

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	558
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Caroline Skingsley
Pupil premium lead	Julie Loxley/ Amy Rogers
Governor / Trustee lead	Mark Bridle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,280
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	£275,280

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 currently 91.8%
2	Our pupil premium children as a group are attaining below the whole cohort in reading, writing and maths in each year group.
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
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%.	<ul style="list-style-type: none"> • Inclusion team will promptly call families who have an absent child without reason. • Assistant headteachers will monitor attendance in their year groups. • Extremely low attendance (below 96%) will be challenged with communication (in the form of a letter initially) from the year group assistant headteacher. • Attendance Officer will meet with the EWO to issue fines for non-attendance where appropriate. • The attendance gap between PP and non-PP children decreases during the year 2024-2025.
2 – improve progress, so an increasing number of pupils achieve the expected and exceeding standards in each of reading, writing and maths.	<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. • 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. • 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 2023-2024
3 – To use teacher led interventions to narrow the attainment gap between pupil premium children and their peers in reading, writing and maths.	<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. • Reciprocal reading program to continue. • Reading fluency project to begin in year 3. • 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. Through this we have secured funding for a 1-year pupil premium specific English intervention in Y2. A designated additional staff member will provide increased capacity for targeted supporting pupils in English lessons; deliver interventions; and facilitate 1:1 reading. • Harper trust Learning behaviours programme implemented to support individual PP eligible pupils. • Continue to imbue the love of reading (reading booklets, book corners and reading cafes, badges and mystery reader). • Little Wandle reading CPD for parents in Autumn 1.
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8280

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 monitored by the inclusion team. • Attendance letters sent by inclusion team. • Liaise with the EWO. • All requests for absences referred directly to the EWO. 	1
Quality first teaching and in class intervention to support children to achieve ARE+	<ul style="list-style-type: none"> • Quality first teaching is a must for all children only specific interventions will take place if the need is identified. 	3

	<ul style="list-style-type: none"> • 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. • Every third week PIXL meetings will focus on moderating and next steps for children with PP • 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. 	
PP leader will attend reading fluency project CPD	<ul style="list-style-type: none"> • Reading Lead to attend. • Class teachers to attend. 	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: £145,000

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 2024 SATs data. • The attainment gap between pupil premium children and the whole cohort in reading and writing narrows. 	2,3
A trained teaching assistant will teach rapid catch up materials to Y1 to narrow the attainment gap throughout the year. Phonics phase 5 will be taught in year 2 to narrow the attainment gap.	<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 2024. • Th Little Wandle Assessment tracker will identify progress and next steps. 	2,3

Identified PP children to read daily alongside the bottom 20%.	<ul style="list-style-type: none"> • Reading attainment across the school will improve for vulnerable groups against cohort data. 	2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £122,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Librarian is employed to run library sessions for all children from Reception to Year 4. 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
<p>Inclusion team supports individuals or groups with attendance.</p> <p>Breakfast club offered as an incentive.</p>	<ul style="list-style-type: none"> Identified pupils attend breakfast club to encourage attendance. Data shows percentage of attendance increase 	1
Peripatetic instrumental lessons, Sport Scholars 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: £275,280

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 2023 to 2024 academic year.

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%.

PP attendance for 2023-2024 was 91.7%, compared to 93.5% for the whole cohort. This is compared to 90.8% PP and 93.2% whole cohort in 2022-2023. This shows an increase in attendance since last year. Improving PP attendance needs to continue being a focus next year. We were below national with the gap widening each term.

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

The progress made by pupil premium eligible children is tracked by the SLT lead for each year group. Tracking progress made over time for specific interventions and further support given.

3 – To use teacher led interventions to narrow the attainment gap between pupil premium children and their peers in reading, writing and maths.

Data below shows the attainment data for pupil premium and the whole cohort in Autumn 2023, Spring 2024 and Summer 2024. The commentary for each year group shows whether the gaps have narrowed.

Pupil Premium Attainment Data Academic year 2023-2024

Whole school Cohort and Pupil Premium data 2023-2024

Green = gap reducing since Autumn 1. Orange indicates that gap is widening

Year 1						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	39%	55%	46%	61%	58%	68%
ARE+ Reading	6%	3%	4%	15%	17%	22%
ARE Writing	39%	53%	46%	58%	54%	63%
ARE+ Writing	0%	2%	0%	10%	4%	12%
ARE Maths	39%	63%	63%	72%	63%	76%
ARE+ Maths	0%	7%	0%	18%	8%	24%
Combined	25%	46%	%	%	%	%

Pupil premium eligible children are working below the cohort in all three areas. The gap has closed since Autumn1 in all areas.

Year 2						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	40%	51%	46%	50%	39%	52%
ARE+ Reading	0%	5%	0%	7%	0%	7%
ARE Writing	50%	52%	25%	40%	32%	43%
ARE+ Writing	0%	1%	0%	4%	0%	2%
ARE Maths	50%	60%	47%	56%	42%	55%
ARE+ Maths	3%	16%	0%	10%	0%	11%
Combined	43%	48%	%	%	%	%

Pupil premium eligible children are working below the cohort on all three areas. The Pp gap has widened in all three areas. The gap has stayed the same for children achieving ARE+ in reading. Th gap has closed by 1% in maths ARE +.

