

Pupil premium strategy statement – Goonhavern Primary School (2024/25 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	207
Proportion (%) of pupil premium eligible pupils	14.42% (30 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023- 2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Gary Jones
Pupil premium lead	Martin Borrott
Governor / Trustee lead	Tom Hyde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,245
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
Total budget for this academic year <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>	

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.

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 nondisadvantaged 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: £

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 progress is made across the curriculum.	EEF guide to Pupil Premium Sutton Trust Developing Teachers.	1,2,3,4,5,6

Talk for Writing training	https://www.talk4writing.com/ 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.	Improving Literacy in KS1	1,5
Accelerated Reader - a reading programme used to promote a love of learning	Improving Literacy in KS2	1,2,3
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. SEN training 2. Development of the reading curriculum 3. Training of Teaching Assistants to empower them to deliver highly impactful interventions (£500)	1,2,3,4,5,6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training update	Improving Literacy in KS1	1,5
Recruitment of class TAs to ensure strong	Effective Personal Development	1,2,3,4,5,6

universal provision in class		
Recruitment of SEN 1-2-1 TAs to support pupils with additional need who are also PP HLTAs	Supporting SEND	1,2,3,4,5,6
Whole school autism awareness training	Supporting SEND	1,2,3,4,5,6
Rockerbox subscription (reading intervention in school and at home)	Targeted academic support	1,2,3,4,5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Parent Support Advisor to monitor attendance and provide a range of support services to parents	Social and Emotional Learning Evidence shows that attainment for children who attend school regularly is higher than those with lower attendance.	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.	https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility	6
Subsidising price of residential/adventurous visits	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	6

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Attainment for Pupil Premium children.** Averaged across the school, the percentage of Pupil Premium children working at or above the Expected standard was above 2023 national KS2 results for Pupil Premium children in reading (+8%), in writing (+3%), in maths (+16%) and in combined RWM (+17%).

	Communication and Language		Personal, Social and Emotional Development			Physical Development		Literacy			Mathematics		Understanding the World			Expressive Arts and Design		GLD
	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive	
National (All) 2023	82%	83%	85%	87%	88%	92%	86%	81%	76%	71%	79%	78%	82%	82%	85%	87%	87%	67%
Goonhavern (All) 2024	86%	97%	97%	97%	97%	97%	93%	93%	90%	76%	83%	83%	97%	93%	97%	93%	93%	72%
Goonhavern (All) 2023	96%	96%	92%	92%	92%	96%	81%	96%	92%	69%	77%	77%	96%	96%	96%	96%	96%	65%

Academic Performance

Whole School Data

	Reading	Writing	Mathematics	Combined RWM
National KS2	73%	71%	73%	60%
All	75% (+1%)	68% (+5%)	79% (+7%)	65% (+8%)
All KS2	73% (0%)	66% (+3%)	78% (+7%)	63% (+5%)
Y6	74% (0%)	58% (-7%)	81% (+13%)	55% (-3%)
Y5	83% (0%)	79% (+9%)	86% (+13%)	72% (+9%)
Y4	63% (+3%)	63% (0%)	73% (+6%)	63% (+3%)
Y3	72% (-4%)	62% (+7%)	72% (-4%)	62% (+10%)
National KS1	68%	60%	70%	N/A
All KS1	78% (+3%)	74% (+11%)	79% (+6%)	69% (+14%)
Y2	80% (0%)	80% (+10%)	83% (0%)	77% (+7%)
Y1	75% (+6%)	68% (+14%)	75% (+13%)	61% (+23%)

Next steps

- **KS1 Phonics Attainment.** The percentage of children meeting the expected standard in the phonics screening check fell in 2024 in both Y2 and Y1; and although Y2 results were in line with 2023 national results, Y1 results were 11% below 2023 national results – particularly for boys and for children with No SEND.
- **KS2 Attainment at the Expected standard in writing.** The percentage of children working at or above the Expected standard in writing was below 2023 national KS2 results in Y6, Y4 and Y3.
- **Attainment at the Higher standard.** Averaged across the school, the percentage of children working Above Expected (on course to achieve the Higher standard) is below 2023 national KS2 results in reading (-2%), in writing (-4%), in maths (-5%) and in combined RWM (-2%).
- **Attainment at the Expected standard for children with No SEN.**

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	https://www.ruthmiskin.com/programmes/phonics/

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
RWI
Cultural Capital
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, 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.