

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Goodleigh C of E Primary School
Number of pupils in school	94 (Oct 2021)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Grant, Executive Headteacher
Pupil premium lead	Claire Grant, Executive Headteacher
Governor lead	Stuart Boon, Assistant Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,027
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	£19,027

Part A: Pupil premium strategy plan

Statement of intent

At Goodleigh C of E Primary School our education focuses on the development of the whole child and integrates academic learning with artistic and outdoor activities. We recognise the unique contribution that each child brings to their learning and use targeted additional support strategies to support every child to be able to:

- Improve self-esteem
- Have full access to our curriculum
- Access extra-curricular provision
- Improve their levels of attainment and progress
- Where present, close attainment gaps

We are committed to ensuring that pupils in receipt of pupil premium are not stigmatised or isolated in any way. We do identify these pupils in our progress tracking system which enables us to monitor their progress and to intervene where appropriate.

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

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have less developed speech and language skills including vocabulary gaps this has an impact on their attainment in reading, writing and mathematics.
2	Our observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
3	Some pupils require social, emotional or mental health support.
4	Some families require social and emotional support to minimize barriers to learning for their child and improve attendance.
5	Some pupil's exposure to additional experiences is limited.

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
Children make good or better progress from their individual starting point in reading, writing and maths.	Children on track to meet their ambitious predictions in reading, writing and maths and narrow the gap between the attainment of pupil premium and non-pupil premium children.
Key Stage One pupils achieve their full potential in phonics.	A high number of pupils achieve the expected standard in phonics screening at the end of year one/two.
Improved oral language skills and vocabulary.	Assessments and observations indicate improved oral language.
Improved attendance.	To support families to remove barriers which impact on attendance.
For pupils to access high quality enrichment opportunities to inspire, engage and contextualise learning.	A high level of enjoyment and engagement noted by staff and parental feedback. The children are able to talk about their experiences and it is obvious that it has had positive impact on their wellbeing.
Improve confidence and self-esteem.	Children begin to display and develop mastery of a musical instrument.
Improve confidence and self-esteem.	There is a high uptake of access to after school clubs.

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

Budgeted cost: £2,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ and train staff member to deliver the Nuffield Early Language Intervention	Strong evidence base from Education Endowment Fund indicating that this programme has the most positive impact	1, 2
Enhancement of maths teaching and curriculum planning in line with EEF guidance. To fund teacher release to embed key elements of guidance within school.	Non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics.	1, 2

Targeted academic support

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group English and maths sessions for pupils that have been impacted by partial school closures to a greater extent than for other pupils.	The Education Endowment Fund states that "one to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile."	2

Wider strategies

Budgeted cost: £5,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide instrumental tuition with specialist teacher and purchase instruments.	Children benefit from learning a musical instrument which increases confidence and self-esteem.	3,5
Provide access to school residential at no cost to the family.	The Education Endowment Fund states that "Children's perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils."	1,2,3,5
To ensure that each individual family are supported according to their needs. To be reactive to situations and seek external support/funding to address barriers and support positive outcomes.	Based on feedback from a number of disadvantaged parents and pupil attendance.	4

Total budgeted cost: £ 19,967