

Pupil premium strategy statement- Golden Flatts Primary 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	99
Proportion (%) of pupil premium eligible pupils	50% 49 PP 1 PLAC
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31 st December 2025
Date on which it will be reviewed	December 2025 March 2026 July 2026
Statement authorised by	Sue Sharpe
Pupil premium lead	Kate McIntyre
Governor / Trustee lead	Sue Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£76,865
<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>	

Part A: Pupil premium strategy plan

Statement of intent

Golden Flatts Primary School is located in Hartlepool, the north east of England. At the school, 50% of pupils (R-Y6) qualify for pupil premium funding. The school is located in the lowest decile of most deprived neighbourhoods in the country with a LSOA IMD ranking of 1451 out of 32 844 – this was a drop from 1823 in 2015 thus demonstrating the increase in deprivation.

Our ultimate aim is to narrow the attainment gap between the disadvantaged and non-disadvantaged pupils whilst also reaching the national standard by the end of year 6. We acknowledge that to do this we must exceed the national expected progress rates as the starting points for our pupils are very much lower than the national average.

The key principles of our strategy are that we:

- Will adhere to address social disadvantage for any pupil regardless of whether or not they qualify for pupil premium funding due to the deprived context of the school area
- Will ensure quality first teaching is developed to meet the individual needs of pupils
- Understand that pupil's social and emotional needs must be effectively met in order to access the academic curriculum
- Use an 'early intervention' approach to social, emotional, health and academic needs to identify and provide effective support to pupils at risk of poor outcomes
- Will remove common barriers to achieving this aim include but are not limited to; poverty, under developed language and social skills, less support at home, unmet SEMH needs, social care involvement, attendance and punctuality.

Challenges

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

Challenge number	Detail of challenge
1	Social disadvantaged area that the children come from, this results in low expectations of their children and low expectations of what children can achieve.
2	Quality First Teaching needs to improve across school. Teachers struggle with mixed age classes and support from the Trust in terms of the Lingfield Compass and new curriculums are beginning to improve this.
3	Pupils have higher than usual social, emotional and mental health needs due to the area that we serve and the high level of daily conflict that they are witnessing
4	Pupils enter school with lower baselines and need to make accelerated progress in order to be able to attain alongside their peers nationally. Early Intervention with key evidence informed programs will increase the rates of progress.

5	Parents struggle to support their children academically and socially with school expectations.
6	Attendance and punctuality is an issue, parents and children do not always see the value of education and this leads to a disrupted learning journey for children.

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
1. Increase the % of PP pupils attaining expected standard in RWM	7 PP pupils in cohort. Reading will be 57% an average of 5 points progress Writing will be 57% all making accelerated progress from KS1 results Maths will be 71% increased from 31% last year Combined will increase from 23% to 57% Closing the gap between school and national disadvantaged pupils
2. Increase % of PP pupils attaining 25/25 in the multiplication check and increase the average score	5 PP pupils in cohort. Children attaining full marks will be 60% The average score will rise from 17.5 to 21 above the national of 19.3
3. Increase the number of PP pupils attaining GLD through targeted intervention	5 PP pupils in cohort. 60% of pupils to achieve a GLD up from 38% previous year.
4. Increase % of PP pupils passing the phonics screening check	8 PP in cohort 88% of children will achieve the pass mark with the phonics screening check.
5. Improve parental engagement with school Improve school attendance for PP children	Demonstrate an increasing take up from parents/carers in school events
6. Improve attendance and punctuality	Whole school attendance will increase to at least 92.3% in line with the DFE AI target. FSM PA will decrease from 2024/25 level – 45.6% (31 pupils) to 29.3% or below (2022/23 National % for Dis) Continue to improve school attendance for PP pupils from 90.2 (IDSR) to be more in line with national all school attendance (94.9%) Decrease the 4.7% gap between Sch FSM and National All
6. Ensure access to services quickly and appropriately to support children and families' emotional needs	Use in school support to support children. This support will lead to a decrease in behaviour sanctions throughout school

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none">Professional Development for teaching staff from:<ul style="list-style-type: none">Trust English LeadTrust Maths leadAutism Education TrustCoaching from Trust Maths LeadCoaching from Trust English Lead	Guidance Report – Effective Professional Development	2, 4
<ul style="list-style-type: none">Further development of the Communication rich environment:<ul style="list-style-type: none">Expertise from ELSEC team coachingPD for class teacher from Talk BoostCoaching from Trust EY Lead and Fed EY Lead	Oral language interventions EEF + 6 months	2,4
<ul style="list-style-type: none">Professional Development for teaching staff from:<ul style="list-style-type: none">Sue Smitz (Educational handwriting consultant)	Guidance Report – Effective Professional Development	2,4
<ul style="list-style-type: none">Develop children's use of IT as an educational support tool.	EEF: Use of technology to improve learning	2,4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 Small group tuition – Tutor Trust focussed on fluency in foundational knowledge	Tutor Trust Impact report EEF Effective Tutoring Individualised instruction EEF + 4 months	1,2,4

