. High-quality teaching is fundamental to our approach with a view to supporting disadvantaged children to make good progress, including those who are already attaining highly. The last two years have been challenging for all pupils and our strategy is therefore integral to plans for whole school recovery, as can be seen in our adoption of *Read Write Inc.* through Key Stage 1 and its focussed

implementation in small groups by dedicated teachers as a highly effective intervention.

2. Reading is key to successful outcomes for our children and in particular for our disadvantaged children. Our pupil premium enables small group and one-to-one intervention and tuition for those disadvantaged children in need of extra support. Our expectation is that both non-disadvantaged and disadvantaged children are able to make good progress and that pupils' attainment is sustained and improved upon.
3. Assessment has also shown that children's attainment in writing has been affected by the disruption to schools over the last two years and we aim to rectify this issue as quickly as possible.

Challenges

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

Challenge number	Detail of challenge
1	Assessment shows that pupils attaining at the lowest 20% of each class in reading often include disadvantaged pupils.
2	Research shows that disadvantaged pupils are more likely to have a lower vocabulary than their non-disadvantaged peers. This 'word gap' can make it harder for pupils to master the curriculum if it is not closed.
3	Assessment shows disadvantaged pupils with high prior attainment from KS1 are at greater risk of not making good progress across KS2 than their non-disadvantaged peers.
4	Assessment shows that children's attainment in Writing has been affected by the disruption over the last two years and in particular that of disadvantaged pupils
5	Research shows a need to further develop oracy and language development across Early Years, especially for disadvantaged pupils and those with SEN using the Nuffield Early Language Intervention, which is an evidence-informed approach supported by EEF research.
6	Attendance- The 2019 IDSR highlights that, although attendance figures are higher than national averages, compared to schools of a similar deprivation, absence rates are slightly higher

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
------------------	------------------

<p>A. Pupils attaining at the lowest 20% of each class in reading make good progress</p>	<p>Pupils attaining at the lowest 20% of each class in reading meet their challenging targets</p>
<p>B.Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use</p>	<p>Disadvantaged pupils in all year groups use their increased vocabulary to make good progress across the curriculum and meet their academic targets in all subjects</p>
<p>C.Disadvantaged pupils identified as having the potential to reach Greater Depth/Higher Standard reach Greater Depth/Higher Standard by the end of KS2.</p>	<p>Disadvantaged higher attaining pupils in KS2 make good progress and meet their academic targets in Reading, Writing and Maths.</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training for all teachers	Use of a systematic approach that develops in small incremental steps and which is taught in an agreed style	1,2,4,5
Ongoing CPD for class teachers in effective teaching through using Rosenshine's principles of direct instruction. Programme of regular evaluation, feedback and coaching	Rosenshine's principles of direct instruction were collated through decades of research. These principles come from three sources: a) research into cognitive science; b) research on master teachers; and c) research on cognitive support. Research in cognitive psychology shows strong evidence of the impact of regular retrieval practice, modelling worked examples and teaching in small steps to take into account the limits of working memory and aid the process of moving learning to long term memory and keeping it there.	1,2,3,4,5
After school RWI coaching	Hold parent RWI sessions to upskill parents and to ensure reading is a priority at home. Share RWI videos through Tapestry for Class R.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Two HLTAs employed to teach Read Write Inc as a targeted intervention	Huge progress has been made already since we started this initiative. (add data)	1
Subscription to Book in a Box allowing children to build up a collection of quality texts (Y5?) https://www.bookina-box.co.uk/	Specifically designed for developing and enhancing the children' educational needs and experiences. Not only do children look forward to receiving their own post each month, it also means they can build their own library/ book collection of their own. Tracking the impact of using a 'Book in a Box' is easy - as children are more engaged and excited to talk about their special book delivery they regularly receive.	1,2,5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishment of a Reading Spine of 'must-read' books in each class to read aloud to pupils that will promote a love of reading, introduce new vocabulary and improve comprehension	The DFE Reading Framework sets out the case that there are important cognitive consequences of the story format. Pupils explore language and emotional engagement. Pupils have multiple exposure to vocabulary and language that they are unlikely to hear in everyday conversation. Poor reading skills are also shown to have a negative impact on children's life chances	1,2,5
Employment of Parent Support Advisor to monitor attendance and provide a range of support services to parents	PSA to support attendance of disadvantaged pupils by building relationships with parents and supporting high attendance. Formally review attendance on a half-termly basis, including individual groups of pupils.	3, 6?

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil Premium Strategy 2020-21

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

Disadvantaged pupil performance overview for last academic year

2018/2019

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	To increase the effectiveness of teaching assistants in Key Stage 2 so they can more effectively support disadvantaged pupils to progress in writing.

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

Averaged across the school, the percentage of Pupil Premium children working at or above the Expected standard was **above** 2019 national KS2 results for Pupil Premium children in reading (+9%); was in line with national results for Pupil Premium children in maths; but was below national results for Pupil Premium children in writing (-18%) and in combined RWM (-8%). Averaged across the school, the gap between school Pupil

Premium children and national Non Pupil Premium children was 7% in reading, 33% in writing, 17% in maths and 28% in combined RWM. Averaged across the school, the percentage of Non Pupil Premium children working at or above the Expected standard was **below** 2019 KS2 national results for Non Pupil Premium children in reading (-2%), in writing (-12%), in maths (-8%) and in combined RWM (-7%).

Averaged across the school, progress this year for Pupil Premium children was in line with the benchmark 5 points for writing and was above the benchmark for reading and for maths.

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
Read Write Inc	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.