Pupil premium strategy statement – Goathland Primary School 2025

This statement details Goathland Primary 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 how impact will be reviewed.

School overview

Detail	Data
Number of pupils in school	21
Number of pupil premium eligible pupils	3 pupils
Academic year this strategy covers	2024–2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Wood (Headteacher)
Pupil premium lead	Andrew Wood
Governor lead	Nicola Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,200
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£2,200

Part A: Pupil premium strategy plan

Statement of intent

At Goathland Primary School, we are committed to ensuring that all pupils, regardless of background or financial circumstance, are supported to achieve their full potential. Our pupil premium strategy focuses on removing barriers to learning so that disadvantaged pupils make strong progress in reading, writing and mathematics, access the same enrichment and wider curriculum opportunities as their peers, and develop the confidence, resilience and readiness to learn that enables them to thrive.

Given our small number of eligible pupils, our approach is highly individualised, using timely assessment, targeted adult support, and inclusive provision so that pupil premium pupils benefit from strong classroom teaching and carefully chosen additional support.

Challenges

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

Challenge number	Detail of challenge
1	Limited access to enrichment opportunities due to financial constraints.
2	Gaps in core literacy and numeracy skills, including reading fluency/phonics and key maths skills.
3	Reduced confidence and resilience affecting engagement, independence and learning behaviours.

Intended outcomes

This explains the outcomes we are aiming for by the end of our strategy plan and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress in reading, writing and maths	• PP pupils demonstrate accelerated progress from their starting points (termly assessment).
Improved confidence, resilience and readiness to learn	• PP pupils show improved learning behaviours (teacher observation and checklists). • Increased independence in class tasks and willingness to contribute.
Equal access to enrichment and wider opportunities	• PP pupils participate in trips/visits and extracurricular activities at the same rate as peers. • Pupil voice shows increased enjoyment, belonging and aspiration.

Activity in this academic year

- Targeted support (1:1 and/or small group) focusing on reading fluency/phonics and key maths skills.
- Enrichment and inclusion support to ensure pupils can access trips, resources and extracurricular opportunities.
- Wellbeing support through regular check-ins and structured social–emotional learning to build confidence and positive learning behaviours.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sharpen adaptive teaching through targeted planning meetings and in-class adjustments (quality-first teaching for PP pupils).	Strong classroom teaching is the highest leverage approach; adaptive teaching supports pupils to access the intended curriculum and reduces the need for heavy withdrawal.	2, 3
Diagnostic assessment and precision planning (phonics/fluency/number).	Accurate diagnosis ensures the right support is chosen and prevents low-impact interventions.	2

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

Budgeted cost: £1,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support(1:1/small group) for reading fluency, phonics and comprehension.	Structured approaches can accelerate progress when tightly matched to need and delivered consistently.	2, 3
Targeted support for key maths skills (number, calculation, reasoning foundations).	High-frequency practice plus immediate feedback supports catch-up and fluency.	2, 3
Short, time-limited "keep-up" sessions following assessment.	Prevents gaps widening and ensures pupils re-enter whole-class learning confidently.	2

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

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment support: subsidise trips/visits and curriculum resources so PP pupils participate fully.	Enrichment widens knowledge, vocabulary and cultural capital; also strengthens belonging and engagement.	1, 3
Extracurricular inclusion: support club fees/resources where needed.	Participation supports social confidence, motivation and positive identification with school.	1, 3
Wellbeing support: regular check-ins, social–emotional learning activities, and mentoring-style adult time.	Targeted pastoral support improves self-regulation and engagement, helping pupils access learning.	3

Total budgeted cost: £2,200

Part B: Review and evaluation

How effectiveness will be reviewed

- Pupil progress data in reading, writing and maths (teacher assessment and diagnostic measures where appropriate).
- Intervention records (session frequency, entry/exit measures, work scrutiny).
- Attendance monitoring (to ensure barriers are not emerging that affect learning time).
- Pupil voice and teacher feedback on confidence, engagement and access to wider opportunities.

What we will do if something isn't working

- Adjust intensity (increase/decrease frequency), change programme focus, or switch approach.
- Re-check underlying need (e.g., phonological gaps vs fluency vs comprehension).
- Strengthen classroom adaptations so improvements are sustained beyond intervention time.