

# 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   | Goring CE Primary School     |
| Number of pupils in school  | 426                          |
| Proportion (%) of pupil premium eligible pupils   | 14% (60 children)            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-24                      |
| Date this statement was published   | 31/12/21                     |
| Date on which it will be reviewed   | 31st December 2022/2023/2024 |
| Statement authorised by   | Clare Jee                    |
| Pupil premium lead  | Cara Hood                    |
| Governor / Trustee lead   | Ruth Stanley                 |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £62,565  |
| Recovery premium funding allocation this academic year  | £ 4,350  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 28,843 |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 95,758 |

# 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.

Our strategy will form part of a wide recovery plan which addresses the needs of those children who have been impacted the most by the Covid-19 pandemic.

Pupil premium funding is provided to schools to support children from deprived backgrounds. The criteria used to determine deprivation is any child who is currently eligible for Free school meals or has been eligible during the past 6 years. 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 turn the tide 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 reach their full potential.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non disadvantaged children
- To ensure the attendance of disadvantaged children improves and is at or above the national average
- 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 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 tuition 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.

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

Strong pastoral care and positive personal relationships are the foundation stone of a successful strategy for disadvantaged children. We recognize 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>2020-21 data</u><br/>           PP attendance 94.84%<br/>           3.48% Attendance gap between pupil premium and non-pupil premium children<br/>           7 persistent pupil premium absentees</p> <p><u>November 2021 data</u><br/>           PP attendance 92.9% (+1.5% above national for all children)<br/>           3% attendance gap between pupil premium and non-pupil premium children<br/>           13 persistent pupil premium absentees (4 of these have been influenced by COVID related absence)</p> |
| 2                | <p><b>POOR MENTAL HEALTH &amp; WELLBEING</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are reflected in national studies.</p> <p>2020-21 data<br/>           43% (19/44) disadvantaged children were identified as needing Mental Health and wellbeing support</p>   |
| 3                | <p><b>EARLY COMMUNICATION AND LANGAUGE DEVELOPMENT</b></p> <p>2021 School baseline data indicated that 25% of Reception children are not on track to achieve Early learning goal in Communication and Language.</p>   |

|   |   |
|---|---|
| 4 | <p><b>ATTAINMENT GAP IN READING</b></p> <p>Disrupted learning due to Covid has disproportionately affected disadvantaged pupils leaving gaps in learning and slowed rates of progress for some children in reading</p> <p>2020-21 internal data</p> <p>72.2% (26/36) Y2-6 disadvantaged children made expected progress</p> <p>51.1% (16/36) Y2-6 disadvantaged children achieved age related expectations in reading</p> <p>Attainment Gap = 27.4% with non-disadvantaged children</p> <p>54/60 (90%) passed phonics screening by end of Year 2 July 2021. 4/5 disadvantaged children passed phonics screening</p> <p>17 (5 disadvantaged) KS2 children who did not pass Phonics screening in Y2 are working below ARE in reading.</p> |
| 5 | <p><b>ATTAINMENT &amp; PROGRESS GAP IN WRITING</b></p> <p>Disrupted learning due to Covid has disproportionately affected disadvantaged pupils leaving gaps in learning and slowed rates of progress especially in writing</p> <p>2020-21 internal data</p> <p>47.2% (17/36) disadvantaged children made expected progress</p> <p>31.9% (9/36) disadvantaged children achieved age related expectations in writing</p> <p>Attainment Gap = 24.6% with non-disadvantaged children</p>  |
| 6 | <p><b>ATTAINMENT GAP IN MATHS</b></p> <p>2020-21 internal data</p> <p>42.6% (15/36) disadvantaged children achieved age related expectations in maths</p> <p>Gap = 25.8% with non-disadvantaged children</p> <p>13% disadvantaged children achieved Greater Depth in Maths</p> <p>Attainment Gap = 24% with non-disadvantaged children</p>  |
| 7 | <p><b>MULTIPLE DISADVANTAGE</b></p> <p>2020-21 data</p> <p>Disadvantaged children requiring SEN provision 35.5% (16) 9.15% higher than National - 26.4%</p> <p>2021-22 data</p> <p>Disadvantaged children requiring SEN provision 27% (13) 0.6% higher than National – 26.4%</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  |
|---|---|
| Disadvantaged children will attend school regularly                               | <p>Disadvantaged children's attendance will improve and be in line or above national figures</p> <p>The number of persistent absentees will reduce by 50%</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.<br>90% Year 1 pass phonics screening by 2024<br>100% Year 2 pass phonics screening by 2024 |

