

# Pupil premium strategy statement – Goonhavern Primary School (2023/24 update)

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	208
Proportion (%) of pupil premium eligible pupils	49 (23.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	31 <sup>st</sup> December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachael Hatch
Pupil premium lead	Martin Borrott
Governor / Trustee lead	Tom Hyde

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,245
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6271 (to date £2900) (TAs for strong universal provision in class)
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	Spend has been outside of allocation -£3155 which school has subsidised from budget
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75,516

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is for all children to be able to meet their potential, regardless of any factors which may make this more challenging. In order to make this happen, the focus of our pupil premium strategy is to remove any potential barriers and support disadvantaged children to achieve that goal. For example, the school uses Read Write Inc. so that all pupils read a decodable phonics book every day and Talk for Writing to 'level up' the language gap between disadvantaged and non-disadvantaged pupils.

High-quality teaching is fundamental to our approach with a view to supporting disadvantaged children to make good progress, including those who are already attaining highly. Investment in staff CPD is crucial to developing high-quality teaching and the school has a number of approaches to this. Quality first teaching (that happens at the point of learning in classrooms) is at the centre of our approach and is reflected in the intentions of our wider school improvement plan. Ensuring that this is the best it can be is proven to have the greatest impact on closing the attainment gap between disadvantaged pupils and therefore sustaining the progress they make, truly working to enable everyone to succeed.

Reading is key to successful outcomes for our children and in particular for our disadvantaged children. Our pupil premium strategy enables small group and one-to-one intervention and tuition for those disadvantaged children in need of extra support. Our expectation is that both non-disadvantaged and disadvantaged children are able to make good progress and that pupils' attainment is sustained and improved upon.

## Challenges

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

Challenge number	Detail of challenge
1	Historic data assessment shows that pupils attaining at the lowest 20% of each class in reading often included disadvantaged pupils. Most recent data shows that disadvantaged pupils are meeting age-related expectations. Continuing to prioritise reading to support disadvantaged pupils remains a priority.
2	Research shows that disadvantaged pupils are more likely to have a lower vocabulary than their non-disadvantaged peers. This 'word gap' can make it harder for pupils to master the curriculum if it is not closed.

3	Assessment shows disadvantaged pupils with high prior attainment from KS1 are at greater risk of not making good progress across KS2 than their non-disadvantaged peers.
4	Assessment shows that children's attainment in Writing in KS2 is lower than national benchmarks.
5	Research shows a need to further develop oracy and language development across Early Years, especially for disadvantaged pupils and those with SEN.
6	Attendance: Promote high attendance in school post as high-attendance directly correlates with academic achievement.

## 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
A. Pupils attaining at the lowest 20% of each class in reading make good progress	Pupils attaining at the lowest 20% of each class in reading meet their challenging targets
B. Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use	Disadvantaged pupils in all year groups use their increased vocabulary to make good progress across the curriculum and meet their academic targets in all subjects
C. Disadvantaged pupils identified as having the potential to reach Greater Depth/Higher Standard reach Greater Depth/Higher Standard by the end of KS2.	Disadvantaged higher attaining pupils in KS2 make good progress and meet their academic targets in Reading, Writing and Maths.

## 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: £ 44,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on quality first teaching to ensure that learning is engaging, pupils are supported to achieve well and good	<a href="#">EEF guide to Pupil Premium</a> <a href="#">Sutton Trust Developing Teachers.</a>	1,2,3,4,5,6

