



GUIDELINES

GOOSTREY COMMUNITY PRIMARY SCHOOL

Purpose

The Government believes that the Pupil Premium funding, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children eligible for free school meals (**FSM**) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for disadvantaged pupils within their responsibility. Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. Performance tables capture the achievement of pupils covered by the Pupil Premium.

The Pupil Premium Grant per-pupil rate for 2024- 2025 was as follows:

| Disadvantaged pupils | Pupil pre- mium per pupil |
|--|--|
| Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups | £1,480 |
| Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups | £1,050 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,570 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) | £2,570 |
| Service children | Service Premium per pupil |
| Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence | £330 |

Every child with his/her individual needs and gifts is unique and special.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to support any child we legitimately identify as socially disadvantaged.

It is paramount that we gain a deep understanding of each individual child and develop a detailed and personal approach for them.

This may include:

Academic attainment – national / moderated/ standardised assessments etc

Pastoral and school engagement – behaviour / exclusions / attendance

Broader skills – to develop other skills and interests e.g. music tuition

Broader outcomes eg motivation, self-improvement and confidence.

Access to all opportunities the school offers – e.g. financial support

We closely monitor all pupil premium pupils and their individual progress is regularly discussed and formalised at progress meetings. The attainment and achievement of all pupils is reviewed at these meetings, with pupil premium children filtered for specific review. As a result of these meetings we discuss attainment and achievement and any action is then taken to address identified issues or barriers to learning. We also examine other factors such as engagement in out of hours learning, attitude, attendance and punctuality and ensuring access to all visits and residential visits. Our aim is that all pupils are accessing every opportunity equally.

We are mindful that if we were to publish the outcomes from the above meetings for disadvantaged children at Goostrey School, given the small percentage on roll, individuals could be identified.

In order to meet the above requirements, the Governing Board of Goostrey Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. There is a governor specifically for PP

Pupil premium strategy statement

This statement details our school's use of pupil premium, and pupil premium+ for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

It also 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 2024-25

| Detail | Data |
|---|-----------------------------------|
| School name | Goostrey Community Primary School |
| Number of pupils in school | 201 |
| Proportion (%) of pupil premium + PP+ eligible pupils | 6.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 to 2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Lyndsey Atkins Headteacher |
| Pupil premium lead | Lyndsey Atkins Headteacher |
| Governor / Trustee lead | Mrs K Thompson |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation academic year 2024-25 | £22,510 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £22,510 |

Part A: Pupil premium strategy plan-Statement of intent

Priorities:

That all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas from their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

To consider the challenges faced by highly vulnerable pupils, such as those who have a social worker and other identified pupils on our vulnerable pupils list. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

To support pupils' wellbeing and ensure they access learning at an appropriate level

Identify and address gaps from previous academic year

Ensure high-quality teaching continues in every class with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

That non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our aim is for all pupils to 'keep up'.

Our approach will be responsive to common challenges and individual needs. To ensure our intent is effective we will:

- ensure disadvantaged / vulnerable pupils are challenged in the work that they're set but can also access that learning and therefore build confidence and self esteem
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- address social and emotional needs as a priority where these are evident

