

Pupil premium strategy statement – Goldenhill Primary Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	216
Proportion (%) of pupil premium eligible pupils	34.72%
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)	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steve Martin
Pupil premium lead	Tiffany Woodward
Governor / Trustee lead	Graham Colclough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£115090

Part A: Pupil premium strategy plan

Statement of intent

At Goldenhill Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

Remove barriers to learning created by poverty, family circumstance and background

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

Develop confidence in their ability to communicate effectively in a wide range of contexts

Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.

Provide targeted intervention and support to quickly address identified gaps in learning.

Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences

Provide opportunities for all pupils to participate in enrichment activities including sport and music

Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline on entry across all 7 areas of the curriculum
2	Poor Speaking and Listening skills on entry
3	Outcomes for disadvantaged pupils in reading /writing is significantly below that of non-disadvantaged pupils, especially at the higher standard
4	High deprivation factor (highest 20% nationally)
5	Low attendance figures 2024-25 92.5% (PP) 93.7%% whole school (Summer 25 data)
6	Some lack of parental engagement leading to low aspirations of pupils

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
Progress in Reading	Achieve at least the national average progress scores for disadvantaged pupils in reading.
Progress in Writing	Achieve at least the national average progress scores for disadvantaged pupils in writing.
Progress in Mathematics	Achieve at least the national average progress scores for disadvantaged pupils in Maths.
Phonics	Achieve at least National Average expected standard in Phonics Screening
Other	Increased attendance of disadvantaged pupils to at least LA average

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics - To achieve at least National Average expected standard in Phonics Screening	To ensure all Foundation Stage, key stage One and Two (as appropriate) staff are fully equipped to assess Phonics to PP and all groups. Use of consistent SSP in Key Stage 2 as appropriate to support children needing phonics intervention as appropriate. Quality staff CPD – Little Wandle extensive training for all staff new to school and Key Stage EEF Toolkit Phonics Five from Five Effective Phonics https://fivefromfive.com.au/phonics-teaching/evidence-for-systematic-synthetic-phonics/ EEF Effect PD – mechanisms of PD	1, 2, 3, 4 Little Wandle subscription: £750 Resources: £1500 Training: £200
Reading – Impact on higher level reading skills and children at greater depth	To develop children’s confidence and love of reading across the curriculum. Teachers develop approaches and opportunities for reading widely across the curriculum – reading ambassadors, non fiction text displays in class EEF – Mastery learning – Toolkit – September 2021 EEF Improving literacy in Key Stage 2 Nov 2021 EEF Toolkit Reading Comprehension Strategies – July 2021 DFE The Reading Framework 2023	3, 4

Writing – impact on expected and higher level writers	Interventions by Teachers and TAs to impact writing attainment Introduction of Pathways to Writing in September 2024 to impact writing across the school. EEF Making the best Use of Teaching Assistants EEF Improving literacy in Key Stage 2 Nov 2021 Early Education – evidence and research about writing – EYFS and beyond https://early-education.org.uk/evidence-and-research-about-writing-eyfs-and-beyond/	Pathways to write programme: £2000 Pathways to Spell programme: £700 Pathways texts: £1000 Training: £1000
Mastery approach in Maths Improved mental maths skills	To continue to embed a mastery approach in maths to ensure all children achieve the learning intention, recognising some children may need adaptive teaching and learning and scaffolding to achieve this. Introduction of Fluency Bee to consolidate arithmetic skills across key stage 1 and 2 Take part in Whizz maths research – pupils in Years 2 – 5 to receive Whizz maths targeted intervention 3 times weekly EEF – Mastery learning – Toolkit – September 2021 EEF Making the best Use of Teaching Assistants NCTEM – Supporting Research, Evidence and Argument https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	Master the Curriculum subscription: £396.56 Plan Panion: £52.94 Maths training (through the maths hub) £200 per staff member x 3 = £600 x 3 events = £1800 Number sense: £1000 Number Sense training: £1000 Maths Whizz: £1075
The National College CPD hub	To produce a wide range of expert-led webinars and courses, available on demand and constantly updated to reflect changes in education.	3 National College subscription: £1000

	EEF Effect PD – mechanisms of PD	
The Theory and Practice of Nurture training (From Nurture UK)	EEF- Metacognition and Self Regulation EEF- Behaviour Interventions EEF- Social and Emotional Learning	2, 3 Training for 2 staff members, working within Enhanced Provision £1677.60

