

Pupil premium strategy statement – Goodmayes Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	23.7%
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)	Sept 2026 – July 2029
Date this statement was published	Jan 2026
Date on which it will be reviewed	Annually
Statement authorised by	Lee Walker – Executive Headteacher
Pupil premium lead	Taiba Hussain – Phase Group Lead
Governor / Trustee lead	Shahin Choudhury – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,675
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£219,675

Part A: Pupil premium strategy plan

Statement of intent

At Goodmayes Primary School, our ultimate objective for disadvantaged pupils is to ensure they achieve as well as their peers, make strong and sustained progress from their starting points, and are well prepared for the next stage of their education. We aim to remove barriers to learning so that disadvantaged pupils develop high levels of academic attainment, confidence, engagement, and wider life chances.

Our Pupil Premium strategy plan works towards achieving these objectives by systematically identifying and addressing the academic and wider barriers that hinder disadvantaged pupils' progress. Pupils' attainment, progress, and wider outcomes are closely monitored to enable early identification of need and timely intervention. Informed by strong evidence and our detailed knowledge of pupils, the strategy is structured around a tiered approach to ensure support is targeted, effective, and sustainable.

The first and most significant tier prioritises investment in high-quality teaching, as this has the greatest impact on improving outcomes and closing attainment gaps while benefiting all pupils. This ensures consistently high expectations, effective pedagogy, and strong curriculum delivery for disadvantaged pupils, while sustaining and improving attainment for non-disadvantaged pupils. A second tier focuses on targeted academic support through carefully planned, school-led interventions for pupils with specific learning needs. A third tier addresses wider strategies designed to remove non-academic barriers, such as attendance, wellbeing, and access to enrichment, which may otherwise limit success in school.

The key principles underpinning our strategy plan include high expectations for all pupils, a strong emphasis on quality-first teaching, the use of evidence-informed approaches, early identification of need, targeted and proportionate intervention, and regular evaluation of impact. These principles ensure effective use of resources and sustained improvement in outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Oral language and vocabulary resulting in low(er) starting points - Evidence from assessments, observations and pupil discussions indicates that difficulties with phonics and early reading are hindering pupils' confidence and progress in reading. This is closely associated with limited vocabulary on entry, reflecting the high proportion of pupils with English as an Additional Language (EAL) throughout the school.

	Official end of year school data (July 2025) showed that a large percentage of pupils in each year group were working below the expected level of attainment. There was also a combined attainment gap of 14.4% between the disadvantaged and non-disadvantaged pupils in Maths, Reading & Writing at the end of KS2 and a 19% gap in KS1 Phonic attainment.
2	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 of 2025, there was a 4% attainment gap between disadvantaged and non-disadvantaged Year 6 pupils at the expected level in Writing.
3	Attendance - Attendance data indicates that attendance amongst disadvantaged pupils is on average lower than attendance for non-disadvantaged pupils. The attainment gap between disadvantaged and non-disadvantaged pupils has narrowed significantly as a result of the targeted strategies implemented over the past year. This demonstrates the positive impact of the increased focus on disadvantaged pupils' outcomes. Maintaining this targeted approach will support continued progress towards fully closing the attainment gap.
4	Emotional wellbeing - Observations and discussions with pupils and families show that the emotional wellbeing of many disadvantaged pupils has been notably affected by heightened anxiety within the home, family instability and increased parental conflict. While these challenges disproportionately affect disadvantaged pupils, non-disadvantaged pupils have also been impacted.
5	Wider curriculum enrichment - Observations and discussions with pupils and families show that inequalities in out-of-school opportunities limit access to cultural capital, essential for personal, social, and future success. Social and emotional difficulties linked to the cost-of-living crisis also restrict participation in extracurricular activities. These barriers disproportionately affect disadvantaged pupils, influencing both their attainment and personal development.
6	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 2024-25 school data shows that our school stability is 72% which is lower than the Redbridge figures. Year 1 currently displays the most stability (94.1%) but this is decreasing over the years resulting in year 6 having only 56.3% stability.

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 oral language skills and vocabulary among disadvantaged pupils. Improved phonics and reading attainment and progress among disadvantaged pupils.	- Assessments and observations - Triangulates with sources of evidence: engagement in lessons, book monitoring, and ongoing assessments. - Increased use of newly acquired vocabulary in pupil's work - End of key stage progress in Reading and Writing is in line with non-disadvantaged pupils
To plan targeted teaching and learning ensuring disadvantaged pupils, make expected or accelerated progress in all curriculum areas.	- Targeted teaching and learning strategies are in place and monitored - Targeted interventions support pupils in reaching age related expectations - Targeted interventions are implemented and amended after each assessment cycle
To achieve and sustain improved attendance for all pupils with a focus on Disadvantaged pupils	- Attendance rate for all pupils to be above 96% - Attendance gap between disadvantaged and all pupils to be closed
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	- In conjunction with school, pupils, families, and staff access support from an external mental health advocate, improving wellbeing - Pupils participate in Emotional Literacy sessions and demonstrate greater emotional awareness and regulation - Pastoral care relationships between the school, pupils, and families are strengthened - Feedback from pupil and parent surveys shows increased satisfaction and positive impact on wellbeing. - Disadvantaged pupils have increased participation in enrichment activities, broadening experiences and opportunities

