

# Pupil premium strategy statement 2023-24, 2024-25 and 2025-26

## Goldsborough C of E Primary School

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 references the outcomes for disadvantaged pupils last academic year.

**Specific attainment and progress data cannot be published for external viewing as the proportion of children eligible for Pupil Premium funding is very small, and there is a high % overlap with children who have SEND.**

**The decision not to publish attainment details linked to this strategy for external viewing is vital to ensure that identification of individual children as disadvantaged is prevented.**

### School overview

Detail	Data
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	14%
Academic year or years covered by statement	2023/24, 2024/25, 2025/26
Date this statement was published	Updated December 2024
Date on which it will be reviewed ( <i>this document may have additional evaluation added at the end for each year but time will be taken to embed these aims and sustain them to see the impact</i> )	Annually, Autumn term
Statement authorised by	Zoe Ellis
Pupil premium lead	Zoe Ellis / Catherine Richards
Governor / Trustee lead	Jules Clegg

### Funding overview

Detail	Amount
Pupil premium funding allocation this financial year GPS:	23/24 £5820 24/25 £7400 25/26 £11840 estimated
<b>Total budget for this academic year</b>	<b>Total budgeted cost: As above</b>  <i>PP Strategy requires a significant allocation of additional school funds due to small % of disadvantaged children in a small school.</i>  <i>In addition to PP funding, whole school budget supports strategic decisions to benefit disadvantaged pupils e.g. Class Teacher Salary (smaller than average Class Sizes), the cost of</i>

	<i>GTA / ATA Salary for delivering interventions and providing academic and wellbeing support, and sessions with a Therapist as required.</i>
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## Part A: Pupil premium strategy plan

### Statement of intent

We know every member of our school community, and we work closely as a federation team and with outside agencies to support the needs of every child, regardless of whether they are disadvantaged or not. We understand the impact of Trauma and Adverse Childhood Experiences on child development and, irrespective of their background or the challenges they face, our aim is to support all pupils so that they are able to make good progress across all subject areas. Where possible, pupils' attainment is also high across the curriculum and opportunities are not narrowed for disadvantaged pupils.

Quality first curriculum implementation is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school. We will consider the challenges faced by vulnerable pupils to support their needs, regardless of whether they are disadvantaged or not. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Under the guidance of the EYFS / Early Reading Specialist, the aim is for all EYFS and KS1 children to make high rates of progress in phonics, reading and communication and language from their starting points. The aim is that attainment in phonics, reading, writing and maths for pupils in KS1 and KS2 eligible for Pupil Premium will be at least in line with national averages. It is our intent that attendance rates for pupils eligible for Pupil Premium are at least in line with the national averages for other pupils. Where this is not possible, analytical tracking of small steps will show progress for those who are SEND.

Our strategy is also integral to wider school plans for education recovery, linked very carefully to curriculum budget allocation to provide the best intervention, support and challenge for the disadvantaged pupils. Our approach is always responsive to common challenges and individual needs, rooted in robust diagnostic baseline assessment and ongoing termly assessment.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- have aspirational expectations for all of our children (including SEND and those who are disadvantaged) ensuring all staff members understand the impact of Trauma on the brain and can intervene appropriately with support;
- adopt unconditional Positive Regard as an approach to relate to, and support, all pupils
- plan a sequence of learning that carefully builds knowledge progressively in small steps – this may include pre-teaching and same day interventions for some pupils;
- ensure the SENCo works closely with all staff to ensure that intervention occurs early when a need arises;
- use strategies to help children recognise when they are in their 'upstairs / downstairs' brain and support them when they are dysregulated;
- ensure that all staff understand that in order to achieve, pupils need to be in their 'upstairs brain';
- ensure that all staff are trained to recognise the stages of and impact of Maslow's Hierarchy of Needs if any section is not in place for a child and the complexity of what needs to be in place for a child to reach Self Actualisation;
- ensure disadvantaged pupils are challenged in the work that is set;
- where appropriate, adopt alternative B-Squared to show progress for disadvantaged pupils where there is an overlapping SEND need;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The range of provision the school may consider, include:

- providing small group work with an experienced teacher focussed on overcoming gaps in learning;
- 1-1 support
- acquiring effective materials aimed at raising standards.
- purchasing additional resources to target able children on FSM to achieve 'mastery' of their age-related expectations.
- ensuring Cultural Capital for disadvantaged pupils is a priority by providing a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
- additional funding for parents/carers to enable their child to access extra-curricular activities including residentials, music lessons, school trips and before/after school clubs.
- providing additional nurture support (including access to a Therapeutic Councillor) to supplement a strong PSHE/RSE curriculum

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring that staff use evidence-based whole-class teaching interventions.
2	Small cohorts result in skewed data.
3	Ensuring staff understand the importance of vocabulary and Oracy for closing the gap between disadvantaged and other groups of children and follow the concept of 'every child every day' for Oracy development.
4	Historically, KS1 and KS2, children are unlikely to use developed / progressive talk strategies to connect ideas and explain what is happening coherently; staff now need to embed strategies from Oracy training to address this.
5	Covid has halted the consistent implementation of and impact of training delivered previously to address these gaps.
6	The impact of Covid is becoming more apparent as children move through school – significant gaps impact on conceptual and procedural understanding and all these must be addressed, alongside increased SEMH needs for higher number of children than ever before. Children's social skills and lack of self-awareness / resilience can be a barrier for them. As a Trauma Aware school, we know that for children to excel academically, they must be regulated and in their 'upstairs brain'. Children's resilience and window of tolerance are low and this is a challenge to overcome.
7	A high proportion of disadvantaged children are SEND/ vulnerable requiring high levels of SEMH care, 1:1 GTA support (children with and without EHCPs)  Monitor Attendance and Punctuality.
8	School budgets and available staff to deliver interventions, or work in classes as Teaching Assistants is a constant challenge – it has been referenced by the LA that there is a recruitment crisis in Education, particularly amongst support staff. The LA report that they are one of the lowest ranked in terms of finances they are allocated from government level but they also have higher proportion of disadvantage than other councils who receive more funding.  This is seen in the funding levels allocated to school. Small schools face budgeting constraints based on the context.

## 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
Improved <b>oral language</b> skills and <b>vocabulary</b> among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Baseline S&amp;L observations with Subject Coordinator and Language Specialist Advisor sessions to occur throughout the year and impact on disadvantaged children.</p> <p>Vocabulary for each topic / unit of work is carefully planned.</p> <p>Children in EYFS are supported through</p>
Evidence to support this:	<p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>
Improved <b>reading</b> attainment among disadvantaged pupils.	<p>Fidelity to Little Wandle Programme ensures that all disadvantaged children pass the Phonics Screening Test and become confident, fluent readers. Implementation of a new EYFS / KS1 TLR Role will ensure rigorous monitoring and suitable interventions are delivered.</p> <p>School offers children high quality texts and opportunities to engage with them. Phonics reading books are current &amp; carefully match to phonics phase Reading lessons are individualised &amp; focussed. Teaching of phonics is of a high quality and in line with the schools SSP.</p> <p>KS2 reading outcomes aims for disadvantaged pupils to meet the expected standard unless SEND prevents them from doing so. In this instance, B-Squared Data and internal tracking will show progress for all disadvantaged children and the evidence will show that the gap has been narrowed in internal data and pupil case studies if necessary.</p> <p>Reading skills and strategies in KS2 are taught through modelling and supported practice as a whole class.</p>
Evidence to support this:	<p><a href="https://www.gov.uk/guidance/choosing-a-phonics-teaching-programme">Guidance overview: Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>
Improved <b>maths teaching</b> and <b>attainment</b> for disadvantaged pupils at the end of KS2.	<p>Improved Teaching of Maths Mastery ensures that disadvantaged pupils to meet the expected standard unless SEND prevents them from doing so. In this instance, B-Squared Data and internal tracking will show progress for all disadvantaged children and the evidence will show that the gap has been narrowed in internal data and pupil case studies if necessary.</p>
Evidence to support this:	<p><a href="https://publishing.service.gov.uk/guidance/key-stages-1-and-2-covers-years-1-to-6">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mathematics">Improving Mathematics in Key Stages 2 and 3</a></p>
To achieve and sustain improved <b>wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils by	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• GUNY Questionnaire results</li> </ul>

