



Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 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	Goodnestone CE Primary School
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Vicky Solly, Headteacher
Pupil premium lead	Vicky Solly Headteacher
Governor / Trustee lead	Edwina Ashton Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,275
Recovery premium funding allocation this academic year	£2,000
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	£9,275

Statement of intent

Intent – Our rationale

Goodnestone CE Primary School is an Inclusive Learning Community, rooted in God. We are inclusive in the approaches that we take in meeting the needs of all children. Learning is the central and core purpose of the school. Our school is committed to increasing the number of pupils working at age related expectations through quality first teaching and ensuring that the school focuses on development that makes a difference to learning and attainment. We want our children to be confident, to have a voice and to be able to participate and engage positively within our society as adults.

The ultimate objective of the Pupil Premium Strategy Plan is to support our disadvantaged pupils, regardless of their starting point, in making at least expected progress to enable them to attain at, or above the expected level in the Key Stage 2 SATs, in order to give them a firm foundation as they progress into their secondary education and beyond.

Leadership maintains a continual focus on refining approaches to high quality classroom teaching to achieve high pupil outcomes through setting expectations, monitoring performance and tailoring teaching and support to maximise the progress and attainment of all pupils. This, after all, is proven to have the greatest impact on closing the disadvantage gap. Leadership is proactive in learning about and evaluating high achieving practices. Staff are provided with quality professional development and debate the way they teach through staff meetings, our Study Week and our partnerships. Staff are encouraged to reflect on their own effectiveness and make adjustments to their teaching based on pupils' outcomes, developmental feedback and pupil voice.

The Pupil Premium Funding Grant is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for Pupil Premium is lower than the national average for primary schools.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use and we understand that needs and costs will differ, depending on the barriers to learning being addressed. Setting key priorities is essential in ensuring that we maximise the use of our PPFG and we make use of the EEF guidance to ensure that there is a tiered approach to spending the grant in a balanced way which facilitates a good balance of high quality teaching, targeted academic support and supporting wider strategies.

Intent – Developing our strategy

Our approach will be responsive to common challenges, along with individual needs and is rooted in robust diagnostic assessment.

We understand the context of our school community well and with significantly above national averages SEND, we are well attuned to the barriers that all children in our setting face. For many of our pupils, there are also wider challenges linked to attendance, mental and emotional health and wellbeing and cultural capital.

Following careful consideration of the challenges to achievement through diagnostic and evidence informed approaches, the key priorities for our Pupil Premium Strategy are as follows:

- Ensure that all children receive quality first teaching during every lesson
 - The curriculum is broad and balanced, with teachers developing strong pedagogical approaches
 - Teaching responds to the needs of all pupils with clear adaptations where needed
- Providing targeted interventions and support to enable all children to make at least expected progress from their given starting point
 - Robust use of Mainstream Core Standards to identify and meet the needs of all children, and particularly those with SEND
 - Effective deployment of support staff and carefully planned interventions
- High focus on ensuring that mental and emotional health and wellbeing are addressed effectively
- Proactive measures to support attendance of all pupils
- Providing children with rich opportunities beyond the curriculum to develop cultural capital.

Implementation

With a sharp focus on the key challenges, we use evidence based strategies and self-review to ensure that our approaches are effective and with high impact. This enables us to ensure that we monitor the strategy effectively

and ensure that we are having the maximum impact. We are mindful of ensuring that the strategy is aligned with whole school improvements priorities and is sustainable, yet is rooted in early intervention.

With a clear 3 year plan for the Pupil Premium Strategy, this enables us to ensure that we carefully monitor and review the plan to ensure that the impact of targeted pupil premium interventions are measured and used to ensure that the strategy meets the needs of the school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and high inward mobility.</p> <p>Our attendance data over the previous 3 years has fluctuated (as can often be the case with small cohort sizes), but the level of absence and persistent absence peaked to well above national in 2021/2022. Using a wide range of strategies, absence reduced in 2022/2023, with persistent absence also reducing.</p> <p>Our assessments and observations indicate that this level of absence is sometimes negatively impacting on the progress of disadvantaged children. The barriers to attendance are also often linked with high levels of pastoral challenges.</p> <p>Alongside challenges of attendance, there is also a considerable impact of inward mobility. 38% of children in Key Stage 2 joined the school in Key Stage 2. This has reduced over time. Of these children, 33% are eligible for Pupil Premium. Coupled with the impact of covid and changes of educational setting, this group of children have some significant gaps in</p>
3	<p>High levels of pastoral challenges</p> <p>The contextual data of the school, along with assessments, observations and discussions with pupils and families, have identified that several children eligible for the PPF, experience high levels of pastoral challenge, from attendance, to wellbeing and socio-economic challenges. The barriers are significant for these children in terms of accessing teaching and learning and there is a requirement for additional support in preventative interventions, EBSA, nurture and wellbeing and social and emotional needs.</p>
4	<p>Cultural Capital and Enrichment</p> <p>Through ensuring that we deliver a broad and balanced curriculum which enables our pupils to develop cultural capital and enriches their learning beyond the classroom we recognise the importance of being able to provide children with wider opportunities. We recognise that for many of our school population, these opportunities are not always easy to access due to socio-economic challenges.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment. Use of Language Link
Improved reading attainment in order that the vast majority of disadvantaged pupils attain the expected standard or above in KS2 SATs.	By July 2024 more than 60% (3/5) of disadvantaged pupils meet the expected standard in reading (pupil cohort numbers are small and each pupil could sometimes represent up to 50%). Pupils will be making better than expected progress.
Improved mathematics attainment in order that the vast majority of disadvantaged pupils attain the expected standard or above in KS2 SATs.	By July 2024 more than 60% (3/5) of disadvantaged pupils meet the expected standard in reading (pupil cohort numbers are small and each pupil could sometimes represent up to 50%). Pupils will be making better than expected progress.
To ensure that the quality of teaching and learning is good or better across the school	All teachers meeting their appraisal targets for pupil attainment and progress.
Narrow the attainment gap caused by loss of learning due to Covid-19	All children progressing within or beyond their year-group expectations with timely support for any learning lost
Improved levels of emotional wellbeing, confidence and resilience – with a direct impact on learning	Children will exhibit higher levels of wellbeing (measured through the use of the resilience checklist, teacher observations and discussions) and through this, behaviour for learning will be improved with evidence of positive educational outcomes.

