



## Pupil premium strategy statement

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	Goodyers End Primary School
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Angharad Rees (Headteacher)
Pupil premium lead	Alison Foster (Deputy Headteacher)
Governor / Trustee lead	Harry Mayou

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,605
Recovery premium funding allocation this academic year	£15,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,822
<b>Total budget for this academic year</b>	<b>£178,232</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Goodyers End Primary School our intention is to extend opportunities, raise aspirations, open children's minds to the world beyond their immediate environment and prepare them for the next stage of their lives. We believe that all children, regardless of their background or challenges they have faced, can make good progress and achieve both academically and personally with the right support. Our school motto, 'Big Hearts, Open Minds', demonstrates the core values we encourage children to strive for and these are threaded throughout everything we do.

The EEF Guide to Pupil Premium recommends using a tiered approach to spending the Pupil Premium funding with a focus on teaching, targeted academic support and wider strategies beyond the academic. Considering each of these areas and the demographic of our school, we have carefully selected strategies designed to close the attainment gap and meet the social, emotional and mental health needs of our pupils.

Providing high-quality teaching for all is proven to be the most effective strategy in improving outcomes for disadvantaged pupils, as well as benefitting their non-disadvantaged peers. It is our intention that by focusing on improving teaching across the school, disadvantaged pupils will make accelerated progress and close the attainment gap. A significant proportion of our funding will be spent on improving teaching and learning with a focus on engaging some of our most vulnerable pupils.

In addition to high-quality teaching for all, we recognise the importance of targeted interventions for individuals who show gaps in their knowledge or skills, including those affected by the Covid-19 pandemic. We prioritise children eligible for Pupil Premium funding, along with other vulnerable groups, to ensure that the core skills needed to progress are addressed quickly and effectively. A combination of the Pupil Premium and Recovery Premium will be used to subsidise tutoring programmes and pupils will be identified through robust analysis of school data.

Through both summative and formative assessments, we have identified a gap in pupils' language and communication skills on entry to reception, particularly for pupils from vulnerable groups. We have a skilled speech and language teaching assistant within school who has been allocated to Reception pupils with the intention of minimising these gaps early in their education. As these pupils move through the school, there are still gaps between Pupil Premium and Non-Pupil Premium whereby further interventions are provided. Where gaps have been caused due to the Covid-19 pandemic, tutoring has been prioritised for disadvantaged pupils in areas identified through school data.

As an Attachment Aware and Trauma Informed school with a restorative approach to supporting behaviour, we are fully aware of the possible barriers our most vulnerable

children may have to accessing the curriculum, including attendance. We recognise that pupils will achieve more and succeed academically when they feel safe and able to regulate their emotions effectively. Since training all staff on these approaches, our intention is now to educate children and parents on how the brain works, recognising behaviour as communication and developing strategies for self-regulation. We know that including parents in this benefits the pupils if there is consistency both at home and at school and this will ensure that pupils are ready to learn and in school every day.

Providing pastoral support for families is a priority due to the number of families experiencing personal difficulties. Since the pandemic, we have identified a growing number of families and children in need of support and have adapted our spending accordingly to provide an additional member of staff for this. A large proportion of our Pupil Premium funding is prioritised on pastoral support including wellbeing interventions, staffing and providing breakfast for pupils because of the direct impact this has on pupils' wellbeing and attainment.

Having a good understanding of the local community, we have recognised that some of our most vulnerable pupils have limited experiences of life beyond the local area and are not always exposed to the possibilities and opportunities available to them. We fund educational visits for all pupils to a range of locations, which they are unlikely to have experienced outside of school, with the intention of raising their aspirations and building on their cultural capital. Experiences such as visiting a university, workplace or travelling to London are intended to ignite pupils' passion and enable them to set higher expectations for themselves and what they are capable of achieving.

## Challenges

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

Challenge number	Detail of challenge
1	High level of SEND and SEMH needs means that many vulnerable pupils need additional support to regulate their emotions and be ready to learn.
2	Attendance data from last academic year indicates a gap of 6% for disadvantaged pupils which directly affects pupil attainment.
3	Low attainment on entry to Reception, particularly with communication and language, leads to lower outcomes for disadvantaged pupils in reading in KS1 and KS2.
4	Limited enrichment experiences outside of school and lack of knowledge beyond lived experience makes accessing vocabulary and the curriculum challenging.

5	70% of pupils eligible for Pupil Premium funding have experienced at least one Adverse Childhood Experience (ACEs) that we are aware of. This level of trauma affects the way children's brains work and their ability to be ready for learning.
6	Parental engagement for some families is limited due to issues beyond school. This can have a detrimental effect on attendance and outcomes for disadvantaged pupils.

