

# Pupil premium strategy statement – Goring CE Primary



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	416
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	31 <sup>st</sup> December 2025
Statement authorised by	Rupert Ireland
Pupil premium lead	Cara Hood
Governor / Trustee lead	Sam Gritt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120.00
Recovery premium funding allocation this academic year	£4,350.00
Pupil premium funding carried forward from previous years	£12,646.75
<b>Total budget for this academic year</b>	<b>£82,116.75</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Goring CE Primary School vision is to nurture each individual as a whole person enabling them to achieve their God given potential and to flourish. We aim to narrow the attendance & attainment gap between disadvantaged and non-disadvantaged children in our school by providing all children access to consistent, high quality teaching delivered through a broad and balanced curriculum. Children will develop high aspirations and make at least good progress from their starting points so that they can achieve well across all subject areas, regardless of their background or need.

Pupil premium funding is provided to schools to support children who face disadvantages, to enable them to fulfil their potential. The criteria used to determine if a child is in receipt of Pupil Premium funding is any child who is currently eligible for Free school meals or has been eligible during the past 6 years and children who are, or have been, in care. Research indicates that these children underachieve compared to their peers. Schools are not required to spend pupil premium funds solely for the benefit of eligible pupils however there is an expectation that strategies that are employed will provide support for those considered by the school to be disadvantaged. Goring CE Primary School recognises that there may also be a number of other children who could be considered to be vulnerable eg: multiple disadvantage including SEN or social care involvement, who will need additional support to enable them to flourish.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non disadvantaged children
- To ensure the attendance of disadvantaged children improves and the attendance gap between them and non-disadvantaged children is narrowed
- To support the personal development and health & wellbeing of disadvantaged children to enable them to flourish and develop high aspirations
- To ensure all disadvantaged children have access to Quality First teaching
- To ensure all pupils enjoy reading, develop a broad vocabulary and strong comprehension skills and secure a phonic understanding that enables them to read fluently.
- To accurately identify and address gaps in learning through robust and timely assessments, removing barriers and providing targeted support which is regularly reviewed for impact.
- To create a strong network of support for disadvantaged families to enhance children's learning and life outcomes

In order to achieve our objectives, we will:

- Ensure all children have access to Quality First Teaching and engage in regular opportunities to review their progress and understand agreed targets
- Provide staff with high quality training to enhance their professional knowledge and understanding of evidence based, impactful teaching strategies

- Ensure that the needs of disadvantaged children are appropriately identified and assessed, using diagnostic formative and summative assessments in a timely fashion so that gaps in learning are identified promptly and addressed robustly
- Provide targeted intervention and support (including the use of small group work and 1:1 support as appropriate) to quickly address any identified gaps in learning
- Provide parents with advice and resources to support learning practice at home
- Establish strong, ongoing partnerships with parents in order to identify reasons for absence and the necessary collaborative actions required to improve attendance
- Personalise our approach to persistent absentees by addressing individual needs in a proactive way
- Celebrate improvements in attendance with children and their families
- Provide responsive and personalised support for children’s mental health and wellbeing so they are able to develop resilience, self-worth and high aspirations for the future
- Allocate funding to provide Mental health and wellbeing support by trained professionals including Learning Mentor, Mental Health First Aider and play therapist
- Liaise with outside agencies including Early Help, Social Services Learning and Behaviour Team to ensure an integrated and impactful approach to provision
- Target funding to ensure that all children have equal access to learning, resources and enhancement experiences including IT equipment, trips and residential etc. regardless of need or disadvantage
- Ensure disadvantaged children access a wide range of extra-curricular activities that develops their interest and enhance their life outcomes
- Provided targeted sessions with an ELSA to support disadvantaged children with their emotional literacy

This is not an exhaustive list and strategies will be adjusted according to individual needs.

