

# Pupil Premium Strategy Statement (2022/23 update)

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Goonhavern Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	20% (41 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mark Lloyd
Pupil premium lead	Martin Borrott
Governor / Trustee lead	Tom Hyde

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,420

# Part A: Pupil premium strategy plan

## Statement of intent

### Key Objective:

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.

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: £ 58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training for all teachers.	Use of a systematic approach that develops in small incremental steps and which is taught in an agreed style	1,2,4,5
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	1,3,4

	to the curriculum and to enhance the pedagogical understanding of all staff.	
Hold 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.	1,2,4,5
Staff Training and Development	<ol style="list-style-type: none"> <li>1. Middle Leadership National Qualification (release time)</li> <li>2. Kernow Learning - training Package - including foundation subjects and Chris Moyse</li> <li>3. SEN training</li> <li>4. Retrieval practice CPD</li> <li>5. Development of the reading curriculum</li> <li>6. Training of Teaching Assistants to empower them to deliver highly impactful interventions (£500)</li> </ol>	1,2,3,4,5

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two HLTAs employed to teach Read Write Inc as a targeted intervention	EEF shows that 1:1 tuition is a highly effective strategy.	1
Subscription to Book in a Box allowing children to build up a collection of quality texts <a href="https://www.bookina-box.co.uk/">https://www.bookina-box.co.uk/</a>	Specifically designed for developing and enhancing the children' educational needs and experiences. Not only do children look forward to receiving their own post each month, it also means they can build their own library/ book collection of their own. Tracking the impact of using a 'Book in a Box' is easy - as children are more engaged and excited to talk about their special book delivery they regularly receive.	1,2,5

Investment in raising both the profile of reading and reading for pleasure	New Reading Curriculum- a coherently planned reading curriculum with a consistent approach across year groups provides teachers with a clear approach to teaching reading	1,5
Reading Champions (Y6) to promote reading for pleasure across the school	Children promoting a love of reading to both their peers and to younger children is a powerful means to developing a long-lasting love of reading	1,2,4

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

Budgeted cost: £

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Employment of Parent Support Advisor to 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.	3, 6
Subsiding trips	Giving all pupil access to trips for example visiting a mosque and Gurdwara in Birmingham as a part of a residential visit will support pupil's to gain crucial cultural capital.	
Establishment of a Reading Spine of 'must-read' books in each class to read aloud to pupils that will promote a love of reading, introduce new vocabulary and improve comprehension	The DFE Reading Framework sets out the case that there are important cognitive consequences of the story format. Pupils explore language and emotional engagement. Pupils have multiple exposure to vocabulary and language that they are unlikely to hear in everyday conversation.  Poor reading skills are also shown to have a negative impact on children's life chances	1,2,5

**Total budgeted cost: £69,420**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Following the analysis of end of year assessments, the following outcomes for Pupil Premium children have been recognised:

*Averaged across the school, the percentage of Pupil Premium (PP) children working at or above the Expected standard is above 2022 national KS2 results for PP children in reading (+9%), in writing (+1%), in maths (+9%) and in combined RWM (+1%).*

*Averaged across the school, the gap between school PP children and 2022 national KS2 results for Non PP children is 9% in reading; 19% in writing; 13% in maths; and 21% in combined RWM.*

*Averaged across the school, the percentage of Non PP children working at or above the Expected standard is below 2022 national KS2 results for Non PP children in reading (-8%), in writing (-10%), in maths (-7%) and in combined RWM (-7%).*

*Averaged across the school, progress this year for PP children is slightly below the benchmark in reading and in writing but is slightly above the benchmark in maths.*

*Averaged across the school, progress this year for Non PP children is below the benchmark in reading but in line with the benchmark in writing and in maths.*

*Averaged across the school, this year PP children have made slightly less progress than Non PP children in writing, slightly more progress than Non PP children in maths and more progress than Non PP children in reading.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

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