



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

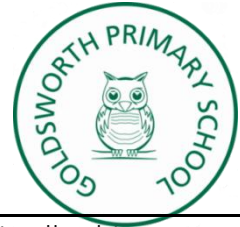
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	11%
Academic year/ years that our current pupil premium strategy plan covers	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	November each year
Statement authorised by	G. Kozlowski
Pupil premium lead	E. Knight
Governor lead	Emily Berge

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,595
Recovery premium funding allocation 2023 - 2024	£0
National Tutoring Programme 2023 - 2024	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£117,595</b>



At Goldsworth Primary School we want all pupils to make good or better progress in all subject areas no matter their background or starting points in life; no child will be left behind. We aim to build on the successes from previous years. Whilst building on this with new ideas and initiatives.

*We aim for all disadvantaged pupils to;*

- Make better than expected progress annually, meeting at least that of non-disadvantaged peers nationally.
- Attend school regularly
- Receive support both in school and at home daily through targeted interventions and parental support.
- Have access to all educational and extra-curricular opportunities in line with peers by decreasing financial barriers.
- Feel safe, happy and believe in their own abilities, fostering a love of learning.

*How does your current pupil premium strategy plan work towards achieving those objectives?*

Staff have understanding of who this group of children are and their individual needs. They have demonstrated good learning behaviours in class, following models and expectations where complex needs are not evident. Attendance, particularly lateness, for this group continues to be monitored and the support for parents in helping their children at home is ongoing.

The children have presented well, happy and have been safe but aspirations can be low and self-esteem continues to need supporting through emotional support.

*What are the key principles of your strategy plan?*

- Accurately identifying and diagnosing children's individual challenges and needs.
- The three year pupil premium plan will be reviewed and adjusted annually.
- The school leaders will focus on a small number of priorities to ensure effective implementation and impact.
- We will consider the ongoing challenges that our pupils face.
- The school will continue to offer high quality education to all pupils.
- We will continue to ensure the capacity of our pastoral team to support to families.
- Implement, monitor and evaluate the impact of actions taken.
- Foster a love of learning, progress and opportunities.

## Challenges

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

Number	Detail of challenge
1	Low attainment /limited progress – In particular focus on Reading and Writing
2	Complex needs
3	Limited 'life' opportunities.
4	Erratic attendance (missing interventions and lessons), lateness and parental engagement.
5	Emotional literacy as well as mental health issues affecting resilience and being ready to learn. Considering those who have experienced early trauma.
6	Elements of underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
7	Ensuring more able reach greater depth.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary amongst disadvantaged pupils	Assessments and observations indicate accelerated progress among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, speech and language interventions, speech and language therapist feedback, book scrutinies and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	Phonics Check outcomes in 2025/ 2026 show 75% (without SEND) and 60% (with SEND) or higher of disadvantaged pupils meet the expected standard.  Reading results in KS1 for 2025/ 2026 show 80% (without SEND) and 65% (with SEND) or higher of disadvantaged pupils meet the expected standard.  Reading results in KS2 for 2025/ 2026 show 80% (without SEND) and 65% (with SEND) or higher of disadvantaged pupils meet the expected standard.
Improved attainment for writing for disadvantaged pupils	Assessments, book scrutinies and observations show that disadvantaged pupils make accelerated progress in writing. This is evident when triangulating with other sources of evidence such as formative assessments, writing interventions and engagement in lessons.

Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths results in KS2 for 2025/ 2026 show 80% (without SEND) and 50% (with SEND) or higher of disadvantaged pupils meet the expected standard.
Increased number of disadvantaged pupils working at Greater Depth at the end of KS2.	Assessments, book scrutinies and observations show that there is an increase in the combined score for disadvantaged pupils working at Greater Depth Standard (GDS) from 2023/ 2024 to 2025/ 2026.
Pupils have increased understanding of the wider world around them and are able to use these experiences in different subject areas effectively.	<p>All pupils will access educational visits and take part in workshops arranged in school.</p> <p>Numbers of disadvantaged children who attend clubs increases from previous year's figures.</p> <p>Families will approach us for support where needed and uptake from the voucher/trip subsidies will show an increase of parents access it or to the school support fund.</p> <p>Families will support their child to complete home learning tasks when required and will be supported with technology access if needed.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2025/ 2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>● Overall unauthorised absence rate for all pupils improves year on year</li> </ul>
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained levels of wellbeing by 2025/ 2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>● Qualitative data from student voice, parent surveys and teacher observations</li> <li>● An increase in participation in enrichment activities,</li> <li>● Families are supported with FSM food vouchers when they are made available</li> <li>● SEMH data from teachers' shows reduced concerns for pupil's social and emotional development. CPOMS incidents will reduce. Pastoral team will share successes of their input.</li> </ul>

