



The Humber Estuary Federation

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Goxhill Primary School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	13% (23/171)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	Miss Hayley Twidale
Pupil premium lead	Mrs Laurie Bennett
Governor / Trustee lead	Mrs Cathy Logan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,995.00
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 47,995.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils (including those who have SEND or the potential to achieve greater depth).

‘Quality first’ and ‘adaptive’ teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The EEF Toolkit has been used to give rationale behind decisions made to ensure the greatest impact on closing the disadvantage attainment and progress gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. To ensure the approaches we have adopted are effective we will:

- Ensure that Maslow’s Hierarchy of Needs is met in order to facilitate personal development and academic progress
- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point ‘need’ is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes
- adopt a whole school approach to ensure ‘shared’ raised expectations of what disadvantaged can and should achieve

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment remains an area of priority for the school. Disadvantaged pupils have performed below their non-disadvantaged peers in writing in summer 2025 in some classes. This is significantly below in LKS2, including those capable of meeting greater depth.
2	Disadvantaged pupils have performed below their non-disadvantaged peers in maths in summer 2025 (this is significantly below in some year groups) including those children capable of meeting greater depth outcomes.

3	12% of SEND children are also Pupil Premium.
4	Ambition and aspirations - informal observations and conversations with children and their families show us that they do not have challenging aspirations for the future. Access to enrichment to develop children's social and emotional well-being is limited for many children outside of school.
5	Average attendance of Pupil Premium children 2024-2025 - 95.5% compared to 95.9% for Non-PP. This is now inline with Non-PP children who is still being rigorously monitored.

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
To consistently narrow the gap between PP children and non PP children in writing.	Evidence of narrowing the gap between disadvantaged pupils and their non-disadvantaged peers in all year groups. Work scrutiny will show that PP children will demonstrate an improvement in grammar, punctuation, spelling and writing with cohesion and creative flare.
Improved maths outcomes and progress in all year groups to reduce the gap for eligible pupils.	Testbase scores will improve for PP children to enable the gap between PP and non PP to be narrowed. A greater percentage of PP children will achieve at least ARE in maths, with a greater proportion of vulnerable pupils achieving GDS. Evidence of narrowing the gap between disadvantaged pupils and their non-disadvantaged peers in all year groups: times tables, arithmetic, fluency, application to reasoning and problem solving.
All children have access to consistent quality first and adaptive teaching. Interventions are used to good effect to support the rapid progress of SEND children.	Teaching over time is good or better across the school. Progress improves over time, as a result of quality first and adaptive teaching. Children with SEND make good or better progress, as a result of timely and effective intervention.
Children have increased ambition and aspirations for the future.	Pupil voice will demonstrate an improvement in children's aspirations. Children engage positively with visitors/visits from professionals, representatives from different careers and apprentices Impact on attendance as children want to attend school for a wide range of learning experiences.

The attendance gap between PP children and non PP children will narrow.	Overall attendance rate for all pupils being 96% or higher, attendance gap between disadvantaged pupils will narrow to be in line with their non-disadvantaged peers.
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Activity in this academic year

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

Priority 1 - Writing Curriculum

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments (Testbase and NTS) Training for staff to ensure assessments are interpreted and administered correctly. (Ongoing cost - yearly)	Termly, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Purchase of high-quality reading texts to link to the writing links within the curriculum.	Coverage includes texts with a wide range of diverse themes linked to cultural capital and local context. (Hidden disabilities, significant women, refugees and immigration, black history and contrasting cultures)	1
Purchase of bespoke exercise work books with handwriting lines that match the ISHA handwriting programme across all subjects.	Support the development of key skills across all subjects.	1, 3
Use of DfE validated SSP (Little Wandle) for the teaching of Phonics, including continual CPD for Reading Leader and staff (Ongoing cost for LW subscription)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1

Phonics CPD for all support staff		
Targeted phonics CPD for staff identified through monitoring of Phonics lessons, reading practice sessions and interventions by Phonics Lead.	A Local Authority Phonics Review (June 2022) was successful and instrumental in providing further areas for development in the teaching of Phonics and reading. The Phonics programme being used has had a positive impact on pupils learning and progress and regularly monitoring and reviewing through learning walks and data analysis will ensure this continues.	1, 3

Priority 2 - Mathematics Curriculum

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTS Assessment papers purchased for Y1 children.	Termly, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2
Merit Test Base subscription for Termly assessments.	Termly, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2
TT Rock Stars	Being a Rock star gives children self-confidence, recognition and self-motivation to improve. This approach improves recall speed of pupils but also boosts their confidence and reduces maths anxiety.	2
White Rose Maths	According to a study by UCL Institute of Education, this approach has been found to significantly improve students'	2

	understanding of mathematics, with 76% of students showing improvement in problem-solving skills.	
Classroom Secrets	Develop teachers' subject knowledge and confidence in planning and delivering bespoke lessons to develop reasoning, problem solving and deeper thinking, confidence and ability in children.	2

