

Pupil premium strategy statement – Gooseacre Primary Academy

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	330 + 46 nursery
Proportion (%) of pupil premium eligible pupils	146 (44%)
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)	2025-2026 3 year plan 2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	J Moore
Pupil premium lead	A Grove
Governor / Trustee lead	D Scott-Hepburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 241,466
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>	£ 241,466

Part A: Pupil premium strategy plan

Statement of intent

At Gooseacre Primary Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum. Our Pupil Premium Strategy is firmly in place to ensure we provide the necessary support to disadvantaged pupils, empowering them to reach their aspirations and realise their full potential.

A fundamental aspect of our Pupil Premium Strategy involves considering the individual needs of our pupils to deliver effective support. This demands flexibility and the expertise of our highly skilled staff, who are well-equipped to address a diverse array of needs, including safeguarding issues, attendance concerns, Social, Emotional, and Mental Health (SEMH) needs and factors associated with low prior attainment.

As a school located in a deprived area and serving a significant number of disadvantaged children, we encounter numerous challenges that impact our pupils daily. These challenges include, but are not limited to, poor attendance rates, heightened safeguarding needs, and an increase in SEMH concerns.

In response to these issues, our strategy is not predicated upon short-term remedies but rather a comprehensive long-term vision aimed at closing the attainment gap for these students. We aspire to achieve this objective through the provision of high-quality teaching, early interventions designed to bridge attainment gaps, and the maintenance of strong, positive relationships with our pupils and their families within the local community.

By fostering an inclusive environment and remaining steadfast in our commitment to educational excellence, we hope to create impactful and sustainable change that benefits our disadvantaged pupils and enhances their overall educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high.
5	<p>Our attendance data indicates that attendance among disadvantaged pupils has been consistently lower than non-disadvantaged pupils. This gap widened (0.8% in 21/22, 1.4% in 22/23 and 1.8% in 23/24) and then decreased in 24/25 to 1.1%.</p> <p>Our persistently absent attendance data indicates our disadvantaged pupils are more likely to be persistently absent compared to their peers (35.9% compared to 31.7% in 21/22, 32.9% compared to 26.6% in 22/23, 31.2% compared to 24.9% in 23/24, 21.4% compared to 14.3% in 24/25).</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils	Phonics screening check shows over 86% of pupils pass. Assessments and observations reveal a marked improvement in oral language skills among disadvantaged pupils. This enhancement is corroborated by triangulating data from lesson engagement, book scrutiny, and ongoing formative assessments. The evidence clearly indicates that targeted actions are effectively nurturing both confidence and competence in verbal communication.
Improved reading, writing and maths attainment among disadvantaged pupils	73% of children achieve RWM combined at the end of the year. Observations, book looks, pupil voice and internal data shows children are making good progress across core subjects through quality first teaching approaches and where children are not making expected or better progress this is being address through targeted support and intervention.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing by 2026/27 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations and a significant increase

particularly our disadvantaged pupils	in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2026/27 demonstrated by the overall unauthorised absence rate for all pupils being no more than 93.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.5%. The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than 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: £119,961

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop high-quality teaching through systematic synthetic phonics programme.</p> <p>Smaller group teaching and rigorous assessment to maximise pupil progress.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Research has depicted that early systemic phonetics instruction enhances word-reading skills and spelling in young children, particularly for those at risk of developing reading difficulties.</p>	1,2
<p>Develop high quality teaching of reading, writing and maths through engagement with tailored CPD program.</p>	<p>Ensure all relevant staff receive training on quality first teaching approaches to reading to improve their skill set and subject knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3

	<p>Staff to attend appropriate CPD run by Astrea Academy Trust, SLT and external providers including Read, Write, Inc.</p> <p>This CPD will aim to ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school, support the maths lead in becoming primary maths specialist and access Maths Hub resources and CPD (including Teaching for Mastery training).</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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Develop high quality teaching of reading, writing and maths through coaching and mentoring of teachers.</p>	<p>https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Staff through school use coaching and mentoring to improve the quality of teaching through school. SLT to work with members of staff on a regular basis following instructional coaching model.</p>	1,2,3,4

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

Budgeted cost: £32,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support and 1:1 phonics tutoring (up to year 4).	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2,3

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

Budgeted cost: £ 88,088 + £1394 contingency fund

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to raise attendance levels and address persistent absenteeism. Attendance rewards bought to incentive good attendance through school.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Attendance is seen as one of the 7 building blocks for success when supporting the attainment of disadvantaged pupils.	5

Thrive approach to be used alongside jigsaw PHSE curriculum and Learning Mentor to address SEMH needs across school. Team teach training for staff and work to strengthen behaviours for learning through role of designated behaviour lead.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and Emotional interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Social and Emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of a year.	4
Give disadvantaged children experiences they wouldn't normally get	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Children to get access to enterprise days, music lessons, after school clubs', trips, playground equipment. These experiences would not be achievable for many disadvantaged pupils without school.	4
Support for families through DSL and family liaison officer, including regular coffee mornings to engage local community.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.n8research.org.uk/media/CotN_Schools-Hubs_Report_4.pdf Research shows active engagement with parents reinforces social emotional learning and demonstrate how community-based initiatives can play a leading role in connecting support and services for children and their families.	4,5
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

Total budgeted cost: £ 241,466

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

From the academic year 23/24 to 24/25 attendance of PP children rose from 91.3% to 92.9%. This is a 1.6% increase in attendance of PP children however this is still below the whole school attendance figure of 94%. Persistent absenteeism for PP children has also decreased from the academic year 23/24 (31.7%) to 24/25 (20.3%). This also represents a decreasing gap between the PP children and whole school figures from 6.8% in 23/24 to 3.9% in 24/25.

1:1 and small group phonics coaching had a positive impact on phonics results in Year 1. 83% of Year 1 children achieved a pass on their Phonics Screening Check and 68% PP children. Disadvantaged children benefitted from 1:1 phonics tutoring with a trained expert member of staff.

Thrive was used throughout school to have a positive impact on the SEMH of children. These SEMH interventions were run 1:1 or in small groups.

69% of children at the end of KS2 achieved EXS for reading, writing and maths combined. For PP children, 70% achieved EXS for reading, writing and maths combined at the end of KS2, this is significantly higher than the PP national figure (47%) of PP children who achieved EXS for reading, writing and maths combined in 2025.

PP children had access to learning an instrument from expert teachers and had the opportunity to perform in front of an audience through RockSteady and Barnsley Music Hub.

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
RWI	Ruth Miskin
Fresh Start	Ruth Miskin
Thrive Approach	Thrive
Team Teach	Team Teach
Jigsaw PHSE	Jigsaw