Pupil premium strategy statement – Goodleigh C of E Primary School

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	77
Proportion (%) of pupil premium eligible pupils	20% (2026-27) 18% (2025-26)
Academic years that our current pupil premium strategy plan covers	2025, 2026, 2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Claire Grant, Executive Headteacher
Pupil premium lead	Claire Grant, Executive Headteacher
Governor lead	Nadine Sampson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,317.00 tbc
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£25,317.00 tbc

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

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 and attendance monitoring, 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 and underpinned by research.

Challenges

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

Challenge number	Detail of challenge
1	Our observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by changing schools to a greater extent than for other pupils. A high percentage of our pupil premium children have moved from other schools outside of the normal entry timeline.
2	Some pupils require additional social, emotional or mental health support.
3	Some families require social and emotional support to minimize barriers to learning for their child and improve attendance.
4	Some pupil's exposure to extra-curricular experiences is limited.
5	Parental engagement of parents/carers of pupil premium 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
Children make good or better progress from their individual starting points 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. Pupil premium children achieve well in national assessments.
Improve oral language skills and vocabulary.	Assessments and observations indicate improved oral language. Assessment data and exit data indicates that pupils no longer require intervention, or that intervention can be reduced.
Improve attendance.	The gap between pupil premium and non-pupil premium children's attendance is narrowed.
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.	There is a high uptake of access to after school clubs, Key Stage Two children attend residentials and one-to-one or small group music tuition. Children extend their understanding through experiential learning – they are excited about their learning and want to talk about it. Their vocabulary is richer and their aspirations are higher. They can talk about their experiences and use subject-specific vocabulary. Their level of engagement for learning is high.
Provision enables pupils to access a full curriculum	Case studies illustrate an improvement in social, emotional, mental health and wellbeing. Children will have increased confidence, resilience and a range of strategies to improve their relationships within school.

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: £10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA support within every classroom. To raise attainment of our Pupil Premium children by ensuring that every child's learning is scaffolded according to their individual need, within the framework of quality first teaching.	Formative assessment by the Class Teacher recognises progress.	1,2
Recruitment and retention of teaching staff: providing cover time to undertake professional development	The Education Endowment Fund supports ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.	1,2
Whole School Mental Health Training	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

Targeted academic support

Budgeted cost: £10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support and small group teaching	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."	1,2
Structured Interventions	The gap between pupil premium and non-pupil premium children's attainment is narrowed.	1,2

Wider strategies

Budgeted cost: £5,317.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School – whole class, one-to-one and small groups	Motivation, concentration, physical benefits such as stamina, strength and fine and gross motor skills. More risks taken in their learning back in the classroom.	1,2,4
Provide at no cost to families, a wide range of educational visits, residential visits, after school clubs and curriculum enrichment opportunities. Contextualise the learning for children so that they can make connections. Extend vocabulary and understanding by providing first hand experiences	EEF state that with the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. Social and emotional skills support effective learning and are linked to positive outcomes later in life.	3,4

Music tuition	Children's confidence improves through performing	3,4

Total budgeted cost: £25,317.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025/26 Impact

Challenges:

1 Our observations indicate that the academic education and wellbeing of many of our disadvantaged pupils have been impacted by the high inward mobility of pupils outside of the normal entry timeline and entering during Key Stage Two.

2 Some pupils require additional social, emotional or mental health support.

3 Some families require social and emotional support to minimize barriers to learning for their child and improve attendance.

4 Some pupil's exposure to extra-curricular experiences is limited.

- 100% of pupil premium pupils met the national standard in phonics by the end of Key Stage One.
- 100% of pupil premium pupils who do not have special educational needs or disabilities achieved the expected standard in reading, writing and grammar, punctuation and spelling at the end of Key Stage Two.
- 80% of pupil premium children, including those with special educational needs, achieved the national standard in science.
- 100% of Year Six pupil premium children swam competently, confidently, and proficiently over a distance of at least 25 metres.
- 80% of Year Six pupil premium children were able to use a range of strokes effectively (for example front crawl, backstroke and breaststroke)
- 100% of Year Six pupil premium children perform safe self-rescue in different water-based situations.
- 50% of pupil premium children in Key Stage Two benefitted from peripatetic music teaching in either flute, guitar, drumming or piano.
- Parent/Carer feedback indicates that children are happy and enjoy coming to school.

2024/25 Impact

Challenges:

1 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. These findings are supported by national studies.

2 Some pupils require additional social, emotional or mental health support.

3 Some families require social and emotional support to minimize barriers to learning for their child and improve attendance.

4 Some pupil's exposure to extra-curricular experiences is limited.

Key Stage Two, SATs

- 100% of pupil premium pupils achieved the expected standard in reading.
- 75% of pupil premium pupils achieved the expected standard in mathematics.
- Teacher assessment data report that 75% of pupil premium pupils achieved the national standard in writing.
- 100% of Year Six pupil premium children swam competently, confidently, and proficiently over a distance of at least 25 metres and were able to use a range of strokes effectively (for example front crawl, backstroke and breaststroke) and perform safe self-rescue in different water-based situations.