

# 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 Academy Green |
| Number of pupils in school  | 563                      |
| Proportion (%) of pupil premium eligible pupils   | 35%                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025-2026                |
| Date this statement was published   | September 2025           |
| Date on which it will be reviewed   | December 2025            |
| Statement authorised by   | Caroline Skingsley       |
| Pupil premium lead  | Amy Rogers               |
| Governor / Trustee lead   | Norma Hand               |

## Funding overview

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year   | 193 PP children<br>£255,635<br>£1325 per child |
| Recovery premium funding allocation this academic year  |  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  |  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £255,635                                       |

# 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 92.3% compared to non PP 95.7% |
| 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"> <li>Attendance officer will promptly call families who have an absent child without reason.</li> <li>Assistant headteachers will monitor attendance in their year groups.</li> <li>Extremely low attendance (below 96%) will be challenged with communication (in the form of a letter initially) from the year group assistant headteacher.</li> <li>Attendance Officer will meet with the EWO to issue fines for non-attendance where appropriate.</li> <li>The attendance gap between PP and non-PP children decreases during the year 2025-2026.</li> </ul> |
| 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"> <li>Robust data tracking demonstrates all PP children are making good progress in reading, writing and maths from their initial starting point.</li> <li>Pupil progress meetings identify children not making progress. Barriers will be identified and swift action taken to address the problem.</li> <li>Quality first teaching in place.</li> <li>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 2024-2025</li> </ul>                      |
| 3 – To use interventions to narrow the attainment gap between pupil premium children and their peers in reading, writing and maths.           | <ul style="list-style-type: none"> <li>Well planned interventions happen in identified year groups.</li> <li>Data tracking will show progress for these identified pupils.</li> <li>Reciprocal reading program to continue.</li> <li>PIXL therapies will be used to narrow the attainment gap.</li> </ul>  |
| 4- Encourage a lifelong love of reading in our PP children and their families. Raising parental engagement.                                   | <ul style="list-style-type: none"> <li>Parents will be invited in at 2:30am-3:00pm every Friday to read with their child.</li> <li>Children will have the opportunity to join the library.</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Harper Trust Accelerator Programme initiated. Through this we have secured funding for a 1-year pupil premium specific English intervention in Y4. A designated additional staff member will provide increased capacity for targeted supporting pupils in English lessons; deliver interventions; and facilitate 1:1 reading.</li> <li>• Continue to imbed the love of reading (reading booklets, book corners and reading cafes, badges and mystery reader).</li> </ul> |
|--|---|

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: **£3,176**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Quality first teaching and in class intervention to support children to achieve ARE+ | <ul style="list-style-type: none"> <li>• Quality first teaching is a must for all children only specific interventions will take place if the need is identified.</li> <li>• Triangulate books, PIXL papers and teacher judgment to report attainment of the PP children.</li> <li>• PIXL meetings held weekly to identify PP children who need PLCs.</li> <li>• Every third week PIXL meetings will focus on moderating and next steps for children with PP</li> <li>• Learning walks and observations will identify good teaching.</li> <li>• The percentage of PP children identified on PIXL as A2 and A1 will increase across all year groups.</li> </ul> | 3                             |

|   |   |     |
|---|---|-----|
| Parental engagement opportunities available to support reading. | <ul style="list-style-type: none"> <li>• Pupil/ family voice</li> <li>• Class attendance</li> </ul>   | 2,4 |
| Author visits & theatre groups to widen aspirations.            | <ul style="list-style-type: none"> <li>• Department for Education (publishing.service.gov.uk)</li> </ul> <p>Library plan of authors to visit specific year groups throughout the year</p> |     |

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

Budgeted cost: **£42,438**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 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"> <li>• Pupil premium children make at least good progress from their starting points in Phonics.</li> <li>• Phonics screening test outcomes are higher than 2024.</li> <li>• Th Little Wandle Assessment tracker will identify progress and next steps.</li> </ul> | 2,3                           |
| Identified PP children to read daily alongside the bottom 20%.  | <ul style="list-style-type: none"> <li>• Reading attainment across the school will improve for vulnerable groups against cohort data.</li> </ul>   | 2,3                           |
| Reciprocal Reading will be delivered in Years 4, 5, 6   | <ul style="list-style-type: none"> <li>• Attainment of targeted pupils to increase</li> </ul>  | 2,3                           |
| Deputy Headteacher to team teach alongside Y4 teachers 4 hours per week in targeted classes for maths   | <ul style="list-style-type: none"> <li>• Attainment of targeted pupils to increase</li> </ul>  | 2,3                           |
| Year 6 class Teacher to deliver after school club/intervention to children at risk of falling behind.   | <ul style="list-style-type: none"> <li>• Attainment of targeted pupils to increase</li> </ul>  | 2,3                           |
| Times Tables Rockstars & Numbots  | <ul style="list-style-type: none"> <li>• Homework</li> </ul> <p><a href="https://www.edmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>   | 2,3                           |

