

# Pupil premium strategy statement 2019/2020

1. Summary information					
<b>School</b>	Goldington Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£126, 440	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	774	<b>Number of pupils eligible for PP</b>	142	<b>Date for next internal review of this strategy</b>	September 2020

2. Current attainment KS2		
	<i>Pupils eligible for PP (national)</i>	<i>All Pupils national average</i>
<b>% achieving in reading, writing and maths</b>	58% (51%)	65%
<b>% meeting national expectation in reading</b>	67%	73%
<b>% meeting national expectation in writing</b>	83%	78%
<b>% meeting national expectation in GPS</b>	75%	78%
<b>% meeting national expectation in maths</b>	83%	79%
<b>Attendance</b>	94.8%	96.3%

## Current attainment Years 7 & 8

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	24% of pupils eligible for PP also have a Special Educational Need (34 pupils)
<b>B.</b>	28% of pupils eligible for PP have English as an additional language (40 pupils)
<b>C.</b>	18% of pupil eligible pupils have a Mean CATs score of 85 or less (25 pupils)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance for pupils eligible for PP is lower than for the whole school. (94.8% v. 96.3%)
2. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	GCSE results – progress and attainment	Minimal gap between the achievement of PP/NPP students
<b>B.</b>	Average Points Progress (Years 7-8) in all subjects. Progress towards GCSE (Years 9-10)	Negligible gaps
<b>C.</b>	Reduce Behaviour/ Exclusions	2 fixed term exclusions/0 permanent exclusions
<b>D.</b>	Improve attendance for PP students	95% attendance
<b>E.</b>	Improving engagement of families	Attendance at parents' evenings 50%
<b>F.</b>	Extending opportunities	All Pupil Premium students to engage in extra-curricular activities.

<b>3. Planned expenditure</b>					
<b>Academic year</b>	<b>2019/20</b>				
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.					
<b>i. Quality of teaching for all</b>					
<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>
A,B,C,D	Quality first teaching which sets high aspirations for pupils.	Sutton Trust 2011 Ofsted (2014)	High expectations at interview. Rigorous monitoring of teaching and learning including lesson observations, book monitoring, learning walks and pupil voice. All to include particular focus on PP students	FG/JR	July 2020
A, B, C	Improving teacher quality by investing in high-quality CPD for teachers	Education Endowment Foundation (Closing the attainment gap report 2018)	Whole school ethos of learning. CPD focused on subject knowledge. Introduction of IRIS. Support & training for teacher groups (e.g. NQTs, Recently Qualified Teachers, New Teacher to Goldington Academy)	FG/JR	July 2020
A, B	Reduced class sizes in key English and maths groups	Education Endowment Foundation	Monitoring of class lists. PP students to be taught by excellent teachers.	FG/ST Heads of Department	July 2020
AB	Reduced class sizes in key GCSE groups (e.g. science)	Education Endowment Foundation			

A,B	Small group English and maths interventions	Education Endowment Foundation	Under-performing students identified. Interventions with specialist English and maths teachers. Progress monitored on SIMs	JR	Termly
A,B	Revision and catch up sessions for Year 11 students in all subjects	Education Endowment Foundation	Curriculum Leaders to identify under-performing students and target them for catch up. In particular to focus on PP.	Heads of Department	Termly
C,D	Designated staff to offer social and emotional support	NFER	Monitor attendance	WA/SS/HoY	July 2020
D	Quick response to non-attendance	NFER	Monitor attendance	WA and HoY	July 2020
<b>Total budgeted cost</b>					£107,940

## ii. Targeted support

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?
F	Fund PP students on a variety of enrichment activities (trips and visits)	Education Endowment Foundation (arts and sports participation)	Rich extra-curricular provision. Curriculum leaders bid for funding for PP students. Participation is monitored.	JR/SR/ML Curriculum Leaders	July 2020
A,B	Purchase of text books and revision materials to support interventions and homework	Education Endowment Foundation	All staff made aware of disadvantaged pupils. CL and office staff to purchase revision materials as required	JR Curriculum leaders	December 2019 and March 2020
A,B,D	Breakfast provided for PP students to encourage attendance	NFER	Register taken.	HoY/Form tutors	Termly
F	Subsidise the cost of peripatetic music lessons	Instrumental training helps to develop the brain, regardless of musical ability. (Harvard Medical School)	Quality peripatetic teachers	TL/JR	July 2020
A,B	Small group English and maths interventions in Year 9, 10 and 11	Education Endowment Foundation	Monitoring and tracking data to identify under-performing pupils.	JR Maths & English teachers	Termly
A,B,C,D	Effective use of LSAs to support pupils with Special Educational Needs	Education Endowment Foundation	Best practice based on evidence (EEF). Impact of interventions measured.	SR	Termly