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up / Intervention Teacher and TA led Catch Up interventions To use identified Gaps In Learning to support individual / groups of pupils to 'catch up' in Reading, Writing and Maths using specific activities that meet the needs of the individual or group.	To identify areas of greatest need for PP children and plan interventions accordingly. Shine targeted Intervention Programme. Provide support for children in class in order to allow them to access all lessons and make accelerated progress. Pupil Premium children are effectively supported by an adult to facilitate access to the full curriculum - In class intervention activities designed to close gaps for all students below expected progress and disadvantaged students (quality first teaching.) EEF Toolkit - Small group tuition EEF Toolkit – Teaching Assistant interventions EEF Making the best Use of Teaching Assistants	1, 2, 3, 4 37.3% of TA hours= £72890
Speaking and Language / Early Literacy Skills	Impact on children's speaking and listening / literacy / reading skills. To make early identification of need. Nuffield Speech and Language Programme / Launchpad for Literacy diagnostic tool / Switch on Reading / Accelerated Reader / Reading Squads.	1, 2, 3, 4 2x pm sessions of EYP to deliver speech and language programme: £6450

	EEF Oral Language Interventions – July 2021 EEF Early Years Toolkit – Communication and Language Approaches	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral care / Social and Emotional support for vulnerable pupils / families = Extended service manager = Counselling, SEAL Programme, Mental Health Support	To provide pastoral care, support for vulnerable families and boost attendance figures. Employment of Extended Services Manager. To provide Social and Emotional support to all Pupil Premium children in need of this support. To provide KS2 well-being groups in the afternoons. To subsidise care club fees. Daily free milk Zumos. Targeted specialist emotional / well being support. Embedding of Mental Health worker in school one day a week to deliver workshops to staff, parents and pupils, work one to one with identified pupils and families and regular informal 'drop in' coffee mornings. Senior Mental Health Lead to liaise with extended school's manager, NHS mental health practitioner, staff and parents to identify early need and signpost to appropriate support Increased focus on Parental engagement in school – improve the visibility of Governors to parents, set up PTA / parent forum groups to have a voice life, improve access and communication for EAL families,	5, 6, 7 37.3% of Extended Services Manger time: £6478 Zumos: £600 SEMH support 2x pm per week: £4098

	provide family learning opportunities and access to IT See separate Parental Engagement Action Plan for further details- EEF Toolkit – Social and Emotional Learning EEF Improving social and emotional literacy in Primary Schools EEF Social and Emotional Learning EEF Working with Parents to support children's learning EEF toolkit Parental Engagement Gov UK – Promoting and Supporting Mental Health in Schools 2024 https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	
Cultural Capital Priority access to extended provision / school clubs. Holiday club gymnastics. 25% subsidy on educational visits.	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils EEF toolkit Arts Participation HERE for school – Cultural Capital toolkit	5 75 Pupil Premium children x 3 visits per year= 225 visits Average of £5 per child discount 5x 225= £1125 Stanley Head discount- £50 x 11 Pupil Premium children = £550
Cultural Capital Priority access to extended provision / school clubs.	To provide pastoral care, support for vulnerable families and boost attendance figures. Discounted access to wraparound provision for disadvantaged pupils. EEF Working with Parents to support children's learning EEF toolkit Parental Engagement	5 5 Pupil Premium children x 3 days per week (before and after school) = £8835

Total budgeted cost: £ 115,178.10

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across the school, progress made by pupil premium pupils compared to non-pupil premium pupils is variable across year groups. In most cohorts, non-pupil premium attainment remains higher overall; however, there are encouraging signs of strong progress for pupil premium pupils in several year groups, particularly in Years 2, 3 and 6.

In Year 1, all pupils made expected progress across all subjects. While a higher proportion of non-pupil premium pupils made above expected progress, pupil premium pupils are maintaining expected progress across the curriculum, providing a strong foundation to build on moving forward.

In Year 2, pupil premium pupils are making expected progress in maths, slightly stronger progress in writing, and only slightly below in reading. Above expected progress for pupil premium pupils is stronger in both reading and maths, demonstrating the potential for accelerated progress within this cohort. While attainment for non-pupil premium pupils remains higher overall, pupil premium pupils are showing positive progress trends in key areas.

Year 3 presents a particularly positive picture. Pupil premium progress is stronger in most areas, with the exception of above expected progress in writing. This is contributing to a narrowing of the gap between groups. Attainment is higher for pupil premium pupils in reading and writing, although slightly lower in maths; this reflects the specific strengths of this cohort.

In Years 4 and 5, pupil premium pupils are currently making less progress and attaining lower outcomes than their non-pupil premium peers in most areas. These year groups will therefore be a focus for further targeted support to help accelerate progress and close the gap.

Year 6 shows a more encouraging picture overall. All pupils made at least expected progress. A higher proportion of pupil premium pupils made better than expected progress in maths, although this was lower in reading and writing. At the expected standard, pupil premium pupils are performing above their non-pupil premium peers, and at the higher standard in all subjects except writing. This reflects the impact of focused support and targeted intervention in the lead up to SATs.

Overall, while attainment gaps remain in some year groups, there are clear examples of strong progress for pupil premium pupils, particularly in Years 2, 3 and 6. The data highlights the positive impact of targeted intervention and support, and provides clear direction for continuing to strengthen provision in other year groups, particularly Years 4 and 5, to ensure pupil premium pupils continue to make strong progress.

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

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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.