

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	564
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	18 th October 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Caroline Skingsley
Pupil premium lead	Victoria Paulding
Governor / Trustee lead	Mark Bridle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,065
Recovery premium funding allocation this academic year	£21,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000
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	£279,565

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.
3	A higher percentage of our pupil premium children have additional special educational needs than the percentage of the whole cohort.
4	Many of our pupil premium parents have SEMH needs which then impact on the wellbeing of our pupil premium children.

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 ‘good’ compared to national attendance (96%).	<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 take action 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 2021-2022.
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.	<ul style="list-style-type: none"> • Tracking data shows that pupil premium children in all year groups make at least good progress from their starting points in reading, writing and maths. • 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 2020-2021.
3 – PP children who are also SEND make at least good progress from their starting point.	<ul style="list-style-type: none"> • Books and stage-appropriate tests show that SEND children make at least good progress from their starting point.
4 – For more pupil premium families to engage with school.	<ul style="list-style-type: none"> • 5 identified families engage with school by attending reading club. • At least five families across the school, identified as persistent absentees, demonstrate improved

	engagement with school. This is demonstrated through improved attendance and attendance at school events.
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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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NLE employed to carry out a baseline assessment of Maths in KS2 through lesson observations and feedback of areas of development in order to support teaching of Maths in KS2.	<ul style="list-style-type: none">Triangulation of lesson observations, learning walks, data outcomes and evidence in children's books show an improvement in the quality of teaching and learning in Maths in KS2.	2
The SENCo and the PP leader will work together to identify any support staff who would benefit from further CPD e.g. in speech and language.	<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.	4
PP leader will lead CPD on Pupil Premium for all teachers.	<ul style="list-style-type: none">Class teachers will show an improved understanding of the barriers facing the pupil premium children in their class. As a result, they are better able to identify support to remove these barriers.When class teachers are aware which pupil premium children in their class did not make good progress last academic year, they can identify these children as 'target' children. This will be evident through improved tracking documents of attainment and progress.Evidence of support put in place for these 'target' children by class teachers will be evident in planning and through lesson observations and will ensure that these children make good progress from their starting point this academic year.	2

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An English consultant will be employed three mornings a week to teach English in Y6.	<ul style="list-style-type: none"> • Reading and writing attainment in Y6 improves compared to the Summer 2021 SATs data. • The attainment gap between pupil premium children and the whole cohort in reading and writing narrows. 	2
A member of support staff will teach a small group of Y4 and Y5 children with EHCPs in English and Maths.	<ul style="list-style-type: none"> • Tracking data shows that all children in this group make at least good progress from their starting points. 	4
A teacher will teach small group phonics interventions for Y2 in the lead up to the Autumn Term phonics screening test.	<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 2020. 	2
The deputy headteacher will run PIXL therapies in Y6 in reading, writing and maths.	<ul style="list-style-type: none"> • Identified children in these interventions make at least good progress from their starting points, as evidenced by teacher assessment and test outcomes. • Evidence from each therapy session shows the impact that the therapy has had. 	2
1:1 tutoring sessions will take place outside school hours in Y5.	<ul style="list-style-type: none"> • Identified children in these interventions make at least good progress from their starting points, as evidenced by teacher assessment and test outcomes. 	2
Small group tutoring sessions in writing will take place outside school hours in Y3 and Y4.	<ul style="list-style-type: none"> • Identified children in these interventions make at least good progress from their starting points, as evidenced by teacher assessment and test outcomes. 	2

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

Budgeted cost: £154,565

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
Librarian develops reading café on school playground.	<ul style="list-style-type: none"> • 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
Inclusion team supports individuals or groups with additional well-being and mental health needs to meet their emotional needs.	<ul style="list-style-type: none"> • Identified pupils make at least good progress with behaviour and, as a result, make at least good progress from their starting points in reading, writing and maths. This is evidenced by a reduction in behaviour logs. 	3
Inclusion team are able to provide SEND advice and support rapidly closing gaps for individuals.	<ul style="list-style-type: none"> • As a result of SEND advice, interventions are timely and appropriate. As a result, children with additional needs make at least good progress from their starting points. 	3, 4
Inclusion team support identified families and signpost families to other agencies and liaise with other professionals.	<ul style="list-style-type: none"> • Identified families report an improvement in readiness to engage with school, as evidenced through parental conversations and/or questionnaires. 	3
Parental reading sessions	<ul style="list-style-type: none"> • Five identified families from EYFS/KS1 engage with parental reading sessions. 	2, 3
Member of support staff to work with identified pupils and the animals.	<ul style="list-style-type: none"> • Identified pupils make at least good progress with behaviour and, as a result, make at least good progress from their starting points in reading, writing and maths. This is evidenced 	2, 3

	through a reduction in behaviour logs.	
Peripatetic instrumental lessons	<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. 	3
PP children are financially supported to attend residential trips e.g. France.	<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. 	3

Total budgeted cost: £259,565

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 2020 to 2021 academic year.

