

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Goldington Green Academy
Number of pupils in school	652
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Caroline Skingsley
Pupil premium lead	Julie Loxley
Governor / Trustee lead	Mark Bridle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,720
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£267,720

Part A: Pupil premium strategy plan

Statement of intent

School vision

Goldington Green Academy: From little seeds to mighty trees, Give, Grow, Aspire.

The targeted and strategic use of pupil premium will support us in achieving our vision.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school.
2	Our pupil premium children as a group are attaining significantly below the whole cohort in reading, writing and maths particularly in KS2.
3	The percentage of pupils achieving ARE+ in reading, writing and maths is below the cohort in each year group.
4	Whole school awareness about pupil premium eligible families, their needs and barriers.

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
<p>1 – For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be within a range of 93%-96%.</p>	<ul style="list-style-type: none"> • Inclusion team will promptly call families who have an absent child without reason. • A 'red flag' list will be used by the pastoral team of children we know who have historic attendance concerns and the family support worker will contact these families on the first day of non-attendance. • Assistant headteachers in each year group will monitor the attendance of the children in their year group and will act where low attendance occurs. • Family support worker will meet with the EWO to issue fines for non-attendance where appropriate. • Extremely low attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the year group assistant headteacher. • The attendance gap between PP and non-PP children decreases during the year 2023-2024.
<p>2 – For all pupil premium children to make at least good progress from their individual starting points in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Robust data tracking demonstrates all PP children are making good progress in reading, writing and maths from their initial starting point. • The attainment gap between pupil premium and the whole cohort narrows in reading, writing and maths in all year groups compared to the end of the academic year 2022-2023 • Pupil progress meetings identify children not making progress. Barriers will be identified and swift action taken to address the problem. • Quality first teaching in place.
<p>3 – To use teacher led interventions to narrow the attainment gap between pupil premium children and their peers in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Well planned teacher led interventions happen in identified year groups. • Data tracking will show progress for these identified pupils.

	<ul style="list-style-type: none"> • Reciprocal reading program to begin • PIXL therapies will be used to narrow the attainment gap.
4- Encourage a lifelong love of reading in our PP children and their families. Raising parental engagement.	<ul style="list-style-type: none"> • Parents will be invited in at 8:30am-9:00am every Friday to read with their child. • Children will have the opportunity to join the library. • Harper Trust Accelerator Programme initiated. • Continue to imbed the love of reading (reading doors, book corners and reading cafes, badges and mystery reader). • Little Wandle reading CPD for parents in Autumn 1.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year group SLT will work closely with the inclusion team to identify attendance trends. Reduce the number of PP children with attendance below 90%.	<ul style="list-style-type: none"> • Attendance data. • Attendance letters • Liaise with the EWO. 	1
Quality teacher led interventions in place to support identified gaps in the Autumn term.	<ul style="list-style-type: none"> • The quality of interventions will improve. As a result, pupil premium children with additional needs make at least good progress from their starting points. • Three teachers employed to raise standards including writing. • Triangulate books, PIXL papers and teacher judgment to report attainment of the PP children. • PIXL meetings held weekly to identify PP children who need PLCs. 	2

Quality first teaching and in class intervention to support children to achieve ARE+	<ul style="list-style-type: none"> • Learning walks and observations will identify good teaching. • The percentage of PP children identified on PIXL as A2 and A1 will increase across all year groups. • Year 3 and 4 reluctant writers as a focus. Progress evident on PIXL. 	3
PP leader will attend reciprocal reading training	<ul style="list-style-type: none"> • TA's will attend the training with the curriculum lead • Reciprocal reading will begin in the Autumn term. 	2,3
Parental engagement opportunities available to support reading.	<ul style="list-style-type: none"> • Pupil/ family voice • Class attendance 	2,4

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An English consultant will be employed to teach in year 6.	<ul style="list-style-type: none"> • Reading and writing attainment in Y6 improves compared to the Summer 2023 SATs data. • The attainment gap between pupil premium children and the whole cohort in reading and writing narrows. 	2,3
A teacher will teach small group phonics interventions for Y1 and Y2 in the lead up to the Spring Term phonics screening test. Year 2 teacher led handwriting intervention to take place across the year.	<ul style="list-style-type: none"> • Pupil premium children make at least good progress from their starting points in Phonics. • Phonics screening test outcomes are higher than 2022. • Teacher led interventions will raise standards in handwriting for the bottom 20% 	2,3
Identified PP children to read daily.	<ul style="list-style-type: none"> • Reading attainment across the school will improve for vulnerable groups against cohort data 	2,3