Like with all children, strong pastoral care and positive personal relationships are the foundation stone of a successful strategy, and this is more important for those that face disadvantage. Individual support is considered to ensure this relationship is established. We recognise that supporting the well-being and mental health of our children is vital, as children need healthy self-esteem and confidence before they can be ready to learn.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>ATTENDANCE GAP AND PERSISTENT ABSENCE</b></p> <p><u>2023-24 data</u></p> <p>PP attendance 94%</p> <p>2% Attendance gap between pupil premium and non-pupil premium children</p> <p>5 persistent pupil premium absentees</p> <p>58% of persistently late children were PP.</p> <p>12% of PP children were persistently late whilst 2% of non-disadvantaged children were persistently late – a gap of 10%.</p>

2	<p><b>MENTAL HEALTH &amp; WELLBEING</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is impacted by poor mental health and wellbeing to a greater extent than for other pupils.</p> <p>2023-24 data</p> <p>66% (33/50) disadvantaged children were identified as needing Mental Health and wellbeing support</p> <p>18% (67/367) non- disadvantaged children were identified as needing Mental Health and wellbeing support</p>
3	<p><b>EARLY COMMUNICATION AND LANGAUGE DEVELOPMENT</b></p> <p>2023 School baseline data indicated that 20% of Reception children are not on track to achieve Early Learning Goal in Communication and Language.</p> <p>100% (3/3) of PP are not on track to achieve in Communication and Language compared to 16% of Non PP children.</p>
4	<p><b>ATTAINMENT GAP IN READING</b></p> <p>2023-24 internal data:</p> <p>76% (38/50) disadvantaged children made expected or accelerated progress</p> <p>70% (35/50) disadvantaged children achieved age related expectations in reading</p> <p>Attainment Gap = 10% with non-disadvantaged children</p> <p>Percentage of disadvantaged children in KS2 SATs at age related expectations is 67% and nationally this is 63%</p> <p>42% (5/12) disadvantaged children passed phonics screening at Y1 in 2024</p> <p>Attainment Gap = 42% with non-disadvantaged children</p> <p>Percentage of disadvantaged children who passed phonics screen is 68% nationally and 60% in West Sussex</p>
5	<p><b>ATTAINMENT &amp; PROGRESS GAP IN WRITING</b></p> <p>2023-24 internal data</p> <p>74% (37/50) disadvantaged children made expected or accelerated progress</p> <p>48% (24/50) disadvantaged children achieved age related expectations in writing</p> <p>Attainment Gap = 19% with non–disadvantaged children</p> <p>Percentage of disadvantaged children at the end of Y6 at age related expectations is 33% and nationally this is 59%</p>
6	<p><b>ATTAINMENT GAP IN MATHS</b></p> <p>2023-24 internal data</p> <p>78% (39/50) disadvantaged children made expected or accelerated progress</p> <p>50% (25/50) disadvantaged children achieved age related expectations in maths</p> <p>Attainment Gap = 20% with non-disadvantaged children</p> <p>Percentage of disadvantaged children in KS2 SATs at age related expectations is 17% and nationally this is 69%</p>

7	<p><b>MULTIPLE DISADVANTAGE</b></p> <p>2023-24 data</p> <p>29% of children with EHCPs at Goring are PP whilst only 11.8% of the school population are PP.</p> <p>35% of PP pupils are on the SEND register or have a EHCP whilst 14% of the school population are on the SEND register or have a EHCP.</p>
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## 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
Disadvantaged children will attend school regularly and on time	<p>Disadvantaged children’s attendance will continue to improve.</p> <p>The number of persistent absentees will reduce by 50%</p> <p>There will be 50% less disadvantaged children who are persistently late.</p>
Disadvantaged children will be mentally and emotionally healthy and will flourish	Children receiving Mental Health & Wellbeing support will report positive outcomes and engage more effectively in learning. Qualitative data and Learning mentor/parental reports will demonstrate improvements
Disadvantaged children who enter Reception with less well developed Communication and Language skills are identified and make accelerated progress from their starting points.	The attainment gap achieving Good Level of Development between disadvantaged and non-disadvantaged children will narrow.
Disadvantaged children will meet reading, writing and maths attainment targets and make at least expected progress from their starting points	More children will achieve age related expectations in reading, writing and maths and the attainment gap between disadvantaged and non-disadvantaged children will narrow.
Disadvantaged children will achieve well, meeting age related expectations in national summative assessments.	Disadvantaged children’s attainment in national summative assessments will be in line with or above national figures.

