



## Pupil premium strategy statement (please see in conjunction with report and action plan)

1. Summary information					
<b>School</b>	Goldington Green Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£168, 960	<b>Date of most recent PP Review</b>	2013/14
<b>Total number of pupils</b>	439	<b>Number of pupils eligible for PP</b>	128	<b>Date for next PP Strategy Review</b>	2017/18

2. Current attainment	
See pupil premium report	
3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	The gap between the Pupil premium group and peers
<b>B.</b>	A higher percentage of pupils with diagnosed SEMH needs in this group than the non pupil premium eligible
<b>C.</b>	Less children in this group achieving above expectations
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Low parental engagement in specific families
<b>B.</b>	Higher than average percentages of parents with low levels of literacy in English
<b>C.</b>	Low parental engagement in terms of attendance in specific families

#### 4. Planned expenditure

**Academic year 2017/18**

Spent predicted spend £168, 960 **see Action plan for details (allocated) £169, 206**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

##### i. Quality of teaching for all:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
At least 75% pupils achieve in line with expectations for their year group.in core subjects	Part time teacher in Year 2 to teach English, maths  Year 2 5 SATS booster sessions	Evidence of teacher impact from Sutton trust, progress data for pupils from previous years and impact from other schools illustrate the effectiveness. 2016/17 92% achieved (age related expectations) ARE in Reading, 83% in writing and maths	Monitored by SLT and DHT triangulation termly	Mrs Viola Mrs Turner Miss Clay	Half termly pupil progress meetings and termly data
At least 75% pupils achieve in line with expectations for their year group.in core subjects Increase in Leuven wellbeing scores for specific children.	Commando Joe approach to building character and resilience	Some pupils within this group need additional support to develop resilience and a growth mindset. This approach will ensure all staff are trained to develop this approach through weekly whole school missions.	Monitored by SLT and DHT triangulation termly	Miss Clay	Half termly pupil progress meetings and termly data

Enrichment supports raised standards as above	<p>Theatre performances</p> <p>Multicultural workshops</p> <p>Library service Librarian</p> <p>Purchase of reading books</p>	In school evidence from pupil feedback and work created by pupils after enrichment, shows positive impact and raised aspiration. Resources allow greater independent study and support pupils achieving age related expectations (ARE) or above.	<p>Monitored by class teachers, Miss Clay</p> <p>Workshops overseen by Tracy Wilson</p>	Miss Clay	Half termly pupil progress meetings and termly data
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**Total budgeted cost** £46, 513

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children with SEND make at least good progress (as per individual IPPS)	SENDCO released to work with children	SENDCO is able to provide expert advice and support rapidly closing gaps for individuals (see IPPS)	SENDCO overseen by inclusion manager	Mrs Turner	Half termly pupil progress meetings and termly data
At least 75% pupils in Year 1,2, and 3, achieve year group expectations	Support staff to work in classrooms providing additional support	Highly trained support staff in class are able to deliver teacher directed programmes contributing to	SENDCO and inclusion manager observe and	Miss Clay	Half termly pupil progress meetings and termly data

<p>At least 75% P P eligible pupils achieve expectations for end of year in core subjects</p>	<p>Individualised programmes</p> <ul style="list-style-type: none"> <li>- Animals support</li> <li>- Play therapy sessions</li> <li>- Work with Educational psychologist</li> <li>- Daily reading with an apprentice</li> <li>- Polish 1;1 tuition</li> <li>- EAL support</li> <li>- Music lessons</li> <li>- Homework club</li> </ul>	<p>Working with personalised programmes closes specific barriers for individuals allowing them to accelerate in all areas. The effectiveness of targeted provision for individual pupils is evident in tracking from 2016/17.</p>	<p>Overseen by Miss Clay Deputy Head</p>	<p>Miss Clay</p>	<p>Half termly triangulation Half termly pupil progress meetings and termly data</p>
<p>Supporting family engagement and raising aspiration for pupils.</p>	<p><b>BCAP workshops</b> <b>BCAP celebration and attendance support</b> (support from our Black Children's achievement project)</p> <p>Polish mediators</p>	<p>The BCAP group in Year 3 and 4 outperform the cohort indicating the impact of this provision.</p> <p>Parents report the impact of being able to access information about their child's progress and next steps in their home language, and how this enables them to support children at home.</p>	<p>Overseen by Miss Clay Deputy Head</p>	<p>Mrs Wilson</p>	<p>Half termly triangulation Half termly pupil progress meetings and termly data</p>
<p><b>Total budgeted cost</b></p>					<p>£95, 857</p>

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance for PP eligible pupils to at least 95.7% - 96.1%	Family worker to work with families  Parent workshops and coffee mornings	This group have attendance 94% in 2015/16, however this rose to 95% however this needs to increase to 95.7% to 96.1% . Evidence shows engaging families improves attendance (Sutton )	Miss Clay to oversee and monitor  Mrs Wilson	Mrs Waller	Weekly attendance data, half termly analysis
	Breakfast club	This provision encourages pupils to come in calmly and gives settling time before the school day. It also encourages attendance.	Mrs Viola oversees and manages the club	Mrs Viola	Half termly analysis and pupil progress discussion
Increase uptake by at least 15 children	Funding for trips or clubs including x3 residential trips day trips Sports clubs Tennis coaching	This group has lower uptake – increasing this will enrich experience for these pupils. Positive feedback a residential trip analysis showed positive impact this year so the provision will continue.	Miss Clay to oversee and monitor	Miss Clay	Termly club leaders to monitor uptake
All children have access to PE kit	Spare PE kit purchased for pupils	Children without PE kit are seen to feel embarrassed and miss out, we also noticed specific children were absent on PE days. Providing kit has altered this.	PE leaders to monitor	Mr Hay Miss Harris	Ongoing monitoring,
<b>Total budgeted cost</b>					<b>£26, 836</b>

5. Review of expenditure	
Previous Academic Year	2016/ 17
<b>Please refer to Pupil Premium report</b>	
<b>Areas which demonstrated less impact and how we have altered provision</b>	
<b>Animal project</b>	Teachers reported increased social skills, calmer pupils and enhanced emotional literacy, however we need to develop the tracking of this. As such the provision this year is more rigorous in terms of targets and tracking. This will enable <ul style="list-style-type: none"> <li>- More focussed activities to meet individual targets</li> <li>- Clear accountability and evidence of impact</li> </ul>
<b>Accelerated Reading</b>	Although this supported reading for pleasure and ensured that all pupils achieving at least expected progress expectations, the overall impact didn't lead to greater outcomes than other classes. As such this provision was not extended.
<b>Learning Mentor</b>	Due to long term sickness other staff took on aspects of this role which proved effective. As such we decided that this role was not currently a priority.
<b>Teacher working with children not yet Year 1 ready</b>	Only 1 out of 9 pupils in this group achieved age related expectations; alternative approaches based in class and personalised support have been planned for this year.
<b>Specialist maths teacher working with more able pupils.</b>	This was terminated after one term due to insufficient evidence of accelerated progress. The pupils made subsequently made accelerated progress in class.