Funding will be allocated following a needs assessment which will allow us to identify and prioritise individual or groups.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | We have very few disadvantaged children in each year group, 0 in some year groups, with the most being 5. Some are also vulnerable and 25% are also SEN with significant needs. The challenge is that these pupils do not fall in to 'neat' cohorts with the same challenges and needs and intervention work has to be planned carefully to make it effective. |
| 2 | Oral language skills and vocabulary gaps are evident in some of our disadvantaged pupils on entry. |
| 3 | Some disadvantaged pupils have greater difficulty with understanding phonics than their non disadvantaged peers. Some also seldom read at home. <i>The School Led Tutoring Grant, plus the additional Recovery Grant received in previous years, had closed this gap significantly in KS1 / lower KS2.</i> |
| 4 | In maths, in some year groups, disadvantaged pupils are below that of non-disadvantaged –it is important to note that these pupils are also SEN and some have an EHCPS. In other year groups disadvantaged are working at expected level in maths and there is no gap. End of KS2 '25 SATS – 100% of PP pupils met 'expected standard' in maths |
| 5 | In English, in some year groups, disadvantaged pupils are below that of non-disadvantaged –it is important to note that the majority of these pupils are also SEN and some have an EHCPS. In other year groups disadvantaged are working at expected level in English and there is no gap. End of KS2 SATS '25 – 100% of PP children met 'expected standard ' in reading. |
| 6 | Through observations and discussions with pupils and families we identify social and emotional issues for some of our pupils. These challenges can affect disadvantaged pupils, including their attainment. A percentage of our pupils currently require additional support with social and emotional needs. Half of these are disadvantaged and receive 1:1 and/or small group interventions/support as well as work with outside agencies eg social workers |
| 7 | Our attendance data over the last term indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. 26.7% of current disadvantaged pupils have been 'persistently absent' this term. Absenteeism negatively impacts all children's progress and therefore we have robust attendance management procedures |
| 8 | Some families with PP children need encouragement to engage with school |
| 9 | Lack of cultural experiences can be a challenge for some of our PP 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 |
|--|--|
| Bespoke and targeted support to allow disadvantaged pupils to 'keep up' | Because our disadvantaged pupils do not fall in to neat cohorts we will demonstrate targeted support for each individual as and when needed. This will be regularly reviewed and formally discussed at pupil progress meetings. |
| Improve engagement with families of disadvantaged pupils | Build positive relationships with families, discuss and meet when possible, ensure messages go home to encourage participation. ICT equipment given to home if needed (Y6 pupil for homework) weekly homework clubs and extra curricular clubs eg arithmetic club – disadvantaged encouraged to attend and see a rise in number. Parents evenings – PP families attend |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | <i>2026 end of KS2 reading – 100% (non SEN) achieve standardised score of 95+ . All show significant progress</i> Encourage parental engagement with reading at home - September meetings (ensure information goes home if families don't attend) , phonics meetings, start of year packs, book fair, Accelerated Reader, interventions – regular and timetabled. Parents' evenings – phone call home if family doesn't attend. To ensure progress is sustained trained adults to bridge the gap between home and school to deliver regular 1-1 reading |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | <i>2026 end of KS2 maths 100% (non SEN) achieve expected or above expected. All show significant progress</i> Encourage PP families to consent to their child attending extra – curricular academic clubs eg homework and arithmetic. Encourage families to attend any meetings, following up if non-attendance to ensure information goes home |
| Improved skills in writing | <i>2026 100% end of KS2 show significant progress in writing</i> |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2025/6 demonstrated by: <ul style="list-style-type: none"> discussions with pupils and families – introduction of passports to strengthen pupil voice |

| | |
|--|--|
| | <ul style="list-style-type: none"> ensure we increase our PP pupils' understanding of the world and the experiences it can offer a significant increase in confidence, self worth, social skills and participation in enrichment activities, particularly among disadvantaged / vulnerable pupils |
| To sustain high attendance for all pupils, aim to improve attendance for our disadvantaged pupils. | <p>Improved attendance from 2025/6 demonstrated by:</p> <ul style="list-style-type: none"> Attendance of PP pupils is improved from their starting points Less than 10% of all PP pupils persistently absent. To continue with support for our pupils with low attendance – effective communication with families |

Summary – 3 Year Plan

- To close the gap in attainment between pupil premium children and our non - disadvantaged across the school
- To ensure pupil premium children with SEND make good or better progress from starting points
- To ensure we support our families so our disadvantaged children build the same cultural capital as their non-disadvantaged peers – importance of pupil voice

Activity in this academic year 2025 - 26

This details how we intend to spend our pupil premium **this academic year** (2025 to 2026) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8,000**

| Activity | Evidence that supports this approach |
|--|---|
| Outstanding class teaching and team work | Teachers are very experienced and knowledgeable, they know the pupils well – our close team of practitioners plan and execute those plans to a very high standard. They are aware of what all the pupils need and reassess the teaching and learning regularly. Support for ECT (Y2) |
| Standardised diagnostic assessments purchased in maths and reading | Assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instructions. |

