



Goffs Oak Primary and Nursery School Pupil premium strategy statement

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
School name	Goffs Oak Primary
Number of pupils in school	235 (207 exc Nursery)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	Michelle Beck
Governor lead	Hanife Senkul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,997
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24,997

Part A: Pupil premium strategy plan

Statement of intent

Believe, Achieve, Care sits at the heart of everything we do at Goffs Oak. Our vision is that every child, regardless of background, need or circumstance, achieves their personal potential in all areas of school life. We recognise that not all children have the same opportunities or experiences outside school and we are committed to ensuring that these differences never become barriers to learning, wellbeing or long-term success. We believe deeply that children who feel happy, safe and emotionally secure are best placed to learn, thrive and achieve.

High-quality teaching is the most powerful lever for improving outcomes for disadvantaged pupils and it remains our first priority. We invest in strong classroom practice, curriculum clarity and ongoing professional development so that every child benefits from excellent teaching every day. Additional in-class support and targeted academic interventions are used where diagnostic assessment identifies specific gaps, ensuring that disadvantaged pupils receive the right support at the right time. This approach not only helps close attainment gaps but strengthens provision for all pupils.

Our disadvantaged cohort is small and diverse, with a wide range of individual barriers. We therefore avoid a one-size-fits-all model. Instead, we use educational research, diagnostic assessment and the DfE/EEF Menu of Approaches to match evidence-based strategies to each child's needs. This includes high-quality teaching, targeted academic support (such as small-group or one-to-one tuition), and wider strategies that address attendance, readiness to learn, social-emotional needs and parental engagement. Where appropriate, we work closely with external agencies to support pupils and families.

We monitor progress, attainment and attendance closely through termly Pupil Progress Meetings, ongoing attendance tracking and regular reporting to governors, including the Pupil Premium link governor.

Our ultimate objectives for disadvantaged pupils are to ensure that they:

- make at least expected progress from their individual starting points
- narrow the attainment gap with their peers
- attend school regularly, arrive ready to learn and develop the social-emotional skills needed to engage confidently with a broad, knowledge-rich curriculum
- have equitable access to high-quality teaching, targeted academic support and wider pastoral strategies that remove barriers to learning

This strategy is rooted in our school context. Goffs Oak is a one-form-entry primary with a full-time nursery, serving an area with below average deprivation. Our Pupil Premium proportion is 8%. Cohort sizes are small, meaning that interventions must be precisely targeted and evaluated for individual impact. Multi-year data shows that disadvantaged pupils at Goffs Oak have historically achieved lower-than-national-average outcomes in reading and GPS; this strategy directly addresses those gaps.

Our school improvement priorities; raising attainment in English, strengthening Early Years communication through play and embedding whole-school emotional regulation, provide the framework through which Pupil Premium activity is integrated across teaching, curriculum and pastoral provision. We follow the OFSTED inspection framework and will evidence the impact of Pupil Premium funding through governance and inspection processes.

At Goffs Oak, we are committed to ensuring that every disadvantaged pupil is known, valued and supported to flourish. Through a blend of high-quality teaching, targeted support and compassionate, evidence-informed wider strategies, we strive to ensure that all children truly *Believe, Achieve, Care*.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: The multi-year average (cohort ~9 disadvantaged pupils) shows the proportion meeting expected standard in reading and in grammar, punctuation & spelling is below the national average (not significantly below). Weaknesses identified in school improvement priorities: reading comprehension and writing composition
2	Regular attendance: disadvantaged pupils show lower attendance/greater risk of absence which reduces access to high-quality teaching and leads to slower progress.
3	Social, emotional and readiness-to-learn needs: some disadvantaged pupils arrive anxious or not ready to learn; emotional regulation and focus are barriers to accessing learning (linked to Improvement Priority 3: embedding emotional regulation).
4	Parental engagement and home learning support: some families of disadvantaged pupils need stronger, accessible support to engage with learning at home (workshops, Google Classroom/technology support, communication).