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

Budgeted cost: £ 169,230

| Activity   | Evidence that supports this approach  | Challenge number(s) |
|--|---|---------------------|
| Year group SLT will work closely with the inclusion team to identify attendance trends. Reduce the number of PP children with attendance below 93%.                            | <ul style="list-style-type: none"> <li>Attendance data monitored by the SENDCo &amp; AHT.</li> <li>Attendance letters sent by SENDCo &amp; AHT.</li> <li>SENDCo liaise with the Trust Attendance Lead &amp; EWO.</li> <li>Clear identification of persistent absentees, home visits to encourage good attendance</li> <li>Quick referral to family support worker and early identification of children not in full-time compulsory education</li> </ul> | 1                   |
| 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.<br>Subscription to First News. | <ul style="list-style-type: none"> <li>50% of children in Y4-Y6 choose to use the library during lunchtimes.</li> <li>Pupil conferencing shows an increased love of reading.</li> <li>The reading attainment gap between pupil premium children and the whole cohort narrows in every year group.</li> </ul>  | 2, 3, 4             |
| Inclusion team supports individuals or groups with attendance.<br>Breakfast club offered as an incentive.  | <ul style="list-style-type: none"> <li>Identified pupils attend breakfast club to encourage attendance.</li> <li>Data shows percentage of attendance increase</li> </ul>  | 1                   |
| Family worker employed   | <a href="https://www.gov.uk/government/publications/keepingchildren-safe-in-education--2">https://www.gov.uk/government/publications/keepingchildren-safe-in-education--2</a><br><a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children">Working together to safeguard children</a> - GOV.UK ( <a href="https://www.gov.uk">www.gov.uk</a> )  | 1                   |
| Inclusion & Well Being Nursery Nurse, School Granny, Animal/Behaviour Support TA, 2 x Nurture/Inclusion TAs  | <ul style="list-style-type: none"> <li>Identified pupils are supported with strategies to manage their emotions and behaviour to enable them to engage with their learning.</li> </ul>  |                     |

|  |   |     |
|--|---|-----|
| Peripatetic instrumental lessons, Sporty Scholars holiday clubs & Song Squad Dance & Singing Clubs.                        | <ul style="list-style-type: none"> <li>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.</li> </ul>                                 | 1,4 |
| PP children are financially supported to attend residential trips e.g. Caythorpe & Year Group curriculum linked day trips. | <ul style="list-style-type: none"> <li>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.</li> </ul> | 4   |
| Lego therapy provided to targeted children   | <ul style="list-style-type: none"> <li>Identified pupils receive lego therapy to support their fine motor, concentration and teamwork skills.</li> </ul>  | 1   |

**Total budgeted cost: £219,339 ( £36,80 left)**

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 – 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 91.8%, compared to 93.9% for the whole cohort. This is compared to 91.7% PP and 98% whole cohort in 2023-2024. 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.

Pupil Premium Attainment Data Academic year 2024-2025

| Y1         | Reading | Writing | Maths | Combined |
|------------|---------|---------|-------|----------|
| <b>All</b> | 69%     | 66%     | 75%   | 63%      |
| <b>PP</b>  | 57%     | 61%     | 74%   | 52%      |

11% gap in combined. 12% reading, 5% writing, 1% maths.

| Y2         | Reading | Writing | Maths | Combined |
|------------|---------|---------|-------|----------|
| <b>All</b> | 65%     | 60%     | 67%   | 47%      |
| <b>PP</b>  | 58%     | 58%     | 54%   | 38%      |

9% gap in combined. 7% reading, 2% writing, 13% maths.

| <u>Y3</u>  | Reading | Writing | Maths | Combined |
|------------|---------|---------|-------|----------|
| <b>All</b> | 65%     | 55%     | 48%   | 45%      |
| <b>PP</b>  | 57%     | 40%     | 30%   | 21%      |

24% gap in combined. 8% reading, 15% writing, 18% maths.

| Y4         | Reading | Writing | Maths | Combined |
|------------|---------|---------|-------|----------|
| <b>All</b> | 76%     | 75%     | 77%   | 65%      |
| <b>PP</b>  | 55%     | 55%     | 57%   | 41%      |

24% gap in combined. 11% reading, 20% writing, 20% maths

| Y5         | Reading | Writing | Maths | Combined |
|------------|---------|---------|-------|----------|
| <b>All</b> | 80%     | 70%     | 61%   | 55%      |
| <b>PP</b>  | 70%     | 64%     | 52%   | 34%      |

21% gap in combined. 10% reading, 6% writing, 9% maths

|            | Reading | Writing | Maths | Combined |
|------------|---------|---------|-------|----------|
| <b>All</b> | 78%     | 69%     | 73%   | 63%      |
| <b>PP</b>  | 68%     | 60%     | 56%   | 44%      |

19% gap in combined. 10% reading, 9% writing, 17% maths



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 nb Zoe Stapley left GGA in February 2025**

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**

Jackie has significantly worked on safeguarding this year. There have been high levels of concerns coming from outside of the school, which Jackie has led on responding to. Goldington Green has a strongly embedded culture of safeguarding and this generates a lot of concerns being recorded, which generates a lot of follow-up actions which are required.

We have had two families who have dropped down from either CP or CIN plans to having TAF meetings. A lot of support has been put in to move things forward for these families. At the start of the year, we had 14 families having TAF meetings. This has dropped to 5 by the summer term.

We have had two referrals to the EWO this year and both pupils have support packages in place.

We have made one Child Missing in Education referral this year for a child who moved out of Borough.

Toddler groups running monthly have reached new families and children, including some who had no previous link to the school. This has facilitated the establishment of deepened links with a children's centre.

We have had a number of outside agencies involved including play therapies and embrace.

We had one family in which two siblings were taken into care the spring term. The school has performed very highly in terms of support provided to the children and communication with relevant professionals.

***Reviewed by Amy Rogers, Pupil Premium Lead, 19/07/2025***

## 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)**