



## 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 individual 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 PPG per-pupil rate for 2024 to 25 is as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
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
<b>Service children</b>	<b>Service Premium per pupil</b>
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	£340

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 discussed at termly meetings between the Headteacher and class teachers. 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 any action is then taken to address identified issues. 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.

## Pupil premium strategy statement

This statement details our school's use of pupil premium, 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	Goostrey Community Primary School
Number of pupils in school	202
Proportion (%) of pupil premium + PP+ eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 to 2026
Date this statement was published	December 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Lyndsey Atkins Headteacher
Pupil premium lead	Lyndsey Atkins Headteacher
Governor lead	Kerri Thompson

### Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2023-24	£19,230
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£21,985</b>

## 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. 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 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support for 'catch up' for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	<p>We have very few disadvantaged children in each year group, 0 in some year groups, with the most being 4. 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 and adaptive teaching has to be planned carefully to make it effective.</p>
2	<p>Oral language skills and vocabulary gaps are evident in some of our disadvantaged pupils on entry.</p> <p><i>Reception cohort 23 24 show a dip in speech development as did the 22 23 cohort</i></p>
3	<p>Some disadvantaged pupils have greater difficulty with understanding phonics than their non disadvantaged peers.</p> <p><i>School Led Tutoring Grant, plus the additional Recovery Grant 2022 – 24 has closed this gap significantly in KS1.</i></p> <p><i>Phonics results in Year 1 2024 were well above the national and demonstrated outstanding progress for the one disadvantaged child.</i></p>
4	<p>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 EHCP'S. In other year groups disadvantaged are working at expected level in maths and there is no gap. This is monitored by school staff and governors. We compare disadvantaged progress / achievement with SEN to ensure that disadvantaged are not falling behind.</p>
5	<p>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. This is monitored by school staff and governors. We compare disadvantaged progress / achievement with SEN to ensure that disadvantaged are not falling behind.</p>
6	<p>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.</p> <p>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.</p>

7	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 92% - 4.4% lower than for non-disadvantaged pupils.</p> <p>20% of disadvantaged pupils have been 'persistently absent'. Absenteeism negatively impacts all children's progress and therefore we have robust attendance management procedures. We work with the families and attendance team at Cheshire East to monitor attendance.</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 ongoing formative assessment.
Improved reading attainment among disadvantaged (non SEN) pupils at the end of KS2	<p>KS2 reading outcomes in 2025/6 show that more than 70% of disadvantaged pupils (non SEN) met the expected standard.</p> <p><i>2024 all pupils with SEN showed outstanding progress</i></p> <p><i>2024 end of KS2 reading – standardised score showed outstanding progress. 50% achieved higher level.</i></p> <p><i>2023 end of KS2 reading – 100% (non SEN) achieved expected . All showed significant progress</i></p>
Improved maths attainment for disadvantaged pupils (non SEN) at the end of KS2.	<p>KS2 maths outcomes in 2025/6 show that more than 70% of disadvantaged pupils (non SEN) met the expected standard.</p> <p><i>2024 all pupils with SEN showed outstanding progress. 100% achieved standardised score of 108</i></p> <p><i>2024 end of KS2 maths reached expected standard and 2023 end of KS2 maths 100% (non SEN) achieved expected or above expected. All showed significant progress</i></p>
Improved skills in writing	<p>KS2 outcomes in 2024/5 show that more than 100% of disadvantaged pupils (non SEN) are above pre key stage in writing</p> <p><i>2024 – above PKS + significant progress</i></p> <p><i>2023 100% achieved above pre key stage and all showed significant progress</i></p>

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/6 demonstrated by:</p> <ul style="list-style-type: none"> <li>• discussions with pupils and families</li> <li>• a significant increase in confidence, self worth, social skills and participation in enrichment activities, particularly among disadvantaged / vulnerable pupils</li> </ul>
To sustain high attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/6 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being comparable.</li> <li>• 0% of all pupils who are persistently absent.</li> </ul>

## Summary – 3 Year Plan

- To close the gap in attainment between pupil premium children and our non - disadvantaged
- 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.

## Activity in this academic year 2024 -25

This details how we intend to spend our pupil premium **this academic year** (2024 -25) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£13,295**

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 adapt the teaching and learning as needed.
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.

<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	
<p>Regular discussions and formal pupil progress meetings for discussions around progress and attainment for disadvantaged pupils with evidence of support</p>	<p>Keeping disadvantaged as a priority in pupil progress meetings allows for targeted discussions and ensures their progress is prioritised</p>
<p>Enhancement of <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger 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: <i>Twinkl phonics now established 23 24</i></p>
<p>Enhancement of our maths teaching and curriculum planning.</p> <p>White Rose Maths and arithmetic programme throughout the school to allow for greater progression and continuity.</p> <p>Extra-curricular clubs offered before and after school in maths – spring term. Disadvantaged encouraged to attend.</p> <p>Homework clubs offered across the juniors after school – disadvantaged encouraged to attend.</p>	<p>Ongoing</p> <p>Ongoing – adapted where needed</p> <p>2 clubs – one morning and one after school in spring / summer terms</p> <p>23 24 – September to May in all four junior classes</p>
<p>Improve the quality of SMSC threaded through the school</p> <p>SMSC approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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)</p> <p><i>My Happy Mind programme established</i></p> <p><i>Whole staff training with Marie Gentles October 2022 – reviewed and embedded 23 24 – supported by appraisal targets</i></p>



Two specialist teachers employed for 0.1 each every week – one to work 1to1 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 Maths teacher to support arithmetic teaching in Y5 and 6 = targeted / set maths groups
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. 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.
TAs to support/facilitate learning to release experienced teacher to work more intensively with smaller groups	We believe that this enables the teacher to change his/her teaching approach (incorporating additional 1;1 feedback, and time for high quality interactions). The average impact of the deployment of well-trained teaching assistants is about an additional four months' progress over the course of a year.

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

Budgeted cost: **£4345**

Activity	Evidence that supports this approach
Purchase of relevant programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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
Ensuring phonics teaching runs through the early junior	Oral work and group / class discussions are effective and can result in high impact on reading

<p>years for disadvantaged children who require it – implemented by an experienced KS1 practitioner.</p> <p>Access speech and language as needed.</p> <p>We will purchase resources and fund ongoing teacher training and release time as needed.</p>	
---	--

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

Budgeted cost: **£4345**

<b>Activity</b>	<b>Evidence that supports this approach</b>
Finance for access to external support when needed eg psychologist	Both targeted interventions and universal approaches can have positive overall effects:
Behaviour policies and procedures regularly updated in consultation with pupils, staff and governors. Emphasis on reflection sheets in line with updated KCSiE	Both targeted interventions and universal approaches can have positive overall effects:
1:1 support for individual children	To improve social skills and wellbeing, including alternative provision support to prevent exclusion if required. Behaviour plans used effectively
Attendance – maintain present high attendance	
To develop other skills and interests as appropriate for the individual eg piano tuition	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: £21,985**

## 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 2023 24 academic year.

Our Year 6 cohort 23 24 had 17% disadvantaged with 13% +SEN. NON SEN 50% met expected standards or expected + at the end of KS2 in reading, maths and writing. All made significant progress

Covid-19 impact, disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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.