progress is made across the curriculum.		
Talk for Writing training	<a href="https://www.talk4writing.com/">https://www.talk4writing.com/</a> Use of a systematic approach that develops in small incremental steps and which is taught in an agreed style	2,3,4,5
RWInc - the teaching of early reading through high quality phonics. Daily phonics interventions across EYFS/KS1.	<a href="#">Improving Literacy in KS1</a>	1,5
Accelerated Reader - a reading programme used to promote a love of learning	<a href="#">Improving Literacy in KS2</a>	1,2,3
To develop pedagogy by further enhancing the roles of the school's maths, writing and reading coaches	Coaching roles in Maths, Reading and Writing have quickly become an integral part of our practise in school. We aim to further develop this approach in order to establish both a whole school approach to the curriculum and to enhance the pedagogical understanding of all staff.	1,2,3,4,5
Parent RWI sessions.	Evidence re: parental involvement. Hold parent RWI sessions to upskill parents and to ensure reading is a priority at home. Share RWI videos through Tapestry for Class R.	1,2,3,4
Staff Training and Development	1. Kernow Learning - training Package - including foundation subjects 2. SEN training 3. Development of the reading curriculum 4. Training of Teaching Assistants to empower them to deliver highly impactful interventions (£500)	1,2,3,4,5,6
Closer links with Kernow Learning	Kernow Learning - training Package - including foundation subjects	1,2,3,4,5,6

through appointment of interim headteacher		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 18,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training update	<a href="#">Improving Literacy in KS1</a>	1,5
Recruitment of class TAs to ensure strong universal provision in class	<a href="#">Effective Personal Development</a>	1,2,3,4,5,6
Recruitment of SEN 1-2-1 TAs to support pupils with additional need who are also PP HLTAs	<a href="#">Supporting SEND</a>	1,2,3,4,5,6
Whole school autism awareness training	<a href="#">Supporting SEND</a>	1,2,3,4,5,6
Rockerbox subscription (reading intervention in school and at home)	<a href="#">Targeted academic support</a>	1,2,3,4,5
Speech and Language training for elective mutism	<a href="#">Supporting SEND</a>	1,2,5,6

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

Budgeted cost: £ 12,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Parent Support Advisor to	<a href="#">Social and Emotional Learning</a>	1,2,3,4,5,6

monitor attendance and provide a range of support services to parents	Evidence shows that attainment for children who attend school regularly is higher than those with lower attendance.	
Windows of Tolerance	<a href="#">Windows of Tolerance</a>  <a href="#">Social and Emotional Learning</a>	1,2,3,4,5,6
Extra-curricular clubs, sports, coaching and outdoor learning opportunities are promoted and supported to enable PP children to attend and participate.	<a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a>	6
Subsidising price of residential/adventurous visits	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	6

**Total budgeted cost: £ 75,516**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic Performance – Assessment and Data (attainment)

##### Summer Headlines

EYFS	% achieving GLD	% PP achieving GLD	% SEN achieving GLD
GLD	65	100	50

	% Pass	% PP Pass	% SEN Pass
Phonics Check Y1	82	100	100
Cumulative Y2	97	100	100

Y4	% achieving 20+	% PP achieving 20+	% SEN achieving 20+
MTC	80	85	57

##### Attainment Summer 2023 – KS1 Outcomes

	% meeting standard	% GDS	% PP meeting standard	% PP GDS	% SEN meeting standard	% SEN GDS
Reading	77	23	75	50	50	0

Writing	61	13	75	50	50	0
Maths	74	19	50	25	50	0
Combined	59		25		50	0

##### Attainment Summer 2023 – KS2 Outcomes

	% meeting standard	% GDS	% PP meeting standard	% PP GDS	% SEN meeting standard	% SEN GDS
Reading	81	41	67	17	100	0
Writing	78	9	67	17	25	0
Maths	88	13	75	0	100	0
Combined	66	3	42	0	25	0

- Attainment for Pupil Premium children was above national averages.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	<a href="https://www.ruthmiskin.com/programmes/phonics/">https://www.ruthmiskin.com/programmes/phonics/</a>

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>RWI</p> <p>Cultural Capital</p> <p>Pastoral support available to pupils from TIS practitioners.</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p> <p>Attainment for Pupil Premium children was above national averages.</p> <p>Pupils were provided with support at the time of need which was effective for those parents deploying overseas and supporting operations at sea.</p> <p>Teachers know their children very well – this leads to quick intervention and support as required.</p>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*