Activity	Impact
Employ librarian.	<p>As a result of employing a librarian, pupil voice shows that a love of reading has further developed across the school. The presence of a librarian meant that the Junior Librarian system could be rolled out across the school and all KS2 children were able to take out and read books from the library by ordering them via an ipad or laptop. This meant that all children continued to benefit from reading and a library despite Covid restrictions limiting physical access to the library. As a result of this, reading results outperformed writing and maths in Years 4-6. Furthermore, all children from Preschool-Year 2, including our Autism Provision Unit, benefitted from weekly storytime led by the librarian. This allowed all children extra access to adults reading and further developed a love of reading across the school.</p>
Employ Covid-recovery teacher.	<p>The Covid-recovery teacher took groups of identified children in Years R-5 for targeted interventions. As a result of these interventions, three PP children in Reception significantly increased the percentage of Phase 2 and 3 graphemes that they could recognise. Three Year 1 children made good progress with their mock screenings.</p> <p>The Year 2 cohort scored low on their phonics screening test when they returned from the first lockdown in September 2020. 25 pupil premium were supported by the Covid recovery teacher. This allowed the Year 2 team and the Covid recovery teacher to precision teach and improve the cohort's results from 43% to 80%. 15 pupils attended the Phonics intervention group. As a result, 8 passed the Phonics Screening Test in Y2.</p> <p>In Year 3, the Covid Recovery Teacher support for one term. The impact of their teaching showed 74% improved their</p>

	reading score from the spring to the summer term and 96 % of children increased their spring to summer GPS score.
Inclusion Nursery Nurse	As a result of weekly strategic meetings, all children highlighted as needing therapeutic support as a result of ongoing needs or sudden events were able to access rapid and highly trained support from the Inclusion Nursery Nurse. As a result, children fed back that they felt able to come into school. Others fed back that things improved for them because they had coping strategies. Specific children made progress towards their individual targets and identified children had fewer negative behaviour incidents.
SEMH team package of contact and support. This included calling children directly and providing support resources for them to use at home during lockdown.	All children deemed vulnerable in any way had at least weekly, many daily, phone calls. As a result, all but three pupil premium children engaged with remote learning. The family who did not engage had food hampers, home visits, delivery of ipads and chromebooks plus doorstep technology tutorials. Throughout the lockdown, personalised packages were delivered or prepared for parents to collect, including social stories, anxiety packs, specialist packs for SEND learners and referrals to outside agencies continued. Children received personalised support and their parents were referred to services, including housing and debt support. As a result, on return to school we did not have a significant increase in negative behaviours linked to SEMH. As a result of targeted and research-based interventions for children identified as vulnerable in terms of anxiety, 100% children returned to school following the lockdown. Tracking showed that 100% of families receiving regular support from the Inclusion Team felt that they received support with their mental health and wellbeing as well as practical support.
Inclusion Team signpost families to other agencies and liaise with other professionals to widen support and help families engage.	A number of case studies demonstrate the impact of the Inclusion Team but cannot included in a public document due to confidentiality.
Extra teacher in Y3.	The extra teacher in Y3 provided small group Maths interventions. This was based around the year group planning and curriculum objectives for the week but taught at a slower pace to allow the children to stay on track, receive support and be given feedback instantly. Evidence provided through teacher assessment and practice tests demonstrated that identified children made good progress as a result of this intervention.