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

Budgeted cost: £120,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Librarian is employed to run library sessions for all children from Reception to Year 3. The library is open for all children Year 4 to Year 6.	<ul style="list-style-type: none"> 50% of children in Y4-Y6 choose to use the library during lunchtimes. Pupil conferencing shows an increased love of reading. The reading attainment gap between pupil premium children and the whole cohort narrows in every year group. 	2, 3, 4
Inclusion team supports individuals or groups with attendance. Breakfast club offered as an incentive.	<ul style="list-style-type: none"> Identified pupils attend breakfast club to encourage attendance. Data shows percentage of attendance increase 	1
Peripatetic instrumental lessons, Premier Sport holiday clubs and Honey Suckle Club, Angling for Success, boxing and Skip beats.	<ul style="list-style-type: none"> Identified pupils engage with activities they may not otherwise be able to afford. As a result, their wellbeing improves, as evidenced by pupil and parental voice through conversations and/or questionnaires. 	1,4
PP children are financially supported to attend residential trips e.g. Caythorpe	<ul style="list-style-type: none"> Identified pupils have educational experiences and life experiences that they would otherwise be unable to afford. As a result, their wellbeing improves, as evidenced by pupil and parental voice through conversations and/or questionnaires. 	4

Total budgeted cost: £267,720

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 2021 to 2022 academic year.

1 – For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be ‘good’ compared to national attendance (96%).

PP attendance for 2022-2023 was 90.8%, compared to 93.2% for the whole cohort. This is compared to 91.6% PP and 93.1% whole cohort in 2021-2022. Improving PP attendance needs to continue being a focus next year.

2 – For all pupil premium children to make at least good progress from their individual starting points in reading, writing and maths.

For the attainment gap between pupil premium children and the whole cohort to narrow in reading, writing and maths. With an emphasis on KS2

The data below shows the progress that pupil premium children have made this academic year. This progress score is calculated by subtracting the percentage who have not made good progress from the percentage that has made greater than expected progress. An expected progress score would be 0. The reading and writing data shows all year groups have made good progress except year 2. Maths data shows all year groups have made good progress except year 3.

Premium Progress Data September - June 2023

Reading

	Not made good progress	Made good progress or better	Made greater than expected progress	‘Progress score’*
Year 1	22%	78%	26%	+4%
Year 2	35%	65%	17%	-18%
Year 3	10%	90%	40%	+30%
Year 4	17%	83%	22%	+5%
Year 5	8%	92%	40%	+32%
Year 6	0%	100%	51%	+51%

Writing

	Not made good progress	Made good progress	Made greater than expected progress	‘Progress score’*
Year 1	22%	78%	22%	+0%
Year 2	39%	61%	9%	-30%
Year 3	17%	83%	30%	+13%

Year 4	9%	91%	39%	+30%
Year 5	4%	96%	24%	+24%
Year 6	7%	93%	52%	+45%

Maths

	Not made good progress	Made good progress	Made greater than expected progress	'Progress score'*
Year 1	13%	87%	39%	+26%
Year 2	26%	74%	26%	+0%
Year 3	40%	60%	10%	-30%
Year 4	4%	96%	43%	+39%
Year 5	4%	96%	28%	+24%
Year 6	7%	93%	45%	+38%

3 – Narrow the attainment gap of PP children achieving ARE+ in reading, writing and maths compared to non PP children.

data below shows the attainment data for pupil premium and the whole cohort in Autumn 2022, Spring 2023 and Summer 2023. The commentary for each year group shows whether the gaps have narrowed.

Pupil Premium Attainment Data

Year 1						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	39%	56%	46%	61%	48%	60%
ARE+ Reading	0%	9%	0%	10%	0%	9%
ARE Writing	39%	51%	43%	54%	43%	52%
ARE+ Writing	0%	1%	0%	1%	0%	1%
ARE Maths	50%	65%	65%	74%	64%	74%
ARE+ Maths	4%	6%	0%	11%	0%	16%
Combined	43%	51%	48%	54%	48%	52%

The year 1 data so far indicates that in all area's pupil premium have made progress. Although they are below the cohort in all areas. The pupil premium children are only behind the cohort by 4% for their combined score. Overall PP children have made more progress in all 3 areas compared to the cohort. No PP children are ARE+ in reading or writing. The gap has closed in all areas.