## 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: £34,927**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Appointment of Inclusion Assistant/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 | Internal evidence demonstrates that engagement with disadvantaged families increases and readiness to learn improves when personal contact from key worker is established and maintained.<br>High quality teaching has been identified as the key driver for improvement.<br>EEF: High Quality teaching                          | 1,2,3,4,5,6,7                 |
| Planned CPD including support staff – strategies to support disadvantaged children, networking, closing the gap, embedding mastery maths, KS1 maths fluency, raising standards in reading, phonics and writing.                                 | 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.<br>EEF: High Quality teaching, Effective professional development<br>Evidence suggests that high quality professional development maximises | 3,4,5,6,7                     |

|   |  |     |
|---|--|-----|
| Peer observation and coaching                           | opportunity for self- reflection and development of expertise  |     |
| Learning mentor training (HLTA) Mental health first aid | EEF reports: Improving Social and Emotional Learning in Primary Schools Improving behaviour in schools | 1,2 |

## Targeted academic support

**Budgeted cost: £25,090**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Regular weekly monitoring of persistent absentee's attendance, with the children.<br>Development and review of personalised support plans to reduce absence. | Regular daily attendance at school is foundational to maximising learning and empowers children to reach their full potential.<br>DFE guidance – Improving school attendance  | 1                             |
| Regular 1:1/small group support across all year groups according to need in communication & language, reading, writing and maths                             | 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                             |
| Provision of high quality texts for daily whole class reading in every year group to improve enjoyment, vocabulary and comprehension skills development      | The EEF's Improving Literacy in KS2 report (2021) identified teaching reading comprehension strategies through modelled and supported practice as having a very high impact on outcomes but requires explicit instruction, modelling and practice.<br>EEF Teaching and Learning Toolkit – Reading comprehension strategies & mastery learning<br>CLPE (2018) and DfE's education research team (2012), found a strong correlation between positive attitudes to reading and scoring well in reading assessments. The evidence from all studies suggest that there is 'a positive relationship between reading frequency, reading enjoyment and attainment.' | 3,4                           |

|   |  |           |
|---|--|-----------|
| Maths mastery lessons – fluency EY/ KS1 and embedding mastery KS2   | EEF Teaching and Learning Toolkit: Mastery Learning<br>EEF: Early Numeracy approaches  | 6         |
| Fortnightly pupil conferencing to review progress and update agreed targets in reading, writing and maths | EEF: Embedding formative assessment<br>EEF: Teaching and Learning toolkit – Feedback<br>EEF: Teaching and Learning toolkit: Meta cognition and self-regulation | 3,4,5,6,7 |

## Wider strategies

**Budgeted cost: £25,906**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 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<br>Arts Participation Physical Activity:<br>EEF life skills and enrichment toolkit | 2                             |
| Support mental health and wellbeing through Learning Mentor targeted sessions as required 1:1, small group or monitoring check-ins and forest school sessions | EEF reports: Improving Social and Emotional Learning in Primary Schools Improving behaviour in schools<br><br>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 club  | Physical Activity: EEF life skills and enrichment toolkit  | 2                             |
| Equal access regardless of need - Uniform/ Big Sing T-shirts etc.   | 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 learning is poor, including persistent absentees. Led by   | EEF reports: Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools, Metacognition and self-regulated learning   | 1,2,3,4,5,6,7                 |

|  |   |               |
|--|---|---------------|
| Inclusion team with a focus on metacognition   |   |               |
| Funding for wraparound care to support disadvantage family's working opportunities               | Internal qualitative evidence indicates that by providing wraparound care for lower income families, that life chances improve as greater opportunities can be accessed | 1,2,3,4,5,6,7 |
| Homework club and IT subscriptions for children who need support and encouragement with learning | EEF Teaching and Learning Toolkit: Homework   | 2,3,4,5,6,7   |
| Reserve/contingency fund for acute issues.   | Historic evidence indicates that unexpected needs can arise over time which require prompt and immediate action   |               |

**Total budgeted cost: £85,923**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Autumn 2024 Review – Progress towards Intended Outcomes**

**Intended Outcome:** Disadvantaged children will attend school regularly

Whole school attendance in the 2021-2022 academic year was above national figures at 94% (National attendance figures 92.8%) and in the 2022-2023 academic year was above national figures at 95% (National attendance figures 92%) In the final year of this strategy, 2023-2024 academic year, it was 96% and National attendance figures were 94%.