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
Outcome 1: Improved attainment in reading (including comprehension), writing and GPS for disadvantaged pupils	By end of the academic year: disadvantaged cohort's progress measures show measurable improvement (termly reading/comprehension and GPS diagnostic data). At least a year-on-year rise in the proportion of disadvantaged pupils meeting expected standard in reading and GPS; disadvantaged pupils make progress in writing composition measured by internal moderation and writing assessment rubrics. Specific targets set per pupil via Pupil Progress plans. Evidence of secure phonics/early reading where relevant. (Monitored termly.)
Outcome 2: Increased attendance for disadvantaged pupils	Persistent absence and overall absence for disadvantaged pupils reduce termly (target: decrease in days missed compared to previous year; aim for disadvantaged attendance to be at or above national average for similar schools). Personalised attendance plans in place for those at risk. (Monitored half-termly)
Outcome 3: Improved social-emotional readiness to learn and decreased in-class disruption/anxiety	SEL baseline assessment (teacher-rated and age-appropriate pupil self-report where suitable) shows improvement: improved self-regulation, reduced anxiety markers, improved behaviour for learning. Fewer lesson interruptions; targeted pupils able to access lessons with support. (Monitored termly)
Outcome 4: Better parental engagement and home learning support for disadvantaged families	Increased parental attendance at targeted workshops (in person/evening/online), higher engagement with Google Classroom/learning platforms among targeted families, improved completion of structured home learning tasks where appropriate; positive parental feedback in surveys. (Monitored termly)

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,743.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school CPD programme focused on: (a) explicit reading comprehension strategies and disciplinary literacy; (b) writing composition techniques (planning, modelling, sentence-level instruction) and GPS; (c) metacognition & retrieval practice to aid long-term knowledge retention. CPD delivered via inset days, staff meetings, teacher coaching cycles and peer observations; targeted time given for planning and moderation.</p>	<p>EEF summary: high-quality teaching is the most important lever; explicit instruction, metacognition and retrieval practice support knowledge retention and disadvantaged pupils in particular EEF - High-quality teaching. DfE emphasises prioritising high-quality teaching in the Pupil Premium Menu DfE - Using Pupil Premium guidance.</p>	<p>1</p>
<p>Implement structured reading comprehension approaches across KS2: planned sequences of lessons with question stems, vocabulary instruction, modelling inference and summarising; texts selected from a school-wide reading spine. Provide release time for teachers to moderate comprehension judgments and for guided reading practice.</p>	<p>EEF: Reading comprehension strategies show positive impact on attainment (+5 months average) and are particularly effective when explicitly taught and embedded in subject teaching [EEF - Reading comprehension approaches, Teaching & Learning Toolkit content referenced in EEF pages]. DfE Reading Framework signposts importance of systematic reading instruction [DfE - Using Pupil Premium guidance].</p>	<p>1</p>
<p>Strengthen Early Years language and communication: rollout of Language learners screening/intervention in Reception</p>	<p>DfE and EEF reference Nuffield Early Language Intervention (NELI) as an evidence-based</p>	<p>1, 3</p>

and targeted Nursery communication through play; staff training in early talk and vocabulary-rich pedagogy. – Fun with sounds training, delivery and monitoring.	intervention to accelerate oral language in reception and early years (can add up to ~4 months progress for oral skills) [DfE - Using Pupil Premium guidance; EEF evidence summaries].	
Targeted diagnostic assessment & in-school adaptive use of technology (low-cost diagnostic tools) to identify gaps in reading, GPS and writing so interventions are precisely matched (termly diagnostics and fluency checks).	EEF/DfE stress diagnostic assessment and targeted intervention as essential for matching support to need and for monitoring impact; DfE guidance on using Pupil Premium recommends diagnostic assessment to identify pupil needs DfE - Using Pupil Premium guidance .	1

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

Budgeted cost: £2,591.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tuition (2–4 pupils) in reading comprehension and GPS for disadvantaged pupils identified by diagnostic assessment; delivered by trained teacher or trained teaching assistant with structured session plans (30–45 mins, weekly blocks of 6 weeks).	EEF: Small group tuition has a strong evidence base (average impact +4 months) and is cost-effective when targeted and delivered by trained staff; EEF guidance on effective tutoring and "Making a Difference with Effective Tutoring" gives implementation principles EEF - Small group tuition and EEF - Effective tutoring .	1
One-to-one or paired intensive short-burst tuition for pupils with the largest gaps (e.g., targeted GPS or inference skills), linked explicitly to classroom curriculum.	EEF: One-to-one tuition can be highly effective where necessary (greater impact for short, regular sessions over 6–12 weeks); ensure tuition is explicitly linked to normal teaching EEF - Small	1

	group tuition / Effective tutoring.	
Deployment of trained Teaching Assistants (TAs) to deliver structured interventions (e.g., reading fluency, phonics keep-up, pre/post-teach small groups) with training and monitoring; TAs focus on early literacy in Reception/KS1 and reading comprehension in KS2.	EEF guidance on TA deployment recommends TAs deliver structured small-group interventions with training and clear links to teaching; effective deployment increases impact [EEF - High-quality teaching & TA deployment referenced in DfE guidance].	1