continuing to explicitly teach Social and Emotional Literacy skills.	<ul style="list-style-type: none"> <li>Continuation of the Emotion Coaching School Accreditation</li> <li>Positive Regard Review Reports</li> <li>Senior Leaders (including EHT and AHT) to become Positive Regard Specialist Leaders.</li> <li>Whole school Positive regard training.</li> </ul>
Evidence to support this:	<a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>
To achieve <b>sustained high attendance</b> for all pupils, particularly our disadvantaged pupils.	<p>Sustained high individual attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>Fewer disadvantaged children falling into the amber and red category of attendance on in house tracking (unless medical condition has an impact on attendance). <ul style="list-style-type: none"> <li><b>GREEN</b> - <b>Excellent attendance</b> <b>97% and above</b></li> <li><b>AMBER</b> - <b>Borderline Attendance</b> <b>94% to 96.9%</b></li> <li><b>RED</b> - <b>Poor Attendance</b> <b>93.9% and below</b></li> </ul> </li> <li>the percentage of all pupils who are persistently absent decreases – children who have having significant periods of illness related absence tracked. Flexi-School children (where disadvantaged) are tracked and their individual attendance based on their agreed days is monitored.</li> <li>Teacher feedback on pupils’ levels of engagement and participation is positive;</li> <li>Low level behaviour incidences are reduced and permanent exclusions remain at zero;</li> <li>Positive Learning Behaviours are demonstrated by Disadvantaged Pupils;</li> </ul> <p>Information on wellbeing, mental health and safeguarding show a positive picture related to attendance.</p>
Evidence to support this:	<a href="#">Improving School Attendance</a>

### 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: £700 for books and resources / £2800 for TLR / £3000 for Advisor support for staff (£6,500 total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Priority 1</b> To ensure fidelity to Little Wandle, including purchasing updated copies of resources / books to use in intervention sessions and group reading.	<a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

<p><b>Priority 2</b> To ensure teachers have up to date CPD for Quality first Teaching</p>	<p>Teacher Research Group for Maths Maths Leader Release Time EYFS / KS1 Leader TLR and Release Time Support from Specialist advisors – Therese O’Sullivan and Victoria Buck for Oracy and English Release time for subject coaching with SEA</p>	<p>1, 5, 7, 8</p>
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: **GTA and ATA Salary in budget – taking the total allocated beyond PP allocations.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1</b> To ensure TAs are fully prepared for their role so that structured and targeted interventions are delivered effectively with baseline and end point assessments.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1672833240">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1672833240</a></p>	<p>1, 3, 6, 7</p>
<p><b>Priority 2</b> Use TAs to deliver high quality one-to-one and small group support using structured interventions</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1672833240">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1672833240</a></p>	<p>1, 3, 6, 7</p>

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

Budgeted cost: Talking and Drawing Course (x 1 staff member £300) / Girls on Board (£245) / Therapist (£3000) / Positive Regard and release time (£2000)

**Total: £5545**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1</b> To ensure SEMH needs are met so that all disadvantaged pupils in</p>	<p>Release time for Positive Regard Training (5 days x 3 members of staff) £2000</p>	<p>6, 7</p>