<b>Total budgeted cost</b>					£18,000
<b>iii. Other approaches</b>					
<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>
E	Engage with families through texts, posted letters and phone calls.	EEF	Monitoring parental engagement at key events (e.g. parents' evenings, information evenings etc.)	JR HoY Form Tutors	July 2020
B	Invite more able pupil premium students to before school, lunchtime and after-school extension programmes (e.g. The Brilliant Club)	Sutton Trust Stretch and challenge for the more able	Attendance monitored	ML Curriculum Leaders	July 2020
<b>Total budgeted cost</b>					£500

<b>4. Review of expenditure</b>					
<b>Previous Academic Year</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned</b>	<b>Cost</b>	
65% at expected standard in reading writing and maths (KS2 SATs)	Experienced teachers on key groups.	58% of PP students achieved the expected level in reading, writing and maths; 7% above national average. In writing and maths, Pupil Premium students at Goldington Academy outperformed all pupils nationally.	It is important to note that while some pupils find the expected attainment target a stretch, many pupils who have not 'passed' have made very good progress from very low starting points.	£135,325	
Gap closure in all other year groups in both core and foundation subjects		Much success as evidenced by internal progress documents	Often where we still see gaps it relates more to the progress of individuals than the PP group as a whole.		

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned</b>	<b>Cost</b>
65% at expected standard in reading writing and maths (KS2 SATs)	1:1, 1:2 or small group tuition in English and/or maths for all Pupil Premium children who were under-achieving	Attainment in all areas (reading, writing, GPS and maths) has increased. Overall attainment exceeds the national average for disadvantaged pupils.	Regular interventions are effective. Pupils respond well to the routine and enjoy their interventions. Interventions with their own teachers are most effective as the teacher knows each pupil's strengths and weaknesses. Low levels of general knowledge are as much of a barrier to reading skills as low literacy levels.	£10,600
	Purchase of revision guides for SATs	As above.	Books were purchased for school use, which was more effective than sending them home to be lost.	£270
95% attendance	Risers Club Close monitoring of attendance.	High expectations and close monitoring of attendance are effective. Risers and a free breakfast increases punctuality.	Risers benefits those who do attend, but, as the age range has taken effect, fewer pupils attend Risers than in the past.	£1150
Widen the life experiences of pupil premium children	Subsidised music lessons	Increased in self-esteem.	Being involved in the wider school life helps to build friendships, increase self-esteem and create a senses of purpose. Praise, positive feedback and rewards are very important to this pupil group.	£1050
	Creative learning opportunities and extra-curricular trips.			£1850
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned</b>	<b>Cost</b>
Ensure the social and emotional development needs of Pupil Premium students.	Individual and group work in the LIC	Pupils – both PP eligible and non-PP eligible benefitted emotionally from tailored support.	The role of the pastoral team within school is vital in securing positive mental health, improving attendance (in school and in lessons) and creating a sense of belonging.	£4700
Increasing engagement with parents	Letters and phone calls home/events	Increase in attendance at parents' evenings	Making personal contact with parents by phone, email or letter increases their involvement with school	£150
Ensure Pupil Premium pupils are not held back by lack of resources. Increase self-esteem.	Providing basic equipment (e.g. uniform and basic equipment)	Pupils ready to learn.	PP Champion to have overall responsibility for equipment provision (e.g. ties, pencil cases). Form tutors encouraged to monitor PP eligible students on a daily basis.	£300

## 5. Additional detail

A good education with qualifications to show for it can transform young people's lives for the better, however it is widely publicised that there is a significant attainment gap between children and young people from economically disadvantaged backgrounds and their fellow students. This gap is even greater for those who also have additional educational needs. The scale of the challenge is well-documented and, in some schools which have been graded 'Outstanding' by Ofsted, the gap is as large as some schools rated 'inadequate'. The gap begins in the early years and is already evident when children begin school aged 5. The gap grows wider at every following stage of education. (Education Endowment Foundation Attainment Gap Report 2018)