Priority 3 - Quality First Teaching and targeted intervention

Budgeted cost: up to £27,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions being delivered by trained TA's, as directed by SENCo.	Targeted interventions such as SALT, Beat Dyslexia, Little Wandle Keep-up/Catch-up, 5 minute box, Socially Speaking have been proven to increase progress with all children when used regularly and accurately. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
CPD for staff, as identified through monitoring (observations, learning walks, book scrutinies) Pace, engagement and challenge in the classroom - adaptive teaching strategies to be developed to ensure children are in receipt of quality first teaching in the first instance.	Feedback EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Maslow's Hierarchy of Needs	1, 2, 3
Learning mentors in place to support children on a 1:1 basis or small groups.	This is a proven resource that will offer children emotional and academic support, increase family and community engagement and improve attendance. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,

Priority 4: Aspirations, culture capital and world of work

Budgeted cost: £ 14350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Primary Futures - bringing people from different occupations into school to deliver assemblies, work with children. Staff to be trained in using Primary Futures.	Evidence is limited currently however the approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. For interventions that focus on self-efficacy and motivation specifically in a learning context (for example, growth mindsets interventions) please see Metacognition and self-regulation . Primary Schools – Inspiring The Future has proven case studies that show impact	4
Opportunities for developing culture capital and world of work identified and implemented as part of the curriculum.		4
Picture News Digi maps		4
School trips to be subsidised for disadvantaged pupils. Health and Safety/Risk Assessment training for staff	Educational visits NEU	4
Education Well-being Officer employed across the federation to deliver weekly 1:1 sessions with children and provide advice and support to SENCo and Class Teachers on strategies and resources.	This is a proven resource we have used for many years that offers children a confidential outlet to support their emotional needs. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4

Enrichment workshops delivered by one-day creative covering: British Values, personal development, safeguarding and social emotional wellbeing.	Due to the school's context and location it is important to provide opportunities for children to further develop their character traits through the wider curriculum.	4
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Priority 5 - Attendance

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly parent meetings (additional to Parents evenings), to discuss children's progress and for staff to know each disadvantaged child, and their circumstances better.	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Children identified through monitoring of attendance are targeted for additional support.	Attend Framework	1,2,3,5
Attendance Officer with a focus on attendance and punctuality .	The guidance from the DfE has been informed by engagement with schools who have significantly reduced their PA levels. Improving school attendance	5

Total budgeted cost: £47,995.00

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.

1. To consistently narrow the gap between PP children and non PP children in writing.

Writing continues to be an area of priority for the school; however, the vast majority of SEND and PP children made progress from their starting points in writing. Year 5 and 6 PP children made good progress throughout the academic year of 2024/25 narrowing the gap between their peers. However, this remains a priority on the school development plan. The bespoke writing programme continues to be reviewed and amended in order to meet need. In conjunction with this, the school continues to work closely with the Local Authority and the Phonics Hub. Continued CPD for all staff will continue in addition to support from the Phonics Lead.

2. Improved maths outcomes and progress in all year groups to reduce the gap for eligible pupils.

Continued refinement and implementation of the maths teaching sequence is enabling children to deepen their mathematical knowledge and understanding leading to some gaps being narrowed. Internal school data analysis shows that although work is still required to further narrow the gaps in some year groups, some PP children have excelled to greater depth in maths, outperforming their peers. Year 6 PP children narrowed the gap to finishing the academic year 2024/25 to be working inline with their peers, making excellent progress. However, maths remains a priority on the school development plan with rigorous school improvement monitoring from the subject leader. The planning and delivery of arithmetic skills has been refined with a sharp focus on the use of TT Rock Stars in addition to support the learning of times tables.

3. All children have access to consistent quality first and adaptive teaching.

Gaps in learning have been identified through pupil progress meetings and is a focus for the teachers in all subjects. A consistent approach to teaching and learning is in place and monitored by subject leads and SLT. Lesson observations, pupil voice and book scrutinies have ensured progress over time. Monitoring identified that there were too many interventions which caused disruption to quality first teaching within the classroom. To rectify this, interventions were stripped back and the need was identified for more of a whole school SEND approach linked to shared responsibility and accountability for children with SEND. ITP formats were reviewed and quality assured by the SENDCO and bespoke CPD has been provided to teachers regarding SMART target setting and provision mapping. This continues to be a focus throughout 2025-2026 in addition to a focus on adaptive teaching and application of paper into practice.

4. Children have increased ambition and aspirations for the future.

Children have taken part in a variety of workshops throughout the year. Visitors have delivered assemblies and discussed their job roles and aspirations. Pupils were invited to attend a careers fair hosted at the school where they were exposed to a wide variety of different careers. The pupil and parent voice was extremely positive. The curriculum includes opportunities for culture capital with children being exposed to a variety of experts such as: scientists, historical figures, athletes. The school's Personal Development yearly schedule ensures that further enrichment is experienced across the school for all children across multiple areas: subject specific, cultural capital, British Values, STEM, safeguarding, mental health and others.

5. The attendance gap between PP children and non PP children will narrow.

PP children's attendance finished at 95.5% which was inline with their non-PP peers and above the national average of 93.1% at the end of the 2024/25 academic year. Attendance monitoring will continue to be vigorous in 2025/26. Persistent absentee tracking will identify any children early to ensure that systems and procedures are in place to reduce the percentage of PP absences. Currently, PP persistent absentee ended at 3% in 2024/25 which was up from 0% in 2023/24.

Service pupil premium funding - N/A

Measure	Details