<p>school to make or exceed nationally expected progress rates by delivering and providing access to bespoke interventions e.g. Socially Speaking / Therapy.</p> <p>To ensure staff have appropriate CPD e.g. Talking and Drawing / Girls on Board/</p>	<p><a href="https://the-arc.org.uk/research-and-reports">https://the-arc.org.uk/research-and-reports</a>  <a href="https://www.girlsonboard.co.uk/about/research/">https://www.girlsonboard.co.uk/about/research/</a>  <a href="https://drawingandtalking.com/how-it-works">https://drawingandtalking.com/how-it-works</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	
<p><b>Priority 2</b>  To be Emotion Coaching UK Accredited setting</p>	<p><a href="https://the-arc.org.uk/research-and-reports">https://the-arc.org.uk/research-and-reports</a></p> <p>2023-24 and 2024-25</p>	<p>6, 7</p>

**Total budgeted cost:** £5545 plus the cost of GTA / ATA Salary for delivering interventions and providing support.



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Initial internal baseline assessments during the academic year suggested that the performance of disadvantaged pupils was lower than their peers where there is a SEND crossover.

The curriculum has been developed so that challenge and support for all areas has been outlined in order to allow disadvantaged pupils a greater level of support and also to provide opportunities for them to excel in wider areas of the curriculum. Significant CPD for staff members has continued to develop wider understanding of the Graduated approach so that they are implementing the cycle of 'Assess, Plan, Do, Review' cycle consistently to plan special educational needs (SEN) support. Training around Quality First Teaching has also supported staff to be more dynamic when supporting disadvantaged children.

The impact of Covid on pupils writing attainment across school for all year groups was significant last year, and more so on PP children – this continues to be a key target on the school development plan for the coming years, however, the TLR and dedicated school focus has raised the expectations in EYFS and KS2 significantly when pupils are tracked from their starting points.

KS2 Writing continues to be addressed through CPD for staff.

A TLR Role was developed to ensure fidelity to the new Synthetic Phonic Scheme and significant 1-1 staff CPD was implemented with actions fed back and monitored. Monitoring ensured that interventions occurred based on internal data.

Our strategic aim for the coming academic year (and the entirety of the 3-year strategy) strategy is to build on aspects that have been previously established and ensure they are embedded into a rigorous programme of curriculum and pastoral development, This will have a positive impact on pupil outcomes for disadvantaged children and the gap between disadvantaged children and their non-disadvantaged peers is narrowed. Our relentless drive for high quality teaching and learning will continue into for the duration of the strategy.

See Ofsted Inspection Report plus Records of Visits (held internally) from external observations that are shared with Governors.

### 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
Therapeutic Councillor	Locally Sourced
The Drawing and Talking Team	<a href="https://drawingandtalking.com">https://drawingandtalking.com</a>
Girls on Board	<a href="https://www.girlsonboard.co.uk/online-training/">https://www.girlsonboard.co.uk/online-training/</a>
Toe by Toe: A Highly Structured Multi-sensory	<a href="https://toe-by-toe.co.uk/">https://toe-by-toe.co.uk/</a>

Phonetic Approach to Literacy	
Power of 2	<a href="https://www.thedyslexiashop.co.uk/products/power-of-2">https://www.thedyslexiashop.co.uk/products/power-of-2</a>
Plus One	<a href="https://www.thedyslexiashop.co.uk/products/plus-1?gad_source=1&amp;gclid=Cj0KCQiA19e8BhCVARIsALpFMgH1C3xLnsijKOH8R3NnqAC5xoT9pPUMVqBaZ25KJ0O8XiiUVPbvBGYaAuALEALw_wcB">https://www.thedyslexiashop.co.uk/products/plus-1?gad_source=1&amp;gclid=Cj0KCQiA19e8BhCVARIsALpFMgH1C3xLnsijKOH8R3NnqAC5xoT9pPUMVqBaZ25KJ0O8XiiUVPbvBGYaAuALEALw_wcB</a>

### **Further information (optional)**

As the proportion of children eligible for Pupil Premium funding is very small, and there is a high % overlap with SEND, extra care has been taken not to publish details on this strategy statement that may lead to the identification of individual children as disadvantaged.