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: **£5,456**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintaining a four-class structure through funding the additional class teacher and teaching assistant.</p>	<p>The school has continued to fund a three class structure, using pupil premium funding to employ an extra class teacher and teaching assistant. This has kept the numbers in the classes low and ensured that there are no more than 2 year groups within each class. This enables targeted support and feedback to be given to individuals, particularly in Mathematics and English. With considerably high (and well above National) levels of SEND coupled with high levels of pastoral challenges, this is essential to be able to offer children higher levels of individualised instruction and appropriate SEND and pastoral support.</p> <p>EEF Toolkit - +6 months impact (Feedback)</p> <p>CPD built into the professional development calendar has a strong focus on metacognition and self-regulation. This is particularly high impact (+7 months) for low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1 – 4</p>

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

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Smaller class sizes ensures that the needs of PP pupils with SEND and pastoral challenges can be met with significant impact and outcomes. This is supported through internal evidence and records of visits from Specialist Teachers involved with SEND pupils.</p> <p>This also enables higher levels of individualised instruction, which has +4 months impact</p>	<p>2,3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Behaviour Interventions (+4 months impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Teaching assistant deployment and interventions.	Teaching Assistant Interventions (+4 months impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions This also enables higher levels of individualised instruction, which has +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,2,3

Total budgeted cost: £7,456

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

Budgeted cost: **£1,819**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting children to access enrichment opportunities to support learning in the wider curriculum and to develop cultural capital	Children are able to participate in funded opportunities to support teaching and learning in the wider curriculum. These are activities that the children would not ordinarily be able to experience, such as theatre visits, outdoor and adventurous activities and trips and visits. Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
Funding towards cost of Pastoral TA to roll out Boxall Profile and Nurture Interventions	The school has taken up offers of funded training through Nurture UK and TISUK to train and embed the use of Boxall profiling along with training staff as Trauma and Mental Health Informed Practitioners. With significant levels of pastoral challenges faced by the school community, it is vital that all children are ready to learn and the interventions provided through a pastoral approach have significant impact on the children's ability to access learning and make progress. This is also supported through the Evidence Base within the EEF Toolkit as below. Social and Emotional Learning (+4 months impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3

	<p>Teaching Assistant Interventions (+4 months impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Behaviour Interventions (+4 months impact) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
Breakfast Club Provision	The school offers funded breakfast club places for children in receipt of PPG. The school also makes use of other grant opportunities.	1-4
Provision of additional resources to support personal care and wellbeing	The school provides resources to support children with their personal care, enabling us to address aspects of wellbeing.	1-4

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.

There is no doubt that our Pupil Premium children were disadvantaged even further as a result of 2 disrupted years where a large proportion of learning took place during lockdowns or in isolation. The school took additional measures to mitigate the loss of learning for this group of children, which enabled them to continue to access education remotely where they otherwise may not have been able to.

The impact of Covid-19 has led to all children's learning being disrupted in all subjects. Baseline data taken from the end of the academic year (2020-2021) shows that there is a significant disparity in progress and attainment between Pupil Premium and non-Pupil Premium children. In all areas, the difference between those Pupil Premium children with SEN and those without is small.

We have also measured and tracked pupil resilience levels. This has enabled us to develop some work around independence and collaboration which will have a positive impact on all groups of children. We continue to track and identify pupils who need support in this regard and identify through pupil progress how these children can be supported further to develop their resilience.

In school assessment data, in conjunction with pupil progress meetings and provision reviews enable us to identify the children needing the most support as we continue in the 2021/2022 academic year.

Externally provided programmes

Programme	Provider
NELI	Nuffield Early Language Intervention
Rocket Phonics (validated DFE Phonics Programme)	Rising Stars
White Rose Maths	White Rose Maths Hub
Purple Mash	2Simple
Primary PE Passport	Primary PE Passport
PSHE Association	National Association for PSHE Education Professionals
Charanga	Charanga Music School
National Nurturing Schools Programme	Nurture UK
Trauma Informed Practice	TISUK

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Development of trauma informed practice
- Nurturing Schools Programme and the use of the Boxall Profile
- Synthetic Phonics Programme
- Accelerated Reader
- Free After-School club provision
- Free milk at breaktime for Pupil Premium children