

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 | Goodrich Community Primary School |
| Number of pupils in school | 502 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2023 |
| Date this statement was published | 20/10/21 |
| Date on which it will be reviewed | 03/09/'23 |
| Statement authorised by | Craig Voller |
| Pupil premium lead | Georgia Marriott & Tina Peluso (Reception) |
| Governor / Trustee lead | Olayinka Ewuola |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £156,710 |
| Recovery premium funding allocation this academic year | £17,545 |
| 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 | £174,255 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal is to catch up on lost learning for all children due to the pandemic, and to address the differences in outcomes between disadvantaged children and other pupils nationally with similar starting points.

Our key intent is to raise standards in speaking and listening, and reading (including phonics). Our PP learners are often EAL or NTE and have a language deficit. This impacts all areas of their learning. By raising reading standards, we aim to improve all outcomes across the curriculum.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Difficulty with speaking and listening, and acquisition of new vocabulary |
| 2 | Weak phonic knowledge and implementation |
| 3 | Poor fluency and comprehension |
| 4 | Gaps in basic maths skills – number formation, number bonds, place value, times tables, subtraction and division |
| 5 | High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2. |
| 6 | Attendance and punctuality below expected |

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 |
|--|----------------------------------|
| To raise standards & accelerate progress in reading. | Improvement in reading outcomes. |

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| Improve knowledge and understanding of basic math skills. | Improvement in math outcomes. |
| To increase involvement in residential trips and extra curricula clubs so disadvantaged children can access cultural capital and raise aspirations. | Improved awareness of the world around them and ambition. |
| Confident speakers and listeners. | Increased involvement in presenting and performing skills. Appropriate representation on School Council and other leadership/responsibility opportunities. |
| Increased attendance for all pupils. | Higher termly/ annually attendance percentage. |

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:

- Dedicated teaching staff and HLTA £107,518
- Phonics training and resources £8,200
- Mrs Wordsworth Vocabulary Programme £500
- Maths training/Fluency: £3,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Annual membership to Nuffield foundation, closing the language gap. Improve oral language skills for pupils eligible for PP in Reception class. | Use of NUF throughout reception to improve oracy skills EYFS children acquire good learning habits and resilience. Improved oral language skills in Reception Nuffield foundation, closing the language gap Early years interventions EEF T&L toolkit | 11 |
| Follow up work with Chelwood nursery to improve outdoor provision | Staff training on developing oracy using high outdoor provision and opportunities for children to extend their vocabulary and other skills. | 3 |

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| Phonics: phonics training for those staff new to school/new to phase. Phonics leader to evaluate effectiveness of phonics teaching in each class N-Y2, to plan appropriate remedial actions, monitor impact. | <ul style="list-style-type: none"> • The Rose report. • DFE reading framework. • Reading from key topical professionals such as Christopher Such • Phonics DfE accredited phonics programmes. | |
| Music, PE and Speech & Language specialists. | Improved involvement and enjoyment of lessons. | 109 |
| ELS | Improvement in reading outcomes | 18 |
| Higher rates of progress across KS2 for high attaining pupils eligible for PP. | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across networking schools. All teachers/adults to use the ‘How are we ensuring that children in receipt of pupil premium catch up with attainment of their peers?’ document. | |

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

Budgeted cost:

- Teacher/HLTA time; Budgeted into directed time £26,779
- Forest School & Nurture £7,896
- Learning mentor £11,862
- Bespoke SEND assessment developed

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| GM- one to one or small group work years 1-6 pp | Interventions time limited with clear success criteria. Interventions support quality teaching first and are QA | 95 |
| Go extra mile to ensure pp can access cultural capital | <p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school or attaining a leadership role.</p> <ul style="list-style-type: none"> • 10% of disadvantaged pupils will represent the school in competitive sport • 10% of disadvantaged pupils will take part in music events/performances, including orchestra. • All disadvantaged pupils will be given the opportunity to take part in a specialist club. • All disadvantaged pupils will be offered bursaries or significant reduction to attend a residential trip. • For music teacher to talent spot, with at least 3 pupils being put forward for further opportunities within music. | 109 |
| Review and improve provision in year 1. | <ul style="list-style-type: none"> • Develop more active learning in the afternoons- better quality provision. • Phonics support –JN. • Implement ELS-LM • IS and TR to work with teachers to ensure better AFI and faster pace. • Less able make secure progress in phonics. • 95% pass phonics test 2021/2 • Review suggestions from audits of provision. • Better provision, review of the curriculum and the balance between formal and indirect learning. • Improved teaching leads to more progress and higher attainment. | 18 |
| Targeted interventions for fixed periods | <ul style="list-style-type: none"> • Target PP children in year 6 for additional support Isabelle 1to 1 • SG & CV to teach daily group • After school Havva,Lynn,Julie • Accelerated progress for PP low attainers. • Gap starts to stabilise and then reduce over time. | 16 16, 18, 14 |

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|---|--|----|
| | <ul style="list-style-type: none"> • Within five years no significant gap | |
| Improved oral language skills in reception | <ul style="list-style-type: none"> • Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. 121 and small group provision of Nuffield Early Language Intervention for children in Reception. | 11 |
| Improved progress for high attaining pupils | Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. | 9 |

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

Budgeted cost: £8,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Reward system for good attendance | Improved attendance - We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. | 109 |
| Subsidised enrichment activities and ensuring the curriculum is broad and balanced. | Creative opportunities allow children to have cultural development. | 109 |

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|--|--|-----|
| Subsidised Breakfast club/ after school care | Improved attendance and alertness in lessons | 109 |
| Music lessons | Creative opportunities to allow chn to develop a range of skills | 95 |

Total budgeted cost: £ 174,255

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.

Online lessons and intensive support once children returned in Spring meant that 69% of PP children passed phonics. The implementation of a bespoke phonics tracker and additional opportunities for small group support and interventions for SEND children aim to raise phonics again to above national (Pre-COVID).

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in previous years that were not affected by COVID 19 in key areas of the curriculum. Thus, despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Our assessment of the reasons for these outcomes points primarily to the Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. They could not benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. However, the impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources and teachers providing live lessons. Overall attendance in 2021/22 was 93.8% and remained a challenge. When all pupils were expected to attend school, the absence of disadvantaged pupils was higher than that of their peers, and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

| Persistent Absence | Below expected attendance | Just below expected attendance | Expected attendance | Above expected attendance |
|---------------------------------------|---------------------------|--------------------------------|---------------------|---------------------------|
| 4% | 90.1% - 94.0% | 94.1% – 94.9% | 95.0% – 95.9% | 96.0%+ |
| ≥80 = 4% (5) 80 ≥ 90 = 22% (26) | 26% (30) | 3% (3) | 9. = % (11) | 35% (41) |
| 27% (31) | | | 52 (45%) | |
| Average | | | 93.8% | |

Our assessments and observations indicated that pupil behaviour, wellbeing, and mental health were significantly impacted last year due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. This included at least 2 pupils being abroad from 1 to 7 months as well as 5 families who was moved to East London/ Kent by housing. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |