

Pupil premium strategy statement 2018/19

1. Summary information					
School	Goldington Academy				
Academic Year	2018/19	Total PP budget	£156,500	Date of most recent PP Review	September 2018
Total number of pupils	730	Number of pupils eligible for PP	149	Date for next internal review of this strategy	September 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils (national average)</i>
% achieving in reading, writing and maths	30%	64%
% meeting national expectation in reading	54%	75%
% meeting national expectation in writing	52%	78%
% meeting national expectation in GPS	59%	78%
% meeting national expectation in maths	48%	76%
	<i>No National data available. Comparison is with all Goldington Pupils(matched pupils only) (Difference between PP and all pupils)</i>	
Average Points Progress (Year 5 – Year 8) in reading	12.8	12.8 (0)
Average Points Progress (Year 5 – Year 8) in writing	14.3	13.5 (+0.8)
Average Points Progress (Year 5 – Year 8) in maths	14.2	13.8 (+0.4)
Average Points Progress (Year 5-8) science	15.9	15.9 (0)
Attendance	94.2%	96%

When evaluating pupil progress, inspectors will take account of those pupils who started a key stage elsewhere or have not completed their current key stage. This could include middle school. (Ofsted School Inspection Handbook, September 2018)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	17% of pupils eligible for PP also have a Special Educational Need (23 pupils)	
B.	28% of pupils eligible for PP have English as an additional language (38 pupils)	
C.	18% of pupil eligible pupils have a Mean CATs score of 85 or less (25 pupils)	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance for pupils eligible for PP is lower than for the whole school. (92% (FSM) v. 96%)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment for Key Stage 2 SAT results	77% meeting national expectation in reading, writing and maths
B.	Average Points Progress (Year 5-8) in reading, writing and maths	14.5
C.	Average Points Progress (Year 5-8) science	16.0
D.	Reduce Behaviour/ Exclusions	2 fixed term exclusions/0 permanent exclusions
E.	Improve attendance for PP students	95% attendance
F.	Improving engagement of families	Attendance at parents' evenings 50%
G.	Extending opportunities	All Pupil Premium students to engage in extra-curricular activities.

5. Planned expenditure					
Academic year	2018/19				
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.					
i. Quality of teaching for all					
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?
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.	FG/JR	July 2019

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 to be agreed by the Principal.	FG/JR	July 2019
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 English and maths	July 2019
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
C,D	Designated staff to offer social and emotional support	NFER	Monitor attendance	WA/SS/HoY	July 2019
D	Quick response to non-attendance	NFER	Monitor attendance	WA and HoY	July 2019
Total budgeted cost					£140,000
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.	AS/JR Curriculum Leaders	July 2019
A,B	Purchase of revision materials to support interventions and homework	Education Endowment Foundation	Interventions led by specialist English and maths teachers	JR Curriculum leaders	Termly
A,B,D	Under-performing pupils invited to Risers and offered a free breakfast	NFER	Register taken.	JR/SR/AC/H W	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 2019
A,B,	Beanstalk reading support	Meeting individual learning needs (weak literacy skills) Ofsted: The Pupil Premium (2014)	Impact measurement	HT	July 2019

A,B	Small group English and maths interventions in Year 9 and 10	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
Total budgeted cost					£17,500

iii. Other approaches

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?
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 2019
B	Invite more able pupil premium students to before school, lunchtime and after-school extension programmes	Sutton Trust Stretch and challenge for the more able	Attendance monitored	AS Curriculum Leaders	July 2019
Total budgeted cost					£500

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
57% at expected standard in reading writing and maths (KS2 SATs) Better progress for PP than NPP pupils with regard to entry to exit	Enhanced staffing (only possible from January 2018)	Attainment in reading has increased from 39% in 2016 to 48% in 2017 and 54% in 2018. Percentage of pupils eligible for PP achieving expected level in maths decreased slightly from 50% to 48%.	Of those pupils who did not achieve the expected standard in reading, writing and maths, twelve pupils achieved a pass in at least two areas. It is important to note that while some pupils find the expected attainment target a stretch, many pupils who have not 'passed' are within a few marks of reaching the expected standard.	£135,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
57% 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 reading has increased from 39% in 2016 to 48% in 2017 and 54% in 2018. Percentage of pupils eligible for PP achieving expected level in maths decreased slightly from 50% to 48%.	In house intervention by specialist teachers is more effective than external tutors who aren't as familiar with the pupils or the National Curriculum. Small group intervention is as effective as 1:1,1:2 and more cost effective.	£7,500
	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.	£800
95% attendance	Risers Club Close monitoring of attendance.	Risers improves the attendance of those who participate. Homework tasks are supported during Risers, therefore increasing the quality and quantity of homework submitted (evidenced by SMHW).	Risers benefits those who do attend, but more pupils could attend. Risers needs to be measured against attainment and progress. One or two persistent absentees (which was the case in 2017/18) can impact the overall attendance figure.	£1850
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.	£1750
	Creative learning opportunities and extra-curricular trips.		Praise, positive feedback and rewards are very important to this pupil group.	£1700

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
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.	£2000
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.	£350

7. 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)

As a middle school, pupils join us in Year 5, aged 9. On entry, the gap between Pupil Premium and their fellow students was -1.3 in maths; -0.6 in science; -0.8% in reading and -1.8 points in writing. By the time pupils reach Year 8, Pupil Premium students have made more progress than non-pupil premium students in maths and writing and the same progress in reading and science. Between 2017 and 2018, the gap between PP and NPP pupils narrowed in all the core subject areas. In fact in maths, the average points score for Pupil Premium students was +0.7 points higher than the rest of the cohort.

Pupils achieve well at Goldington Academy. Since the previous inspection overall standards of attainment have risen in line with national expectations. Moreover, gaps between the achievement of disadvantaged pupils and their classmates are closing rapidly. Although published results suggest that the progress that pupils make in key stage 2 is not good, this information does not take into account pupils' starting points when they join the school in Year 5.

Ofsted 2016