## 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: £43,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Teacher with responsibility for improving disadvantaged children's outcomes by supporting staff to embed a graduated approach (Assess, plan do, review) to teaching and provision for disadvantaged children</p>	<p>Internal evidence demonstrates that engagement with disadvantaged families increases, and readiness to learn improves when personal contact from key worker is established and maintained.</p> <p>High quality teaching has been identified as the key driver for improvement.</p> <p>EEF: High Quality teaching</p>	<p>1,2,3,4,5,6,7</p>
<p>Planned CPD including support staff – strategies to support disadvantaged children, networking, closing the gap, embedding mastery maths, raising standards in maths, reading, phonics and writing.</p> <p>Peer observation and lesson studies.</p> <p>Quality First Teaching CPD</p> <p>ECT programme</p>	<p>Quality first teaching has proved to be the most powerful lever in improving children's attainment. A focus on long term retention, fluency and metacognition are priority elements.</p> <p>EEF: High Quality teaching, Effective professional development</p> <p>Evidence suggests that high quality professional development maximises opportunity for self- reflection and development of expertise</p>	<p>3,4,5,6,7</p>
<p>Emotional Wellbeing Lead training</p>	<p>EEF reports: Improving Social and Emotional Learning in Primary Schools</p> <p>Improving behaviour in schools</p>	<p>1,2</p>

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

Budgeted cost: £23,080.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular 1:1/small group support across all year groups according to need in communication & language, reading, writing and maths and pro-social behaviour	EEF Teaching and Learning toolkit: Reading comprehension strategies, Special educational needs in mainstream, Small Group tuition	3,4,5,6,7
Target funding to ensure all children develop a secure phonics understanding supported by linked resources	EEF Teaching and learning: Phonics & Literacy KS1	4
Maths and Reading booster groups addressing identified gaps across KS2 curriculum to accelerate pupil progress.	EEF Teaching and Learning toolkit: Reading comprehension strategies, Small Group tuition	4, 6
Use of manipulatives, mastery based teaching and adaptations to support fluency and reasoning.	EEF Teaching and Learning Toolkit: Mastery Learning EEF: Early Numeracy approaches	6
Woodland crafts to nurture, support and develop self-esteem and promote positive teamwork and wider enrichment for disadvantaged pupils	EEF reports: Improving Social and Emotional Learning in Primary Schools Improving behaviour in schools  EEF Teaching and Learning Toolkit: Meta cognition and self- regulation	1, 2
Fortnightly KS2 pupil conferencing to review progress and update agreed targets in reading, writing and maths	EEF: Embedding formative assessment EEF: Teaching and Learning toolkit – Feedback EEF: Teaching and Learning toolkit: Meta cognition and self-regulation	3,4,5,6,7

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

Budgeted cost: £15,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular weekly monitoring of persistent absentee's attendance and persistently late children's punctuality. Development and review of personalised support plans to reduce absence and lateness using EBSA materials as appropriate.	Regular daily attendance at school is foundational to maximising learning and empowers children to reach their full potential. DFE guidance – Improving school attendance	1
Enhancement and extra-curricular activities e.g. Trips, Rocksteady	By ensuring all children have equal access to a broad range of first hand activities regardless of status, provides greater opportunity for improved life outcomes and enhanced self esteem Arts Participation Physical Activity: EEF life skills and enrichment toolkit	2
Support mental health and wellbeing through Learning Mentor/ELSA targeted sessions as required 1:1, small group or monitoring check-ins.	EEF reports: Improving Social and Emotional Learning in Primary Schools Improving behaviour in schools  EEF Teaching and Learning Toolkit: Meta cognition and self- regulation	1,2
Provision of Play therapy sessions for those with higher level mental health needs		2
Promoting a healthy diet & lifestyle e.g. provision of milk & healthy snacks, Active after school clubs	Physical Activity: EEF life skills and enrichment toolkit	2
Equal access regardless of need e.g. uniform, books	In school observations demonstrate that this provision supports self-esteem, confidence and an improved sense of identity	2
Breakfast club by invitation for those whose engagement in	EEF reports: Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools	1,2,3,4,5,6,7



learning is poor, including persistent absentees and those persistently late.		
Provision and refit of Sensory Room, which provides a space for children to regulate and calm.	EEF reports: Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools EEF Teaching and Learning toolkit: Special educational needs in mainstream	1,2,7
Reserve/contingency fund for acute issues.	Historic evidence indicates that unexpected needs can arise over time which require prompt and immediate action	1,2,3,4,5,6,7