

Pupil premium strategy statement – The Bishop Harvey Goodwin (VA) C of E 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	144 (+5 N)
Proportion (%) of pupil premium eligible pupils	50%
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)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Carol Bell
Pupil premium lead	Kate Holland
Governor / Trustee lead	Carol Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,730
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£138,730

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils in our school achieve their full potential and flourish on their academic journey despite the challenges they may face. We intend for our pupils to make good progress from their starting points and to build on their achievements each year as they move through the school. We intend to be inclusive for our pupils, which means overcoming barriers to learning and adapting our approaches so that the curriculum is accessible for all. We intend to be aspirational for our pupils, which means having high expectations of them and providing opportunities in which they can explore their talents, interests and abilities. We intend to be loving for our pupils by creating a safe, calm and purposeful learning environment where 'Bonum vincit et amor dei – Good wins within the love of God.'

Our strategy is formed of 3 approaches. We ensure we use and action high quality research including recommendations from the EEF and keep the focus on developing the whole child at the core of what we do.

1. Developing and sustaining Quality First Teaching delivered by all teachers and supported by considered deployment of teaching assistants
2. Targeted intervention to address needs of pupils either in small groups or 1:1
3. Wider strategies for developing and supporting the whole child and their families

This strategy sits alongside our School Improvement Plan and subject action plans. Our monitoring and evaluation schedule includes key opportunities to assess, moderate and evaluate the impact of this strategy through a variety of monitoring activities, which are ongoing throughout the course of the academic year.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment, discussion with and observations of pupils indicate that disadvantaged pupils generally have greater difficulty with reading than their peers</p> <p>Internal tracking data shows that 36% of disadvantaged pupils make slower progress and achieve less well than their peers.</p>

2	<p>Assessment, discussion with and observations of pupils indicate that disadvantaged pupils generally have greater difficulty with writing than their peers</p> <p>Internal tracking data shows that 36% of disadvantaged pupils make slower progress and achieve less well than their peers.</p>
3	<p>Assessment, discussion with and observations of pupils indicate that disadvantaged pupils generally have greater difficulty with maths than their peers</p> <p>Internal tracking data shows that 32% of disadvantaged pupils make slower progress and achieve less well than their peers.</p>
4	<p>Analysis of data and use of attendance case files indicate that disadvantaged pupils attend school less frequently than their peers</p> <p>Our attendance data over the last 2 years to date, indicates that attendance among disadvantaged pupils has been between 2 and 3% lower than for non-disadvantaged pupils. 28% of disadvantaged pupils have been 'persistently absent' compared to 23.5% in the current academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Analysis of data, discussion with and observations of pupils and their parents indicate that disadvantaged pupils have greater need in relation to social, emotional and mental health notably due to difficulty with focus and boundaries, preparedness for learning, home issues and lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 50% of disadvantaged pupils need additional intervention, support and care for social and emotional needs.</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
Improve reading achievement among disadvantaged pupils	KS2 reading outcomes in 2027/28 show more than 60% of disadvantaged pupils met the expected standard
Improve maths achievement among disadvantaged pupils	KS2 maths outcomes in 2027/28 show more than 60% of disadvantaged pupils met the expected standard

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> · the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. · the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
To establish and be committed to high expectations of behaviour across the whole school community, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Pupil outcomes improved (see above) • Pupils are more confident about themselves and what they can achieve • Pupils have high aspirations for themselves • Pupils show are more active participants in their learning • Pupils have a can-do attitude towards learning and development • Pupil attendance improved

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. (£2400) Training for staff to ensure assessments are interpreted and administered correctly. (£500)	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3
Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading Teaching and Learning Toolkit EEF	1, 2

<p>We will fund teacher release time to embed key elements of guidance in school and The Reading Framework as well as access to good practice in other schools as recommended by our local English Hub (£5000)</p> <p>Staff CPD throughout the year led by Orgill reading specialist (£3000)</p> <p>Purchase of high quality texts to assist development of reading (£2000)</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (£540)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	1, 2
<p>CPD for teaching and support staff in phonics, 2x weekly during worship (£3800)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. (£5000)</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). (£3000)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Mastery Learning Teaching and Learning Toolkit EEF</p>	2

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

Budgeted cost: £ 83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or	1, 2, 3, 4, 5

need of additional support, delivered in addition to, and linked with, normal lessons. (Additional teacher £50,000 HLTA/STA £18,000)	those falling behind. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.(HLTA £15,000)	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 up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 2

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

Budgeted cost: £ 28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures (£2000)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 5
Training, implementation of intervention e.g. drawing and talking, ELSA (£20,000)	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. SEL Teaching and Learning Toolkit EEF	1, 2, 3, 4, 5
Availability of counselling service (£1600)	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2, 3, 4, 5
Offering 'grab and go' breakfast to encourage pupils to school on time (£1000)	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.	1, 2, 3, 4, 5

Contingency fund for acute issues (£3000)	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.	1, 2, 3, 4, 5
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Total budgeted cost: £ 136,500

