



Pupil Premium Strategy Statement – Goodyers End Primary School

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

Detail	Data
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 This year: 2024-2025
Date this statement was published	December 2023 Reviewed December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Claire Hall
Pupil premium lead	Alison Foster
Governor / Trustee lead	Giuseppina Nucci

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£180,820

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.

We understand that 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 is spent on improving teaching and learning with a focus on engaging some of our most vulnerable pupils and ensuring that adaptive teaching is embedded to meet the needs of all 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.

Our school data highlights 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 who works with Reception pupils with the intention of minimising these gaps early in their education.

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. It is our intention that disadvantaged pupils are provided with pastoral support to enable them to overcome their barriers to enable them to have good attendance, feel regulated and make progress in their learning.

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. It is our intention to provide disadvantaged pupils with new opportunities and experiences to broaden their knowledge of the world and raise their aspirations. 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 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 for disadvantaged pupils which directly impacts pupil attainment.
3	Low attainment on entry to Reception, particularly with communication and language, leads to gaps for some children as they move through the school.
4	Limited enrichment experiences outside of school and lack of knowledge beyond lived experience makes accessing vocabulary and the curriculum challenging for some pupils.
5	Approximately 60% 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 circumstances 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: £53,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers including NPQ courses and subject leader training	High quality teaching is 'the most important lever' and a 'top priority for Pupil Premium spending' including 'investing in professional development'. EEF Guide to Pupil Premium	All
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
Assessment software	'Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step to develop an effective Pupil Premium strategy'. EEF Guide to Pupil Premium Evaluation of current systems has shown a need for a more concise system for tracking pupil data and identifying target pupils and areas for development.	All
RADY Programme (Raising the Attainment of Disadvantaged Youngsters) including release time for teachers and training from a senior leader	The RADY programme is underpinned by research around disadvantaged pupils and the gap in attainment. Central Bedfordshire Review	All

Outside Agencies supporting with SEND	36% of pupils in receipt of Pupil Premium funding also have SEND (2023). Outside agencies are essential in providing the support for these pupils.	1, 3, 5
Assistant Headteacher with Teaching and Learning Focus (new for September 2024)	High quality teaching is 'the most important lever' and a 'top priority for Pupil Premium spending' including 'investing in professional development'. EEF Guide to Pupil Premium	All

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language support in Reception with a Teaching Assistant	<p>Analysis of in-school data shows that children generally begin Reception with lower than expected levels of communication and language and 32% of pupils require a language intervention.</p> <p>There is a strong evidence base that suggests oral language approaches have a high impact on pupil outcomes. Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 3
Support staff including interventions.	<p>Evidence shows that targeted deployment of teaching assistants to deliver interventions to small groups or individuals has a higher impact on outcomes for pupils but must not replace the high-quality teaching from the classroom teacher.</p> <p>EEF Teaching Assistant Interventions</p>	All
Phonics boosters	<p>The EEF describes Phonics as an 'important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF Phonics</p> <p>Providing boosters to pupils who require additional support with their Phonics has supported disadvantaged pupils to make accelerated progress.</p> <p>As of September 2024, Year 3 staff are now providing catch-up Phonics sessions for those who are not at the expected standard.</p>	All

CPD for Teaching Assistants on interventions and Speech and Language	Research indicates that investing in professional development for teaching assistants can be a cost-effective approach to improving learner outcomes. EEF Teaching Assistant Interventions	All
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative approach to behaviour - Protective Behaviours Training to refresh key principles	Approximately 60% of pupils have experienced Adverse Childhood Experiences (ACEs). Training from the local authority's Educational Psychologists has enabled the school to implement a restorative approach to behaviour and become 'Attachment Aware' and Trauma Informed'. 'Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised' Protective Behaviours	All
Teaching Assistants with SEMH roles (New September 2024)	There is extensive evidence 'associating childhood social and emotional skills with improved outcomes at school and later in life'. EEF Improving SEL	1, 3, 5
Play therapy (New September 2024)	Analysis of current cohorts of pupils and the SEMH support on offer led to a decision to recruit to Teaching Assistants with an SEMH focus. In addition to this, the need for higher level support was identified for disadvantaged pupils who have experienced trauma and require more in-depth support from a qualified therapist.	
My Happy Mind – removed September 2024	No longer using My Happy Mind as of September 2024 following feedback from staff.	

Pastoral support for families	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. 76% of pupils currently under a plan (Child Protection, Child In Need or Early Help) are eligible for Pupil Premium funding.	All
Pastoral Support for pupils including:	Research suggests that behaviour interventions can produce improvements in academic performance. EEF Behaviour Interventions Relax Kids uses a unique method to take children from high energy and stress levels to a state of relaxation that has been shown to have a positive impact on children's mental and emotional health and wellbeing. Relax Kids	All
Breakfast programme	Through pupil voice, it was identified that a significant amount of children do not start the day with a healthy breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. DFE Breakfast Club Programme National School Breakfast Programme	All
Enrichment opportunities including fully-funded trips, music lessons, swimming and after school clubs	Observations show 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.	4
Improving attendance	Through regular attendance monitoring, it has been identified that there is a gap of 4% in the attendance of pupils eligible for Pupil Premium compared to their non-disadvantaged peers. Evidence shows that pupils with the highest attainment also have higher rates of attendance. DFE Working Together to Improve School Attendance	2, 6

Total budgeted cost: £180,820

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage Two 2023/2024

Analysis of end of Key Stage data has identified the following headlines:

Combined Reading, Writing and Maths:

- 2.1% above national disadvantaged
- -27.7% compared to school non-disadvantaged

Reading:

- -10.9% below national disadvantaged
- -31.8% below school non-disadvantaged

Writing:

- +1.1% above national disadvantaged
- -21.1% below school non-disadvantaged

Maths:

- +8.6% above national disadvantaged
- -21.2% below school non-disadvantaged

Reading is a core focus for disadvantaged pupils with this being the only subject not above national. Gaps between disadvantaged and non-disadvantaged currently remain across all subjects. The implementation of the RADY programme will initially focus on Reading in Year 3 with a view to measure their progress over Key Stage Two. Training for all staff will be provided termly with a view for the programme to fully roll out across the school over time.