Year 2						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	60%	65%	52%	55%	54%	64%
ARE+ Reading	12%	10%	20%	13%	11%	8%
ARE Writing	56%	65%	44%	58%	46%	58%
ARE+ Writing	0%	6%	0%	6%	0%	3%
ARE Maths	60%	71%	48%	65%	58%	76%
ARE+ Maths	16%	18%	12%	16%	4%	16%
Combined	52%	56%	35%	41%	43%	54%

The data indicates that in all 3 areas the whole cohort had a data dip possibly due to assessment and the sole use of PIXL papers. There is a higher number of children achieving ARE+ for reading. There is a small difference in the overall combined score. No PP children are ARE + in writing. The gap has narrowed in reading however widened in all other areas.

Year 3						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	57%	71%	63%	77%	68%	80%
ARE+ Reading	24%	33%	26%	33%	20%	24%
ARE Writing	47%	60%	53%	67%	55%	67%
ARE+ Writing	0%	0%	0%	3%	3%	5%
ARE Maths	60%	74%	63%	77%	71%	79%
ARE+ Maths	3%	8%	0%	7%	3%	9%
Combined	43%	54%	38%	54%	47%	62%

Pupil premium children are achieving below the cohort in all 3 areas with a noticeable difference in their combined scores. The gap has narrowed in all 3 subjects but the combined score has widened.

Year 4						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	50%	60%	57%	66%	61%	70%
ARE+ Reading	15%	23%	29%	40%	22%	30%
ARE Writing	36%	48%	43%	60%	39%	61%
ARE+ Writing	0%	10%	8%	16%	15%	18%
ARE Maths	39%	53%	54%	65%	64%	69%
ARE+ Maths	7%	19%	22%	39%	21%	37%
Combined	25%	39%	35%	49%	43%	56%

Pupil premium children are below the cohort in all areas with the most significant difference now in writing for the spring term. The PP children made most progress in math between autumn and spring. The gap has narrowed in reading and math.

Year 5						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	63%	72%	80%	85%	79%	87%
ARE+ Reading	14%	24%	13%	28%	10%	21%
ARE Writing	50%	63%	57%	65%	66%	74%
ARE+ Writing	6%	8%	7%	9%	7%	10%
ARE Maths	53%	63%	57%	66%	66%	75%
ARE+ Maths	10%	15%	10%	21%	17%	21%
Combined	40%	54%	48%	58%	60%	68%

The pupil premium children are below the cohort in all 3 areas. The gap has narrowed in all areas however widened for reading and writing ARE+.

Year 6						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	59%	63%	64%	69%	69%	70%
ARE+ Reading	15%	22%	22%	31%	20%	29%
ARE Writing	48%	60%	61%	66%	62%	66%
ARE+ Writing	7%	5%	4%	6%	0%	6%
ARE Maths	48%	60%	50%	64%	48%	64%
ARE+ Maths	11%	10%	11%	18%	10%	18%
Combined	41%	47%	55%	55%	31%	47%

PP children are below the cohort in all areas. The gap has narrowed in reading however widened in all other areas.

4 – For whole school awareness to be raised. Barriers identified and measures put in place to mitigate these.

Inclusion Role Impact

Jane's role is predominantly to work with children and liaise with their parents and outside professionals. Her brief is to ensure that children's well-being needs are met. This work supports a reduction in negative behaviours and enables children to re-engage in class.

Jane has led multiple sessions for children, both timetabled therapeutic sessions and ad hoc sessions as a result of pupil request, Operation Encompass or Child Protection referrals, bereavement or other well being issues.

Impact Zoe Stapley

Guinea pigs have been purchased to support children with their mental health and wellbeing. Lunch club and breakfast club support children daily with basic needs and emotional support.

Impact of Jackie Waller

Referrals made over the year Sept 22- June 23

- CME-4
- EWS live referrals-4-1 closed 3 open
- TAFS-18 families-14 open (16 children)
- Referrals-Autism advisory teachers
- Foodbank- 27
- FACES-emotion detectives-8
- Young carers

- SPACE-
- Christmas in a box hampers-6 families (17 children)
- IFD requests for info/referrals completed-4 referrals completed 19 requests for information
- MHST (school CAMHS team) 8. 3 transition workshops to all of year 6. 1 workshop to 8 parents.
- Core CAMHS-1
- Stable and Wild-1
- School nursing team-28
- CHUMS- 1
- Bright emotions -1
- Relate -1

Reviewed by Julie Loxley, 2022-2023 Pupil Premium Lead, 19/07/203

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

A focus for the academic year 2022-2023 is to improve the tracking of pupil premium attainment and progress data. Reporting on this is a priority and will be included in all key performance indicator meetings between the headteacher and the assistant headteachers. It will also be included in all subject leader reports to governors. The attainment gap between pupil premium children and their peers will be calculated and shared with class teachers and year group leads at every data drop point in reading, writing and Maths. PIXL has also been set up so that this data is readily available in every weekly PIXL meeting.