Deputy Headteacher carrying out interventions in Y6.	As a result of focused and targeted interventions through the PIXL therapy programme, children's gaps in learning were quickly identified, both in the Autumn Term and on the return from lockdown in March 2020. Feedback from each PIXL therapy session shows that children made accelerated progress in these interventions. As a result of this support, the percentage of PP children on track to achieve age-related expectations on test scores rose from 8% to 45% in Reading, 10% to 23% in Maths, 33% to 43% in GPS between March and June.
EAL learning village	Five PP children who are also EAL attended the Learning Village. One was in Y1, three in Y3 and one in Y4. The NASSEA tracking documents show that these children made good progress in their language development. Individual impact reports also show that the children increased in confidence and independence over the time spent engaging with the learning village. As a result, they are now more able to access whole-class learning.
Educational Psychologist.	The Educational Psychologist saw 11 PP children. As a result, all of these children now have SEND advice in place and their barriers have been identified. One child went on to receive an EHCP and three children are now accessing specialist small group teaching, leading to good progress for these children from their starting points. Advice was translated into easy-speak guidance so that parents could implement it during the lockdowns and the SENDCo liaised with these families to ensure that they understood this. As a result, these families continued to engage throughout lockdown.
Family worker working with families.	Over the year 2020-2021, 99 families received a package of support, compared to 45 in the previous year. A significant proportion of these were pupil premium. As a result, attendance on the return from lockdown in March 2020 was broadly in line with the national average. Given the percentage of SEMH needs within our families, this is significant.
PE kit purchased for pupils.	As a result of PE kit being purchased for two Y5 pupils, they were able to take part in football trials. This enabled them to experience extra football coaching and represent the school on the football team. This increased their confidence and self-esteem as well as leading to accelerated progress in their football skills.

MissHits tennis club	<p>As a result of PP spending, 38 PP children attended the MissHits tennis club. This focused on their mental health and wellbeing as well as their physical fitness. Feedback from the coach showed that all pupils who attended were able to make new friends, which enhanced and improved their own self-belief and well-being. Their physical progression was also accelerated as they developed hand-eye coordination through repetition of action and coaching. Furthermore, all pupils' general fitness levels improved.</p> <p>As one example, a KS2 child struggled to maintain friendships and boundaries were often crossed due to her lack of awareness and understanding. She was often deemed to be overbearing with her peers and this resulted in difficulties maintaining relationships with others. The MissHits sessions provided her with the opportunity to develop skills that she struggled to develop in PE lessons due to social issues that arose from learning with her peers but which were mitigated in a more intimate setting. As a result, her ability to follow instructions, share and demonstrate the skills of teamwork, patience and tolerance improved.</p>
Trips	<p>As a result of Covid, all residential trips were cancelled in the year 2020-2021. The funding already paid towards these trips has been rolled forward to the year 2021-2022 and will be used to enable PP children to attend the trips in this academic year. Therefore, the impact of this spending will be seen in the year 2021-2022.</p>

Pupil Premium Data

Due to Covid and school closures in Spring 2021, our attainment data does not show the improvement that we hoped for. As a result, attainment and the pupil premium gap is a priority in the 2021 Pupil Premium Strategy.

Whilst individual progress can be seen through books and in some test outcomes, analysing internal data in reading, writing and maths from year group to year group has proved challenged due to the Spring 2021 lockdown. We have no KS1 data for our Y3 children and so cannot accurately analyse progress data using this starting point for this year group. Improving the robustness of our tracking processes is a key priority in the new strategy.

Reading attainment data 2021

	All E2+	PP E2+	Gap
Year 1	59%	35%	-24%
Year 2	58%	38%	-20%
Year 3	67%	46%	-21%
Year 4	66%	48%	-18%
Year 5	59%	46%	-13%
Year 6	67%	55%	-12%

Maths attainment data 2021

	All E2+	PP E2+	Gap
Year 1	64%	52%	-12%
Year 2	63%	43%	-20%
Year 3	71%	57%	-14%
Year 4	55%	44%	-11%
Year 5	37%	22%	-15%
Year 6	55%	28%	-27%

Writing attainment data 2021

	All E2+	PP E2+	Gap
Year 1	50%	30%	-20%
Year 2	53%	40%	-13%
Year 3	57%	39%	-18%
Year 4	52%	40%	-12%
Year 5	48%	30%	-18%
Year 6	49%	20%	-29%

Combined attainment data 2021

	All E2+	PP E2+	Gap
Year 1	44%	30%	-14%
Year 2	48%	37%	-11%
Year 3	49%	36%	-13%
Year 4	43%	24%	-19%
Year 5	35%	19%	-16%
Year 6	41%	13%	-28%

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 2021-2022 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.