## 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 attainment for disadvantaged pupils	The gap in attainment between Pupil Premium and Non-Pupil Premium is narrowing.
Improved progress for disadvantaged pupils	Disadvantaged pupils making accelerated progress and reaching their aspirational targets.
Improved attendance for disadvantaged pupils	Attendance of disadvantaged pupils is in-line with their non-disadvantaged peers.
Positive learning behaviours and wellbeing in pupils.	Pupils are able to self-regulate, manage their emotions and show resilience which leads to them accessing the curriculum and making good progress.
Extended opportunities and prospects for disadvantaged pupils.	Disadvantaged pupils become well-rounded citizens with high-aspirations to achieve in life. Pupils access the curriculum and make good progress.

## 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: £3,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff Training:</b></p> <p>The Art of Being Brilliant</p> <p>Active Learning – Isabella Wallace</p>	<p>The EEF guide to Pupil Premium refers to high-quality teaching being ‘the most important lever’ and suggests it is a ‘top priority for Pupil Premium spending’. Improving teaching across all key stages will have a direct impact on pupil progress and attainment.</p> <p>Throughout the pandemic, restrictions around classroom layout, resources and pupil movement have meant that teachers have been limited in varying their approaches to lessons and engaging pupils in a range of ways.</p> <p>The Art of Being Brilliant training refers to ‘Positive Psychology’, focusing on ‘learning new habits of thinking and behaviour that will sustain personal ‘brilliance’. It is about the ‘whole you’ and, as such, is applicable in and out of work.’ Following the Covid-19 pandemic and the implications on staff-wellbeing, this training aims to re-ignite passion and confidence in teachers to enable them to reach their full potential and help children to do the same.</p> <p>Through monitoring, it has been identified that whilst pupils are well-behaved and engaged in their learning, further work needs to be done to ensure every lesson is maximised and pupils are always actively learning. Disadvantaged pupils in particular have been identified as lacking in engagement, compared to their non-disadvantaged peers. Training from experienced and award-winning educator, Isabella Wallace, aims to provide staff with strategies to engage the most reluctant learners and maximise learning time.</p>	<p>All</p>

Homework Programmes	Teachers have identified that a significant number of disadvantaged pupils do not complete their homework or do not receive support at home with this. Use of a digital homework system aims to allow more pupils to access their learning independently without the need of parental intervention and engage pupils more effectively.	2, 3, 4, 6
---------------------	--	------------

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

Budgeted cost: £66,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language support in Reception	<p>Analysis of in-school data shows that children generally begin Reception with lower than expected levels of communication and language. 34% of pupils require a language intervention. Through analysis of data across the school last academic year, it is evident that disadvantaged pupils fall behind their non-disadvantaged peers in reading by an average of 9%.</p> <p>A Speech and Language Teaching Assistant has been allocated to Reception to close gaps for pupils as quickly as possible. Use of the WellComm programme, developed by NHS Speech and Language Therapists, has had an impact on pupil progress in school historically.</p>	1, 3
Tutoring	<p>With reference to the above data, disadvantaged pupils have been prioritised for further interventions to close gaps, including those caused by the Covid-19 pandemic.</p> <p>Analysis of in-house data has shown gaps in Reading for disadvantaged pupils in Key Stage One, and Maths for disadvantaged children in Key Stage Two. Through the National Tutoring Programme, high-quality tutoring has been resourced to provide further intervention for these pupils.</p>	1, 2, 3
Interventions	The EEF research on tuition highlights the importance of interventions making a more significant impact when they are linked to lessons in class. Ensuring the team around the child is trained to identify and support gaps in learning is crucial to pupils making good progress. Providing Teaching Assistants in every class means that all classes have an additional adult to provide high-quality interventions, with a focus on disadvantaged pupils.	1, 2, 3, 4, 5

	Further interventions have been provided for pupils by non-class-based teachers, both in school and at home during isolation.	
Phonics boosters	The EEF research on Phonics explains that ‘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.’ Due to the language gap for pupils entering Reception, along with the impact of the pandemic, gaps in Phonics attainment have been identified in KS1. Providing interventions, both within and out of the school day, targets specific sounds and skills which pupils find challenging.	All

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

Budgeted cost: £118,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative approach to behaviour	A whole-school restorative approach has already been implemented, but further in-house training is required to ensure strategies and support are consistent across the school. Gathering reflections from staff has highlighted areas that need to be developed further and where additional training or support is required.	All
My Happy Mind	The EEF report on ‘Improving Social and Emotional Learning (SEL)’ highlights the extensive evidence ‘associating childhood social and emotional skills with improved outcomes at school and later in life’. By ensuring children are regulated and ready to learn enables them the best chances of success. The research also recommends teaching SEL explicitly and adopting a SEL programme. My Happy Mind is backed by the NHS and aims to ‘prepare today’s children for tomorrow’s world by building resilient, balanced and happy minds at home, nursery and school.’ This also links directly with the school’s restorative approach and aims to educate children and parents on SEL.	All
The Outstandingly Happy Schools Programme	Linked to the Art of Being Brilliant training for staff, this 3-day workshop for years 3, 4 and 5 aims to build on children’s ‘mental wealth’ and develop ‘happiness ambassadors’ in school. This programme also provides wellbeing resources for pupils and staff and parental support. Following the impact of the Covid-19	All