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|---|---|
| Training for staff to ensure assessments are interpreted and administered correctly. | |
| Regular discussions and formal pupil progress meetings for discussions around progress and attainment for disadvantaged pupils with evidence of support | Keeping disadvantaged as a priority in pupil progress meetings allows for targeted discussions and ensure their progress is prioritised |
| Enhancement of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | Twinkl phonics now established and aligned to the reading books |
| Enhancement of our maths teaching and curriculum planning. | White Rose Maths and arithmetic programme throughout the school to allow for greater progression and continuity. |
| Accessing relevant training for 1:1 support staff | |

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

Budgeted cost: **£13,010**

| Activity | Evidence that supports this approach |
|--|--|
| Two specialist teachers employed for 0.1 each week – one to work 1:1 with disadvantaged children on their literacy skills and the other to work with pupils in a group situation on maths skills | Specialist teachers to target and work regularly with same individuals should result in greater progress and allow for targeted interventions that can be supported at home and in the class |
| Additional, highly experienced Booster teacher enables the children to receive a more bespoke learning experience. | The children are able to access frequent high quality individual feedback, and interactions, that cannot normally be facilitated by a teacher with a class of 30+ children. |

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|--|---|
| | Our class booster groups can range from 2 to 6 pupils on average, and a bespoke and tailored curriculum is planned for these children in both Maths and English. |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Access speech and language as needed.</p> <p>We will purchase resources and fund ongoing training and release time as needed.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time</p> <p>Oral work and group / class discussions are effective and can result in high impact on reading</p> |
| Historically - engaged with the recovery/School Led Tutoring Programme, minimum 25% top up, to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been the most impacted by the pandemic. A significant proportion of the pupils who received tutoring were disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups |
| Homework clubs offered across the juniors after school – disadvantaged encouraged to attend. | |
| <p>Extra-curricular clubs offered before and after school in maths (Y6) – spring term.</p> <p>Disadvantaged encouraged to attend.</p> | |

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

Budgeted cost: **£1,500**

| Activity | Evidence that supports this approach |
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| Finance for access to external support when needed eg psychologist | Both targeted interventions and universal approaches can have positive overall effects |
| Improve the quality of SMSC threaded through the school SMSC approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) My Happy Mind programme established Deputy Head – Mental Health Lead fully trained to lead across whole school |
| 1:1 support for individual children | To improve social skills and wellbeing, including alternative provision support to prevent exclusion if required. |
| Attendance – promote high attendance and close the attendance gap for disadvantaged pupils. | Buy back attendance support from LA to discuss, review any families with low attendance, and provide support where known conditions present a barrier to regular attendance. |
| To develop other skills and interests as appropriate for the individual eg-piano tuition /before school clubs | Improve motivation , self- improvement and confidence |
| Access to all opportunities school offers | Financial support for extra -curricular activities and residential visits out allows disadvantaged pupils to be fully included in everything we do |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. |

Total budgeted cost: £22,510

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 2024 - 25 academic year.

Our Year 6 cohort 2024 -25 had 6% disadvantaged. 100% met expected standards at the end of KS2 in reading and maths, making significant progress – gap closed. 50% achieved expected level in writing and GAPS These pupils had extra support / tuition as needed. One of our PP pupils had a lap top provided for home use helping with homework and learning outside school – impact end of KS2 SATs – scaled scores reading 103 GAPS 109 maths 108

We ensured the Year 1 disadvantaged pupils had extra tuition and 'catch up' with their Phonics

100% achieved a pass in their Phonics assessment – gap closed

School invests in TT Rockstars – Year 4 multiplication check average score for pupil premium pupils 23 / 25 – significant improvement. Average for rest of class = 23 / 25 – gap closed

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 – My Happy Mind programme and access to Visyon and other external agencies.

We funded the Mental Health training – Behaviour Policy reviewed and strategies for engagement

All day visits and residentials funded and accessed by all pupil premium pupils

Extra-curricular activities funded if required

Pupil progress meetings show interventions that PP pupils have accessed and impact

Passports – understanding the pupil better, pupil voice, started summer '25