## 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: £ 52,295

Activity	Evidence that supports this approach
<p>Embedding talk in learning activities across the curriculum. They can support pupils to articulate ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading and writing</p> <p><a href="#">EEF Toolkit - Oral Language Interventions</a></p>
<p>Quality first teaching and use of TAs</p>	<p>To provide outstanding teaching for individuals and small groups to ‘close the gaps’ in core areas across the school.</p> <p>To ensure quality-first teaching is at the heart of closing the gaps through high quality intervention for groups of children by the teacher.</p> <p>The TA will move around the classroom supporting those children who are working on independent learning tasks, marking, clarifying misconceptions and presenting additional challenges.</p>
<p>Use of Systematic Synthetic Phonics Programme to secure strong phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="#">Gov.uk - synthetic phonics programmes</a></p> <p><a href="#">EEF toolkit - phonics/ teaching and learning/ reading comprehension strategies</a></p>
<p>Enhancement of our writing teaching and English planning.</p>	<p>There is strong evidence that oral rehearsal, modelling and following a writing structure supports progress and attainment for pupils.</p> <p><a href="#">EEF toolkit - writing approaches evidence review</a></p>
<p>Non-class based DHT/ AHTs to support ECTs in planning and in lessons</p>	<p>Follow-on support may include approaches like coaching where skilled coaches or mentors (either internal or external) provide ongoing modelling, feedback and support to help apply the ideas and skills developed in initial training to practical behaviours.</p>

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

Budgeted cost: £30300

Activity	Evidence that supports this approach
M, J & I Intervention	<p>There is strong evidence that pupils who have gaps in their knowledge benefit and narrow these gaps with bespoke interventions. Through formative and summative assessments, these pupils have been identified and then put into small groups before, during or after school to narrow these gaps.</p> <p>EEF Toolkit - extending school time/ collaborative learning approaches/ one-to-one tuition/ small group tuition/ teaching assistant interventions</p>
Chill out club & Golden room Forest School	<p>EEF learning toolkit shows that a focus on emotional and social learning has a moderate impact of adding 4 months accelerated progress.</p>
Book in a box	<p>Reading comprehension strategies have a high impact on average. Pupils need to have appropriate context to practise skills.</p> <p>Some disadvantaged pupils do not read at home as they do not have books at home. Our reluctant readers do not come to the school library to read books.</p> <p>Storytime works really well for disadvantaged pupils, as the magazine format filled with colourful, short stories is ideal for reluctant readers who might not pick up a book. They're a great way of getting accessible reading material into the hands of young people, and have delivered significant improvements in reading enjoyment (85%) and time spent reading (79%)</p> <p><a href="#">EEF Toolkit - reading comprehension strategies</a></p>
Parental engagement	<p>Regular opportunities for parents to be in school- talks, open days, workshops.</p> <p>Parents accompany visits, forest schools</p> <p>Performances throughout the school year</p> <p>Food bank referrals</p> <p>Support with completion of documentation for parents</p> <p>Support with parenting and access to support groups to further this work.</p> <p>Workshops to support understanding of key areas of the curriculum.</p> <p>Interventions with children accompanied by parents.</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach
<p>Embedding principles of good practice set out in the DfEs Improving School Attendance advice</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absences and persistent absences</p> <p><a href="#">DfE guidance - Improving school attendance: support for schools and local authorities</a></p> <p>Class awards / high profile attendance celebration / breakfast club subsidy / House points to reward team attendance / daily + weekly monitoring of attendance.</p>
<p>B Squared software to track small steps of progress that children make.</p>	<p>EEF learning toolkit shows that small group tuition can add 4 months progress. School group tuition is most likely to be effective if targeted at pupil's specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>
<p>Pre-teach activities- Maths</p>	<p>EEF states that teachers should provide opportunities for pupils to use feedback.</p>
<p>Swimming funding</p>	<p>Internal evidence shows that most of our pupils are unable to swim or have access to being taken for swimming lessons. Swimming is a life skill that all pupils need to have. It also benefits primary pupils to encourage the development of healthy, active lifestyles. The National Curriculum states that pupils should leave primary school being able to swim 25 metres.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="#">EEF toolkit - physical activity</a></p> <p><a href="#">Gov.uk - PE and Sports premium</a></p>
<p>Educational visits</p>	<p>Providing our pupils with a high number of well chosen educational visits supports their language acquisition, writing structures and wellbeing. Pupils have a better understanding of the topic they are learning about and have become more interested in them.</p> <p><a href="#">Website: Sport experiences - benefits of school trips for teachers</a></p> <p><a href="#">EEF toolkit - Outdoor Adventure Learning/ teaching and learning</a></p>
<p>Support with uniform and equipment</p>	<p>Children feel part of the school community.</p>
<p>Pastoral team- FSW, ELSA, Counsellor, MHST, SMHL</p>	<p>EEF learning toolkit shows that a focus on emotional and social learning has a moderate impact of adding 4 months accelerated progress.</p>

Pupil progress meetings	Time for ongoing professional dialogues regarding further support for disadvantaged children will help to keep this a priority. There is a collective responsibility for PP eligible children's progress. Staff will know who they are, what their barriers to learning are and any strategies needed to meet their educational and emotional needs.
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