Pupil Premium attendance in the 2021-2022 academic year was 90.9% which was just above national figures at 90.5% and in the 2022-2023 academic year 92% which was above national figures at 90%. In the final year of this strategy, 2023-2024 academic year, it was 94% and National attendance figures were 92%.

In the 2020-2021 academic year there was a 3.48% gap and at the end of this strategy in 2023-2024 a 2% gap between Pupil Premium and Non-Pupil Premium children's attendance. This gap is slowly narrowing. Closing this gap will remain a focus over the next 3 year strategy.

**Intended Outcome:** Disadvantaged children will be mentally and emotionally healthy and will flourish

PP children are more engaged with their learning and making progress. The profile of the mental health and wellbeing of PP children has been raised and staff are liaising with the Inclusion Team and asking for help when they perceive a need. The Inclusion Team monitors the progress of PP children, investigates if progress is slow, and considers if there are any mental health and wellbeing needs. Parents are asking the Inclusion Team for help when they think their children have a mental health and wellbeing need.

31% of Pupil premium children received mental health and wellbeing support in 2021-2022, 38% in 2022-2023 and 40% in 2023-2024. Over the 3 years of the strategy 50% of these children made expected or accelerated progress in Reading, Writing and Maths and a further 36% made expected or accelerated progress in two of these areas.

Qualitative data for Pupil Premium children's progress is good:

- 76% of PP children made good or accelerated progress in Reading
- 74% of PP children made good or accelerated progress in Writing
- 78% of PP children made good or accelerated progress in Maths

**Intended Outcome:** Disadvantaged children who enter Reception with less well developed Communication and Language skills are identified and make accelerated progress from their starting points.

#### **2021-2022**

There was no attainment gap between Pupil Premium and non-Pupil Premium children in achieving a Good Level of Development in 2021-22. End of year results showed all Reception Pupil Premium children reached Early Learning Goals in Communication and Language and achieved a Good Level of Development. The Year 1 Pupil Premium children who did not make a Good Level of Development at the end of Reception last year 2020-21, made accelerated progress in Reading and Writing in 2021-22.

**2022-2023**

End of year results show 9 children have not reached ELG in Communication and Language, 4 of which were PP children. Two have an EHCP and one spoke very little English when they entered our school in the summer term. 15 children in YR did not achieved a GLD this year, 6 were PP children. Ensuring these children make good progress is a focus over the 2023-2024 academic year.

**2023-2024**

This academic year, 9 children have not reached ELG in Communication and Language or Reading and Writing, 2 of which were PP children. One has an EHCP and one has SALT involvement. Ensuring that these children, and those in Y1 and Y2 who did not make GLD make good progress is a focus over the 2024-2025 academic year.

**Intended Outcome:** Disadvantaged children will meet reading, writing and maths attainment targets and make at least expected progress from their starting points

The attainment gap between Pupil Premium and Non-Pupil Premium children has narrowed over the last 3 years in Reading, Writing and Maths and more Pupil Premium children (40%) than in 2020-2021 (17%) met or exceeded age related expectations for Reading, Writing and Maths combined.

Pupil Premium children's attainment this academic year:

- 70% of PP children are at or above age related expectations in Reading
- 48% of PP children are at or above age related expectations in Writing
- 50% of PP children are at or above age related expectations in Maths

|          |            | 2020-21 | 2021-22       | 2022-23    | 2023-24   |
|----------|------------|---------|---------------|------------|-----------|
| Reading  | PP         | 43%     | 58%           | 59%        | 70%       |
|          | NON PP     | 79%     | 80%           | 81%        | 80%       |
|          | DIFFERENCE | 36      | 22<br>-14     | 22<br>0    | 10<br>-12 |
| Writing  | PP         | 22%     | 42%           | 35%        | 48%       |
|          | NON PP     | 57%     | 63.5%         | 66%        | 67%       |
|          | DIFFERENCE | 35      | 21.5<br>-13.5 | 31<br>+9.5 | 19<br>-12 |
| Maths    | PP         | 35%     | 46%           | 52%        | 50%       |
|          | NON PP     | 74%     | 77%           | 77%        | 70%       |
|          | DIFFERENCE | 39      | 31<br>-8      | 25<br>-6   | 20<br>-5  |
| Combined | PP         | 17%     | 40%           | 30%        | 40%       |
|          | NON PP     | 23%     | 60%           | 61%        | 62%       |
|          | DIFFERENCE | 6       | 20<br>+14     | 31<br>+11  | 22<br>-9  |