



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Goodmayes Primary School
Number of pupils in school	623
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	Sept 2022- July 2025
Date this statement was published	Sept 2022
Date on which it will be reviewed	Annually
Statement authorised by	Lee Walker – Executive Headteacher
Pupil premium lead	Huma Jareed Perwiz – Head of School
Governor / Trustee lead	Shahin Choudhury – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,305
National Tutoring programme	£ 18,144
Recovery Premium	£ 16,386
Total budget for this academic year	£191,835



Part A: Pupil Premium Strategy Plan – Statement of Intent

At Goodmayes Primary School we are committed to ensuring that all of our children make the best possible progress and achieve highly in all subject areas. Our pupil premium strategy is designed to support disadvantaged pupils to achieve this goal.

We track pupils' achievement closely and identify the academic challenges, and wider challenges that hinder attainment. Using strong evidence to inform our decision-making and our knowledge of the pupils, we have planned a tiered approach.

Our top tier is the investment we make in high-quality teaching. Evidence shows that investment made in high-quality teaching has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We intend that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress for their disadvantaged peers.

Our strategy also contains a tier of academic support that is targeted for some pupils and focussed on their specific needs. This is mainly delivered through the use of the National Tutoring Programme as well as school led interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

We have also planned for the use of wider approaches to provide support for non-academic barriers that may impact success in school.

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

- ensure disadvantaged pupils are challenged in the work that they are set
- ensure disadvantaged pupils can access extra-curricular opportunities
- act early to intervene at the point need is identified
- raise expectations of what disadvantaged pupils can achieve



Challenges

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

Challenge number	Detail of challenge
1	<p>Oral language and vocabulary resulting in low(er) starting points - Assessments, observations, and discussions with pupils indicate that pupils have difficulties with phonics and early reading which negatively affects their confidence as readers as well as the progress in learning to read. This may be closely linked to the lack of vocabulary that pupils have 'on entry' due to the high proportion of pupils with EAL across the school.</p> <p>Internal end of year school data (July 2022) showed that, a large percentage of pupils in each year group were working below the expected level of attainment. There was also a large attainment gap between the disadvantaged and non-disadvantaged pupils in Reading & Writing at the end of KS1 and KS2.</p>
2	<p>Greater impact of missed learning - Assessments, observations, and discussions with pupils suggest disadvantaged pupils have lower attainment in all curriculum areas compared to that of their peers. This may be due to large periods of missed learning as a result of pandemic as suggested by national studies. In the Summer term 2022 there was a -7% attainment gap between disadvantaged and non-disadvantaged Year 6 pupils at the expected level in Writing.</p>
3	<p>Attendance - Attendance data indicates that attendance amongst disadvantaged pupils is on average lower than attendance for non-disadvantaged pupils. The percentage of 'persistently absent' pupils in 2021-2022 was 20.2% compared to 11.3% in the previous year (2020-21). Absenteeism has a negative impact on progress especially for our disadvantaged pupils.</p>
4	<p>Emotional wellbeing - Our observations and discussions with pupils and families indicate that as well as education, the emotional wellbeing of many disadvantaged pupils has been impacted notably due to high anxiety in the family home, family instability and increased parental conflict. These issues have affected disadvantaged and non-disadvantaged pupils.</p>
5	<p>Wider curriculum enrichment - Our observations and discussions with pupils and families have identified an inequality of opportunity outside of school which affects their access to the cultural capital that pupils need to develop personally, socially and to prepare them for their future success. Some pupils also have experienced social and emotional issues due to 'the cost of living crisis' thus a lack of money to partake in regular activities outside of school. These challenges particularly affect disadvantaged pupils, including their attainment and personal development.</p>
6	<p>Impact of mobility - Our observations, discussions and assessments show that at Goodmayes Primary School, we are challenged by having a high mobility intake of pupils who have received a varied quality of education prior to joining to the school, as they come from different schools which have varied outcomes and adopt different approaches to teaching and learning. The 2021-22 school data shows that our school stability is 74% which is lower than the Redbridge figures. Year 1 currently displays the most stability (93%) but this is decreasing over the years resulting in year 6 having only 58% stability.</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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Improved phonics and reading attainment and progress among disadvantaged pupils.</p>	<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</p> <p>Phonics outcomes and end of key stage reading outcomes in 2023 show that the gap is closing between disadvantaged pupils and all pupils.</p> <p>End of key stage progress in reading in line with all pupils.</p>
<p>To plan targeted teaching and learning ensuring disadvantaged pupils, make expected or accelerated progress in all curriculum areas.</p>	<p>Outcomes in July 2023 show that our disadvantaged pupils achieve higher outcomes or on par with national non-disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils with a focus on Disadvantaged pupils</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being above 96%, and the attendance gap between disadvantaged pupils and all pupils being closed to better than 1%; • the percentage of all pupils who are persistently absent being below the national percentage and the figure among disadvantaged pupils being no more than 1% lower than all pupils.
<p>To continue to support the emotional wellbeing and mental health of pupils, staff and the wider school community considering the 'cost of living crisis' implications</p>	<p>Sustained high levels of wellbeing by:</p> <ul style="list-style-type: none"> • qualitative data from pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Sustained high levels of wellbeing by 2023, demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in emotional concerns