	<p>pandemic, this programme aims to instil pupils with the skills they need for life in school and beyond.</p>	
<p>Pastoral support for families</p>	<p>Having a Family Learning Mentor has had a positive impact on the school's relationships with parents and the wellbeing of pupils. Following the pandemic, a rise in families in need of additional pastoral support was identified with more families on Child In Need and Child Protection plans. A further member of staff was recruited to support the role of the Family Learning Mentor to ensure there is now family support 5 days a week.</p>	<p>All</p>
<p>Pastoral Support for pupils</p>	<p>The EEF research on 'Behaviour Interventions' suggests that behaviour interventions can produce improvements in academic performance and that a consistent approach is required. As an Attachment Aware and Trauma Informed school, a combination of universal and more specialised programmes have been selected to further support pupils beyond the classroom including Boomerang groups, Relax Kids, lunch-time provision, 1:1 time to talk and nurture provision.</p>	<p>All</p>
<p>Breakfast</p>	<p>Through pupil voice, it was identified that a significant amount of children do not start the day with a healthy breakfast or do not have breakfast at all. Staff have observed pupils not engaging in their learning because of hunger and found that pupils are more settled and focused if they have eaten, We are part of the National School Breakfast Programme which provides breakfasts to pupils, and the school subsidises.</p>	<p>All</p>
<p>Outside Agencies</p>	<p>Where pupils require further interventions to support with their academic or emotional needs, regular visits and assessments from external professionals, such as Educational Psychologists and the Specialist Teacher Service, are used to support pupils and provide guidance to staff on meeting their needs.</p>	<p>1, 3</p>
<p>Enrichment opportunities including trips, music lessons, swimming and singing.</p>	<p>Teachers have observed that many disadvantaged pupils have a limited experience of life beyond their local area which has an impact on their aspirations as well as their understanding of certain elements of the curriculum, including vocabulary. Due to financial reasons, some disadvantaged families are unable to access extra-curricular activities or educational visits without support from school. Disadvantaged pupils are given subsidised rates for trips and clubs where needed and all pupils are given one educational visit per year fully</p>	<p>4</p>



	funded by the school which focuses on aspirations.	
Improving attendance	<p>The DFE guidance on 'Improving Attendance' recommends having a 'designated attendance champion in the senior leadership team' and ensuring that attendance is seen as an important part of school improvement. The Deputy Headteacher has been allocated with support from the Family Learning Mentor.</p> <p>Through regular attendance monitoring, it has been identified that there is a gap of 6% in the attendance of pupils eligible for Pupil Premium compared to their non-disadvantaged peers. A focus on disadvantaged pupils, by the Deputy Headteacher and Family Learning Mentor, has had a positive effect on a number of families.</p> <p>Subscribing to the Warwickshire Attendance Service has had a positive impact on a number of families within school and continues to be part of the Pupil Premium strategy.</p>	2
Contingency funding	We have identified a need to set a small amount of funding aside for any further support that may be needed.	All

**Total budgeted cost: £188,489**

## 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.

Internal assessments during 2020-2021 indicated that there is a gap in core subjects between disadvantaged and non-disadvantaged pupils. Despite the gap narrowing in some year groups, this has not been the case for all. Internal data shows that the biggest gaps are in Reading in Key Stage One and Maths in Key Stage Two.

Through discussions with teachers and analysis of data, it is evident that the Covid-19 pandemic has had a significant impact on the attainment of disadvantaged pupils, particularly for those who did not consistently engage in remote learning. This is particularly evident in the Year 1 data where the largest gaps were in the class that engaged the least in remote education.

Attendance increased last academic year, in comparison to 2019-2020, and persistent absence halved. However, we are fully aware that use of the 'X' code last year did not affect pupil attendance and may not provide the most accurate picture of school attendance. Engagement in remote learning across the school was high, but analysis showed that it was predominantly disadvantaged pupils who did not engage and further support was put in place for these children.

The wellbeing of pupils was also affected during the Covid-19 pandemic, and although most children returned to school happily, some of our most disadvantaged and vulnerable families were significantly impacted. An increase in the number of families allocated a social worker demonstrated the need for more pastoral support in school.

## 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

## 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a