Targeted pupils to attend times tables intervention group	EEF Effective Tutoring Individualised instruction EEF + 4 months	1,2,4
ELSEC support team	Oral language interventions EEF + 6 months EEF Early Literacy Approaches + 4 months	1,2,4
Small Steps Support for families following referral from EP	Educational Psychology Services	1,2,3,4,5
1:1 RWI Tuition Support	EEF One to One Tuition + 5 months Mentoring EEF +2 months	1,2,4

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

Budgeted cost: £16,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast club – magic Breakfast (£625)	EEF Magic Breakfast + 2 months DFE Guidance :Free breakfast clubs	1,6,
Increase the visibility for rewards for attendance and punctuality	Evidence Based Plan for School Attendance Inclusive Attendance	6
Employment of play therapist to support families in crisis	Play Therapy EEF behaviour intervention +3 months	3, 5,6
Put parental workshops to run concurrently with class assemblies	Parental Engagement +4 months	5,6
Increasing opportunities for parental engagement with school	Parental Engagement +4 months Inclusive Attendance	5,6
Increase the visibility of correct choices in line with the school values	Behaviour interventions EEF + 3 months	3

Total budgeted cost: £76,865

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes from 2024-2025 plan	Review
Increase the number of pupils at achieving expected standard in CL strands – Listening and Attention and Speaking.	CLL standard increased from 60% to 100% in both 'Listening and 'Attention; and 'Speaking' for PP pupils This outcome was met
Improve current attainment in R, W and M across the school	GLD fell from 60% to 38% for PP pupils Y1 Phonics Screening attainment rose from 67% to 88% for PP pupils (above the National figure) MTC 25/25 fell from 25% to 18% of PP pupils MTC average score rose from 17.4% to 17.5% for PP pupils KS2 Reading rose from 40% to 67% of PP pupils KS2 Writing rose from 60% to 75% of PP pupils KS2 Maths fell from 40% to 25% of PP pupils This outcome was partially met
Improve outcomes of Phonics screening check	Y1 Phonics Screening attainment rose from 67% to 88% for PP pupils (above the National figure) This outcome was met
Raise aspirations of PP pupils	67.7% of PPI pupils attended extra curricular clubs PPI pupils were well represented in PD: 71% of Y6 prefects – PP 83% of Eco warriors – PP 50% of librarians – PP 66.6% Reception Helpers – PP 100% of Playground leaders – PP 54.5% School Council - PP This outcome was met
Improve attendance of all identified PP pupils (PA)	IDSR identified a relative improvement to 90.2% from 88.9% This outcome was met

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.

Challenge number	Detail of challenge
1 Below average result in RWM combined	Pupil premium children do not achieve as well as their peer at the end of key stage 2. Whilst the small numbers can School PP: 23% National Other: 69% GAP = -46% National GAP: -22% (N All: 69% N PP 47%) School GAP = 24% bigger than NATIONAL GAP National PP: 47% School PP: 23% SPP NPP gap: 24%
2 Below average result in KS2 Maths	31% school PP 80% National Other GAP = 50% National GAP: -19% School = 31% bigger than NATIONAL GAP
3 PP pupils perform below National Other Pupils in KS2 Reading	69% school PP (national PP = 63%) +6% 81% National Other GAP = -12% National GAP: 18% School = 6% smaller than NATIONAL GAP
4 Below Average result in KS2 EGPS	38% school DIS (I think this should be 46.1% - 6/13 pupils) 79% Nat Non-Dis Gap = 40% (32.6%) (narrowing) National Gap: -19% School = of the 4 'other pupils – only 1 got EXS – 25% so 'gap is +21.1 or +13.
5 Below Average results in Y4 MTC	<u>Average Score:</u> 17.5 school PP 21.3 National Other GAP = 3.8 National GAP: 2.4 School = 1.4 bigger than NATIONAL GAP <u>25/25</u> 18% school PP 37% National Other GAP = 19% National GAP: 12% School = 7% bigger than NATIONAL GAP
6 Below Average results in GLD	38% school PP 72% National Other

	<p>GAP = 34%</p> <p>National GAP: 20%</p> <p>School = 14% bigger than NATIONAL GAP</p> <p>School other: 60% School Gap: 22% (just above national gap)</p>				
7 Below Average results in Word reading in EY	<p>50% school PP 80% National Other</p> <p>GAP = 30%</p> <p>National GAP: 19%</p> <p>School = 11% bigger than NATIONAL GAP</p>				
8 Below Average results in Numerical Patterns in EY	<p>All: 69% (2025) Nat ALL 78% (2024)</p> <p>Sch PP: 63% Sch Other: 80%</p> <p>In school gap -17%</p>				
9 Below Average results in Writing in EY	<p>EY Writing: ALL 62%</p> <p>Other: 80%</p> <p>Dis: 50%</p> <p>In school gap of 30%</p>				
10. Below average attendance	<p>FSM pupils</p> <p>Sch FSM v Nat FSM</p> <table> <tr> <td>90.2</td> <td>92.6%</td> </tr> </table> <p>(relative improvement)</p> <p>Gap = 2.4%</p> <p>Sch FSM v Nat ALL</p> <table> <tr> <td>90.2%</td> <td>94.9%</td> </tr> </table> <p>Gap = 4.7% (2.4% bigger than N gap)</p>	90.2	92.6%	90.2%	94.9%
90.2	92.6%				
90.2%	94.9%				