Part B: Review of the previous academic year

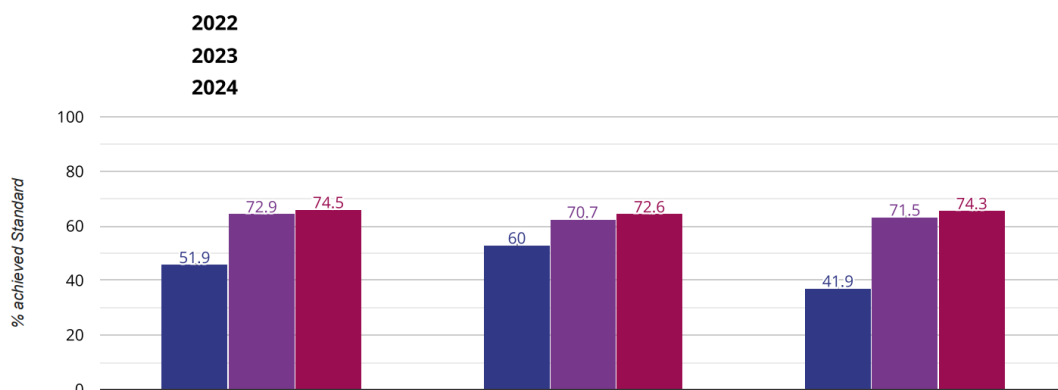
Outcomes for disadvantaged pupils

Data from previous academic year:

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	21	2182	459173
Percentage of pupils meeting the expected standard in reading, writing and maths	33%	60%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	7%	10%
Average score in reading	99	105	106
Average score in maths	98	104	106

Reading: All pupils

Reading - achieved standard



41.9% in 2024

18.1% points drop since 2023

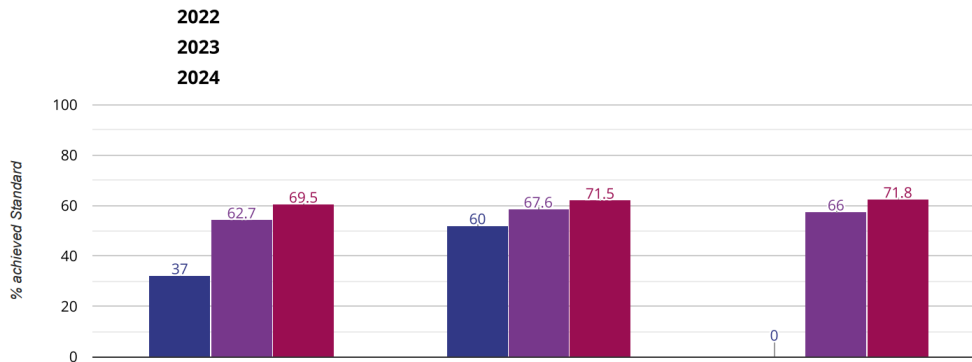
10% points drop since 2022

Key:

- The Bishop Harvey Goodwin School (Church of England Voluntary Aided)
- Cumberland (134)
- NCER National (16130)

Writing: All pupils

✍ Writing - achieved standard



0% in 2024

60% points drop since 2023

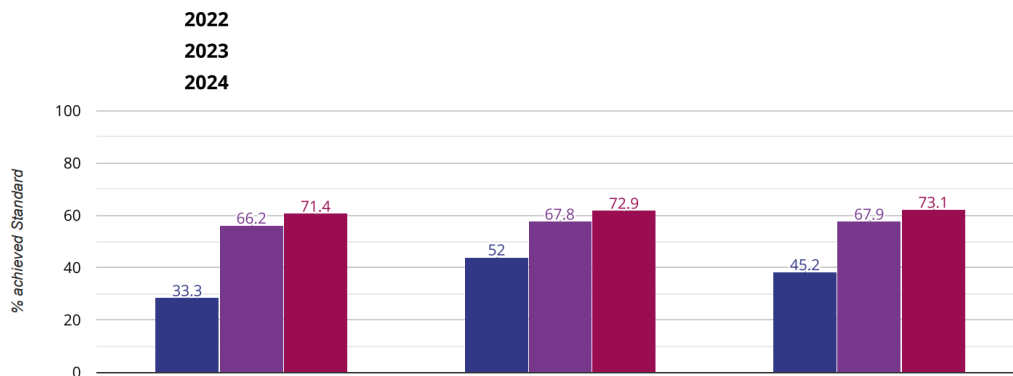
37% points drop since 2022

Key:

■ The Bishop Harvey Goodwin School (Church of England Voluntary Aided) ■ Cumberland (134)
■ NCER National (16130)

Maths: All pupils

⊕ Maths - achieved standard



45.2% in 2024

6.8% points drop since 2023

11.9% points rise since 2022

Key:

■ The Bishop Harvey Goodwin School (Church of England Voluntary Aided) ■ Cumberland (134)
■ NCER National (16130)

As illustrated in the data above, all pupils, including those who are disadvantaged performed below national expectations in reading, writing and maths. Pupil behaviour and poor attendance impacted on results and this was noted at our inspection however Ofsted also noted that evidence in pupils books in terms of outcomes and progress over time did not correlated with the end of key stage outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

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**

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 funding.