

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 Academy
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	23.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Francis Galbraith, Principal
Pupil premium lead	Victoria Andrews
<u>Governor</u> / Trustee lead	Heather Cunliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,980
Recovery premium funding allocation this academic year	£23,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£172,760

Part A: Pupil premium strategy plan

Statement of intent

At Goldington Academy, our intention is that all pupils in all years, regardless of their background or the particular challenges they face, make good progress and achieve high attainment across the curriculum. Fundamentally, we want ALL of our pupils to leave our school, at the end of Year 11, with a strong foundation for a productive life post-16, having attained well and enjoyed an enriched experience.

Our Pupil Premium Strategy is focused on supporting disadvantaged pupils to achieve these goals. We will also take account of the challenges faced by our more vulnerable pupils, irrespective of whether they are disadvantaged or not (e.g. those pupils with a social worker and young carers). Our strategy is intended to support the needs of these pupils too.

Our approach is centered on quality first teaching. Within this, we will focus on the areas in which our disadvantaged pupils need the most support and will therefore gain the most from. High-quality teaching is proven to have the greatest impact on closing the gaps between the disadvantaged and the non-disadvantaged. High quality teaching will also benefit ALL pupils in our school community. In essence, our strategy is about working towards positive attainment outcomes for all of our pupils.

Targeted academic support remains an integral part of our strategy, but never more so than as a result of the impact of the current pandemic. Our disadvantaged and non-disadvantaged pupils will benefit from more targeted academic support, for example through our participation in the National Tutoring Programme and other tutoring programmes, in addition to our in-house interventions in key curriculum areas.

Our approach will respond to common challenges and the needs of individuals, and will be linked to sound diagnostic assessment. We will not make assumptions about the impact of disadvantage. The various approaches we have adopted (related to '*Teaching*', '*Targeted academic support*' and '*Wider strategies*' such as attendance) work in combination to help pupils succeed. To evaluate the effectiveness of our approaches and actions we will:

*adopt a whole-school approach in which our disadvantaged pupils are at the forefront of our planning and delivery

*intervene at the point when a need is identified

*work to ensure that all staff take responsibility for the outcomes of disadvantaged pupils, thereby raising expectations of what these pupils can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																				
1	<p>Analysis of end of year data (2020-1) reveals that there is an attainment gap between boys and girls in general at Goldington, meaning that boys do not perform as well in relation to their targets as girls. Further, our disadvantaged pupils do not perform as well in relation to their targets as their non-disadvantaged peers. Finally, in both key stages three and four, our disadvantaged boys (especially pupils who are both disadvantaged and registered as having a SEN) do not perform as well in relation to their targets as our disadvantaged girls. These gaps are generally indicated across the curriculum. We are aware that where gaps have increased, the current pandemic and interruptions to schooling will have had an impact.</p>																				
2	<p>Attendance data over the last three years shows that absence rates and persistent absence rates (PA) among our disadvantaged pupils (as defined by FSM status) have been above target, although these rates are below the national average for secondary schools:</p> <table border="1"> <thead> <tr> <th></th> <th>2018-19</th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>GA FSM absence rate</td> <td>6.4%</td> <td>7.2%</td> <td>8.3%</td> </tr> <tr> <td>National FSM absence rate (most recent data = 2018-19)</td> <td>9.2%</td> <td>9.2%</td> <td>9.2%</td> </tr> <tr> <td>GA FSM PA rate</td> <td>20%</td> <td>19%</td> <td>23.8%</td> </tr> <tr> <td>National FSM PA rate</td> <td>22.8%</td> <td>23.4%</td> <td>23.4%</td> </tr> </tbody> </table> <p><i>n.b. the GA 2020-1 figure for PA was impacted by the expectation that those with an EHCP (therefore defined as vulnerable pupils) should be in school whilst schools were closed to most pupils. Medical and shielding issues meant that not all of these pupils were in school, but had to be coded as such.</i></p>		2018-19	2019-2020	2020-2021	GA FSM absence rate	6.4%	7.2%	8.3%	National FSM absence rate (most recent data = 2018-19)	9.2%	9.2%	9.2%	GA FSM PA rate	20%	19%	23.8%	National FSM PA rate	22.8%	23.4%	23.4%
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	Evidence shows that absences impact directly on attainment, meaning that trialling strategies to raise attainment and improve attendance rates will complement each other.
3	Parental surveys, discussions with pupils and staff observations have identified inadequate access to ICT for some pupils – meaning that regularly accessing routine home works as well as remote learning can be difficult. This challenge will continue to be addressed across each academic year.
4	Evidence suggests (e.g. from a whole-school parental survey, from informal contacts between home and school and from an analysis of parents’ evening attendance data) that parental engagement with the communications between school and home and improved parental engagement in the work of the school could be further improved. This is ultimately aimed at improving attainment.