Year 3						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	63%	77%	54%	74%	59%	73%
ARE+ Reading	5%	6%	18%	30%	14%	30%
ARE Writing	47%	58%	43%	58%	46%	61%
ARE+ Writing	16%	23%	0%	3%	7%	15%
ARE Maths	59%	79%	57%	80%	53%	76%
ARE+ Maths	7%	10%	11%	18%	6%	15%
Combined	31%	51%	%	%	%	%
Pupil premium eligible children are working below the cohort in all three areas. The attainment gap has widened in all three areas.						

Year 4						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	59%	73%	72%	75%	64%	74%
ARE+ Reading	3%	16%	9%	21%	12%	20%
ARE Writing	47%	63%	56%	66%	48%	61%
ARE+ Writing	0%	8%	3%	11%	3%	10%
ARE Maths	56%	71%	66%	75%	67%	75%
ARE+ Maths	3%	10%	3%	12%	3%	13%
Combined	52%	60%	%	%	%	%
Pupil premium eligible children are working below the cohort in all three areas. A percentage of children are working above age related expectations in reading, writing and maths. The gap has narrowed across all 3 areas.						

Year 5						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	74%	82%	75%	83%	68%	82%
ARE+ Reading	32%	39%	21%	38%	28%	41%
ARE Writing	63%	70%	73%	80%	64%	75%
ARE+ Writing	0%	3%	5%	17%	4%	13%
ARE Maths	78%	78%	63%	73%	56%	71%
ARE+ Maths	11%	19%	17%	28%	12%	27%
Combined	58%	64%	%	%	%	%
Pupil premium eligible children are working below the cohort in all three areas. A percentage of children are working above age related expectations in reading, writing and maths. The gap has widened between the cohort and PP children in reading and writing						

Year 6						
	Autumn		Spring		Summer	
	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort	Pupil Premium	Whole Cohort
ARE Reading	76%	85%	90%	90%	76%	83%
ARE+ Reading	13%	24%	14%	23%	13%	23%
ARE Writing	66%	80%	72%	80%	69%	78%
ARE+ Writing	3%	6%	3%	8%	0%	7%
ARE Maths	66%	70%	83%	82%	66%	74%
ARE+ Maths	7%	9%	10%	9%	14%	13%
Combined	64%	69%	%	%	%	%
Pupil premium eligible pupils are working below the cohort in all 3 area the gap has narrowed in writing.						

4- Encourage a lifelong love of reading in our PP children and their families. Raising parental engagement.

Parental engagement has been different in each year group and class. Some parents became regular attendees. This action will continue into next year where we will strive to increase attendance and seek the views of parents.

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 wellbeing issues.

Impact Zoe Stapley

Guinea pigs have been used to support children with their mental health and wellbeing. Lunch club and breakfast club support children daily with basic needs and emotional support. Taking over the attendance tracking and reporting alongside SLT to target children more swiftly.

Impact of Jackie Waller

The summer term was a particularly busy one for our Inclusion team. It started with us supporting some of our identified vulnerable yr 6s during their SATS. We provided 2 small groups which were designed to reduce their anxiety, encourage engagement with the tests and allow them to achieve to the best of their ability.

There were some high profile attendance concerns. To ensure we safeguarded those children we completed home visits, arranged meetings with parents, requested support from our outside professionals in the form of referrals to EWS, CMEs and Early Help. Emotional support was given in school to these children.

Due to the changes in Attendance guidelines coming into force in September we were proactive in ensuring letter were sent to all families with Attendance concerns, making sure families are fully informed of what the expectations are for the start of the Autumn term.

Support for our children. Our team meets weekly and presenting children's needs are discussed and allocated. Support offered by our team-supportive play therapy, drawing and talking, bereavement support, animal time, talk time and mindfulness through art and check ins. Numbers of children supported, 50 +

We worked with our mental health support team who provided 1-2-1 support around lower level presenting anxieties and also worked with some parents "supporting your child" work. They supported our year 6s by providing wellbeing workshops around transition to secondary school. Feedback was good from this and also allowed identification of children that then needed further support.

We facilitated an outside play therapist from the ECP to come in and work with 3 of our children. She has now offered to run a group for 4 children and 1-2-1 play therapy for 1 child for free in the Autumn term.

We identified that many of our children in Yr 4 were talking about knives and asking questions such as "what would you do if I bought a knife to school?" Due to this topic being discussed freely by our young children we liaised with Channita from Dynamic Decisions who came and ran workshops for our yr 4s and 5s around keeping safe and the consequences of knife crime. This opened up valuable discussions with the children and they were able to share how they had been affected. This became all

the more relevant when the tragic news came to us that an ex pupil had been stabbed very near to school and he sadly died.

Throughout this summer term we continued to support 17 families through the TAF/Early Help process, completed/responded to 8 referrals to IFD, 6 referrals to Foodbank, referred 2 families to FACES for their summer food programme and signposted many of our families to support in our local area. Much time was also taken in supporting the families of some of our most vulnerable children to attend the summer camps being offered.

Reviewed by Julie Loxley, Pupil Premium Lead, 19/07/2024

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 2023-2024 was 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. We will continue to raise the profile of reading and parental engagement.