	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To ensure that all disadvantaged pupils have access to wider curriculum enrichment opportunities to access the curriculum.</p>	<p>Outcomes in July 2023 show that our disadvantaged pupils achieve higher outcomes than national non-disadvantaged pupils through the enrichment opportunities provided.</p>
<p>Outcomes for mobility – To ensure all mid phase admissions receive targeted support and an induction programme to catch up with their peers.</p>	<p>Outcomes in 2023 illustrate that mid phase admissions are working at the expected level with their peers or make accelerated progress from entry to school.</p>



Planned Actions

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of a series of English CPD by Borough English Consultant to aid development of vocabulary, comprehension and reading for all pupils.	Oracy approaches have a strong evidence base that indicates a positive impact on vocabulary development, the accuracy of word reading and comprehension, particularly for disadvantaged pupils	One
Recruitment of English Lead delivering targeted support to key groups of staff and whole school CPD		One
Delivery of Maths mastery sessions through CPD for teaching staff by the lead NCETM teacher to develop and embed the mastery approach across the school	Research led by the NCETM shows that pupils chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.	Two
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices, including whole school foci and class teaching through the PSHE/RSHE lessons. This will be supported by CPD for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	Four



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

Budgeted cost: £169,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding oral language approaches across the school to support pupils to articulate their ideas, consolidate understanding and broaden vocabulary.</p> <p>Additional reading fluency and comprehension sessions targeted at disadvantaged pupils and pupils not on track to meet the expected standard.</p>	<p>Reading comprehension strategies are high impact on average and the explicit teaching of vocabulary and strategies to comprehend text particularly benefits lower attaining pupils.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>One</p>
<p>Additional phonics sessions targeted at disadvantaged pupils and pupils who require further phonics support. This will be delivered using the School-Led Funding.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>One</p>
<p>Reduced class sizes in Year 6 English and maths to enable more focused feedback and individualised learning.</p> <p>Additional senior leader led small group intervention groups for identified Year 6 pupils.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>Two</p>
<p>Engaging with the National Tutoring Programme to provide Maths and Reading tuition for pupils whose</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p>	<p>One, Two</p>



education has been most impacted by the pandemic or who are disadvantaged.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Provide time for school leaders to manage interventions and monitor their effectiveness.	Schools should carefully monitor interventions to ensure they are well-delivered so that pupils receive the large benefits of structured interventions.	One, Two, Three, Four



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

Budgeted cost: £80,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuation of our offer to support emotional wellbeing. This will include:</p> <ul style="list-style-type: none"> • staff CPD, including continued CPD for our mental health first aider, emotional literacy support assistants (ELSA) and pastoral support assistant • opportunities for additional staff to be trained in ELSA • opportunities for staff and pupils to access our wellbeing team when required. 	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance</p> <p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p>	<p>Four</p>
<p>Fund places on Education visits for disadvantaged pupils to ensure equality of opportunity</p>	<p>Evidence indicates that outdoor adventure learning may have positive impacts on self-efficacy, motivation and teamwork and plays an important part of the wider school experience. Missing out on these experiences can have a negative impact on the wellbeing of pupils.</p>	<p>Five</p>
<p>Funding set aside to enable our disadvantaged pupils to access the wider curriculum e.g. subsidising individual music lessons, extra-curricular sports activities attending an outdoor adventurous residential visit.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. Arts participation provides a range of benefits.</p>	<p>Five</p>
<p>Provide pastoral 1:1 and targeted group sessions for all pupils led by the pastoral team and external staff (as required)</p>	<p>Pastoral support has a strong link with behaviour, well-being and confidence thus a positive impact on pupils' outcomes</p>	<p>Four</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will</p>	<p>The DfE guidance has been informed by engagement with schools that have</p>	<p>Six</p>



<p>involve training and release time for Attendance Officer/Parent Support Advisor (PSA). Monitor and track attendance of all pupils</p>	<p>significantly reduced levels of absence and persistent absence. DfE's https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All/ Any</p>

Total budgeted cost: £293,942