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						
Improved attainment among all disadvantaged pupils across the curriculum and across both key stages, with a particular focus on boys.	<p>By the end of the current plan in 2024/5, key stage four outcomes will demonstrate that our disadvantaged pupils achieve an average (minimum) Attainment 8 score (based on FFT50) of:</p> <table border="1"> <thead> <tr> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>4.4</td> <td>3.9</td> <td>3.9</td> </tr> </tbody> </table> <p>By the end of the current plan in 2024/5, key stage three data will demonstrate that across time, the attainment gap between disadvantaged pupils and their non-disadvantaged peers will have reduced.</p>	2022	2023	2024	4.4	3.9	3.9
2022	2023	2024					
4.4	3.9	3.9					
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	<p>High attendance from 2024/5, as shown by:</p> <p>*the overall absence rate for disadvantaged pupils being no more than 5.5%. This figure is aspirational in the sense that it is higher than the national figure for ALL pupils in secondary schools and it would mark an improvement in our school figures for this group of pupils. Nevertheless, we</p>						

	<p>recognise that there would still be a gap between our disadvantaged and non-disadvantaged pupils at this point. The aim would be to then reduce this gap further over the course of the next plan.</p> <p>*the overall PA rate for our disadvantaged pupils being no more than 15%. We recognise that this is a challenging target in the context of the current pandemic, in which the whole issue of attendance is more difficult to measure because of a varied national picture with infection rates and the fact that families are expected to follow strict guidance about when pupils should remain at home.</p>
<p>The eradication of the digital divide within the school community (and in addition through this, to overcome potential gaps in access to ICT for parents at online events).</p>	<p>*All pupils will have access to the ICT they need in order to succeed in their studies.</p> <p>*Examples of ICT need are rare, and are addressed in a timely manner.</p>
<p>Improved parental engagement with the communications between school and home and improved parental engagement in the work of the school, directed at improving attainment.</p>	<p>*Qualitative data such as that from parent surveys, form tutors and subject teachers will demonstrate that all parents feel well-informed about school routines and key events.</p> <p>*For our disadvantaged families, parental engagement in events such as parents' evenings will be in line with whole-school attendance.</p>

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: £102,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments for new Year 7 cohort (CATs, English baseline tests in reading and writing).</p>	<p>Nationally standardised tests can provide reliable insights into the relative strengths and weaknesses of individuals, to help schools in directing additional support, where necessary, through teaching and interventions.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</p>	<p>1, 2</p>
<p>Continue our whole-school Teaching and Learning focus on embedding knowledge.</p> <p>Our whole-school CPD programme (in which staff must undertake at least one CPD session per term) is partly linked to research and strategies around embedding knowledge.</p> <p>Purchase of school-wide subscription to the National College.</p>	<p>‘Embedding knowledge’ will ensure all pupils meet the challenging demands the curriculum and current times place on them. ‘Knowledge’ is more than facts and information – it also includes the key skills and concepts that we need pupils to learn and understand.</p> <p>We will consider the importance of long-term memory and ensure that it is developed in order to be able to embed knowledge and retrieve that knowledge easily when it is required. To ‘embed knowledge’, we will continue to focus on Barak Rosenshine’s Principles of Instruction in our teaching, which supports how the brain encodes, stores and retrieves information. We will also consider the cognitive science that develops the learning abilities of our pupils.</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p>	<p>1, 2</p>
<p>Developing metacognitive and self-regulation skills in pupils.</p>	<p>Teaching metacognitive skills to pupils can be a good way of encouraging them to become independent learners.</p> <p>According to the EEF, there is some evidence to suggest that disadvantaged pupils are less</p>	<p>1, 2</p>