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

Budgeted cost: £ 6,732.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support plan: (a) early identification and monitoring of disadvantaged pupils' attendance (half-termly), (b) personalised communication "nudge" letters/messages to parents reporting days missed and comparing to peers, and (c) close liaison with CHEXS and Local Authority attendance services where needed. Use attendance plans and rapid home contact for emerging absence.	EEF evidence highlights tailored attendance work and parental communications (personalised messages, 'nudge' letters) show promise in increasing attendance; EEF's attendance resources and rapid evidence review emphasise careful, personalised communication EEF - Taking a tailored approach to improving attendance and DfE guidance (menu includes attendance strategies) DfE - Using Pupil Premium guidance.	2
Whole-school Backpack programme and Emotional Learning (SEL) programme from TGMC. Targeted SEMH support: structured SEL lessons embedded into curriculum, staff training on approaches, small-group regulation sessions (e.g., mindfulness, emotion coaching), and	EEF: SEL interventions have positive academic and wellbeing impacts (+3 months on average academic outcomes) and are especially valuable for disadvantaged pupils when embedded in	3

<p>bespoke pastoral support for targeted disadvantaged pupils (including MH Lead, wellbeing ambassadors and CHEXS partnership referrals where needed).</p>	<p>routine practice and supported with staff training EEF - Social and Emotional Learning. EEF guidance on SEL in primary schools recommends integration and teacher training [EEF - Improving Social and Emotional Learning in Primary Schools news/guidance].</p>	
<p>Breakfast club aimed at targeted disadvantaged pupils (free or subsidised where required) to support punctuality, readiness to learn, social interaction and provide a calm start.</p>	<p>EEF & DfE list breakfast clubs and meal provision as part of the wider strategies menu; breakfast clubs can improve attendance, readiness for learning and social outcomes in some contexts DfE - Using Pupil Premium guidance.</p>	<p>2, 3</p>
<p>Parent engagement programme: accessible family workshops (reading, phonics, Google Classroom/technology help) delivered at flexible times and online options; written and personalised guidance for supporting reading at home; trial of a targeted parental-support programme for families of the most disadvantaged pupils.</p>	<p>EEF: Parental engagement has a positive impact on attainment (+4 months average) and is particularly effective when communication is tailored, sustained and provides practical strategies for parents to support learning EEF - Parental engagement. DfE menu lists communicating with and supporting parents as a valid wider strategy DfE - Using Pupil Premium guidance.</p>	<p>4</p>
<p>Enrichment & extra-curricular access (music, sport, trips, community events) subsidised for disadvantaged pupils to increase belonging, broaden experience and promote vocabulary and social capital.</p>	<p>DfE menu includes extra-curricular activities and EEF evidence indicates enrichment can support engagement and wider outcomes; activities that extend cultural capital and vocabulary support</p>	<p>3, 4</p>

	attainment indirectly [DfE - Using Pupil Premium guidance; EEF evidence briefs on enrichment and family engagement].	
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Total budgeted cost: £25,067.15

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Improved attendance

Attendance for disadvantaged pupils improved compared with the previous year, with fewer pupils falling into persistent absence. Early intervention, strengthened communication with families and targeted pastoral support contributed to pupils attending more regularly and arriving better prepared for the school day.

Greater readiness to learn

Social-emotional support, consistent routines and the embedding of emotional regulation strategies led to improved readiness to learn. Staff reported that disadvantaged pupils started showing increased focus, smoother transitions between activities and greater confidence in engaging with classroom tasks.

Increased involvement in school clubs and wider opportunities

More disadvantaged pupils took part in extracurricular clubs, enrichment activities and wider school life. This reflects improved confidence, stronger relationships with staff and peers, and the success of targeted encouragement and financial support to remove participation barriers.

Externally provided programmes

Programme	Provider
Nessy	Nessy Learning
Seesaw	Seesaw
Times table Rockstars	Maths Circle
Sumdog	Sumdog Ltd

Further information (optional)

Numbers of disadvantaged pupils across the school are low, which enables senior leaders and teachers to work with pupils and their families on a personalised basis. All teachers know the disadvantaged pupils in their classes and communicate with the senior leaders if they have any worries or concerns whatsoever. The achievement of disadvantaged pupils is closely tracked and then their progress and attainment is discussed in termly pupil progress meetings, along with their non-disadvantaged peers. Pupil premium children are targeted and offered free places for clubs prior to the rest of the school to encourage their participation and remind them of the benefits of being in a club.