To ensure that all disadvantaged pupils have access to wider curriculum enrichment opportunities to access the curriculum.	- Disadvantaged pupils receive financial support to participate in educational visits - All pupils, including disadvantaged pupils, have equal opportunities to attend clubs and extracurricular activities. - Monitoring of the number of places offered and taken up by disadvantaged pupils to ensure equitable participation.
Outcomes for mobility – to ensure all mid phase admissions receive targeted support and an induction programme to catch up with their peers.	- Mid-phase admissions make measurable progress and achieve age-related expectations through targeted support and a structured induction programme. - Pupils integrate successfully into classes and demonstrate comparable attainment/progress and engagement to their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,674.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of English Lead: delivering targeted support (including the development of Oracy) to key groups of staff and regular whole school CPD	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
Delivery of CPD by Redbridge Educational Psychologists	Research shows that high-quality professional development improves classroom practice, which directly enhances pupil outcomes. By providing targeted guidance, the CPD helps staff address individual pupil needs effectively, supporting progress and attainment, particularly for disadvantaged pupils.	Four
Recruitment of intervention staff	Recruiting intervention staff allows targeted support for pupils, helping close attainment gaps and accelerate progress, particularly for disadvantaged learners.	One
Recruitment of Maths Mastery ambassadors – regular Math Hub meetings. Opportunities to develop teachers in embedding the mastery approach	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.	
Improve the quality of social and emotional (SEL) learning. SEL approaches	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	Four

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.	(e.g., improved academic performance, attitudes, behaviour and relationships with peers):	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £128,590.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oral language approaches across the school to support pupils to articulate their ideas, consolidate understanding and broaden vocabulary. Additional writing, reading fluency and comprehension sessions targeted at disadvantaged pupils and pupils not on track to meet the expected standard.	Reading comprehension strategies are high impact on average and the explicit teaching of vocabulary and strategies to comprehend text particularly benefits lower attaining pupils. 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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	One
Additional phonics sessions targeted at disadvantaged pupils and pupils who require further phonics support. This will be delivered	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. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	One

using the School-Led Funding.		
Additional interventions led by staff before the school day for Year 6 pupils	Additional pre-school interventions for Year 6 pupils provide focused, small-group support, allowing staff to target gaps in learning. Research shows that timely, intensive interventions can accelerate progress and improve attainment, particularly for disadvantaged pupils preparing for key assessments.	One
Reduced class sizes in Year 6 English and Maths to enable more focused feedback and individualised learning. Additional two senior leader led small group intervention groups for identified Year 6 pupils.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	Two
Provide time for school leaders to manage interventions and monitor their effectiveness.	Providing school leaders with dedicated time to manage and monitor interventions ensures that support is targeted effectively and adjusted based on pupil progress. Research shows that consistent oversight and evaluation of interventions improves their impact, leading to better outcomes and accelerated progress for disadvantaged pupils.	One, Two, Three, Four
Embedding oral language approaches across the school to support pupils to articulate their ideas, consolidate understanding and broaden vocabulary. Additional reading fluency and comprehension sessions targeted at disadvantaged pupils and pupils not on track to	Reading comprehension strategies are high impact on average and the explicit teaching of vocabulary and strategies to comprehend text particularly benefits lower attaining pupils. 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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	One

meet the expected standard.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,410.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of our offer to support emotional wellbeing. This will include: - 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.	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 https://www.gov.uk/guidance/senior-mental-health-lead-training	Four
Fund places on Education visits for disadvantaged pupils to ensure equality of opportunity	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.	Five
Funding set aside to enable our disadvantaged pupils to access the wider curriculum e.g. subsidising individual music lessons, extra-	Physical activity has important benefits in terms of health, wellbeing and physical development. Arts participation provides a range of benefits.	Five

curricular sports activities attending an outdoor adventurous residential visit.		
Provide pastoral 1:1 and targeted group sessions for all pupils led by the pastoral team and external staff (as required)	Pastoral support has a strong link with behaviour, well-being and confidence thus a positive impact on pupils' outcomes	Four
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for Attendance Officer/Parent Support Advisor (PSA). Monitor and track attendance of all pupils	The DfE guidance has been informed by engagement with schools that have 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	Six
Contingency fund for acute issues.	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.	All/ Any

Total budgeted cost: £219,675