<p>This will involve ongoing teacher training and whole-school CPD time.</p> <p>This further extends our whole-school focus on 'embedding knowledge'.</p>	<p>likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage these pupils (and ALL pupils) to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and as a routine, enabling them to manage their own learning and overcome challenges themselves in the future. Metacognition and self-regulation strategies are shown to be most effective when embedded in a school's curriculum and subject lessons. Evidence suggests that the effectiveness of metacognition and self-regulation strategies is influenced by teachers' understanding of how to develop pupils' metacognitive knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	
<p>Improving literacy for those who are diagnosed as in need of additional support by training some members of the English Department in The Reading Fluency Project.</p> <p>To be rolled out across Key Stage Three on the basis of diagnostic testing.</p>	<p>The EEF's <i>Improving Literacy in Secondary Schools</i> document suggests that, 'Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively,' and that, 'Schools should expect and proactively plan to support pupils with the weakest levels of literacy, particularly in Year 7.'</p> <p>In terms of the impact/outcomes expected, according to Herts for Learning, pupils who participated in the (so far small) trial of the ks3 project, made an average of 15 months progress in reading comprehension age over the 8-week project. They report that pupils on the ks2 version of the project, trialled on a much larger scale so far, made an average of +2 years and 3 months progress in reading comprehension age over the 8-week project.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1, 2, 3</p>

	<p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks3-reading-fluency-project</p>	
<p>Improving literacy across the school through the introduction of our <i>The Whole School Read</i> strategy.</p> <p>This will first be rolled out across KS3 form classes, with the aim of later introducing it across KS4.</p>	<p>Research shows that a particular focus on reading comprehension, vocabulary and other literacy skills are closely linked with attainment in English and maths:</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p> <p>The Whole School Read will support all pupils in the development of language and the acquisition of a richer vocabulary.</p> <p>A linked focus on disciplinary literacy will also be driven by the LAC co-ordinator, on an on-going basis.</p>	1, 2
<p>Enhancement of teaching and learning strategies used in the Maths Department through the use of White Rose Maths mastery techniques.</p> <p>Training in this will continue to be supported (in its second year) so that the techniques can ultimately be rolled out across all year groups.</p>	<p>‘Mastery learning’ aims to support all pupils to achieve deep understanding and competence in the relevant topic.</p> <p>Mastery learning approaches have consistently positive impacts, and effects are higher ... in mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=master</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. These approaches could benefit disadvantaged pupils the most.</p> <p>https://whiterosemaths.com/</p>	1, 2

<p>Raise attainment in English and maths by adding in an extra class in each year, as staffing and accommodation allow.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with disadvantaged pupils.</p> <p>When a change in teaching approach accompanies a significant class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. Reduced class sizes give more time for quality interaction between pupils and teachers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1, 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide online tuition for priority pupils in Years 10 and 11 (disadvantaged, those with SEN and others who our internal data shows would benefit from small-group tuition).</p>	<p>Tuition targeted at specific needs and knowledge and skills gaps can be an effective way of supporting those who need it most:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A significant proportion of those who receive tutoring will be our disadvantaged pupils, ranging from lower attainers to higher attainers.</p>		
<p>Buying in tutoring for Year 11 from Tutor Doctor, to provide online tutoring for those pupils who need support in terms of achieving their GCSE target grade.</p> <p>The programme will be rolled out on a voluntary basis to the rest of Year 11 from January, and to Year 10 in the summer term.</p>	<p>Tuition targeted at specific needs and knowledge and skills gaps can be an effective way of supporting those who need it most:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2
<p>Support pupils with structured interventions organised by the English, maths and learning support departments (<i>in addition to the annual set of revision classes directed at Year 11 and run by individual subject areas</i>).</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Small-group interventions in each year group are directed at those who are not on track to meet their targets, those who need additional support in terms of boosting attainment to the next level, those who need support with very specific aspects of their learning such as spelling, and those who work on interventions such as Lexia and guided reading.</p> <p>Interventions take place outside timetabled lessons, to support and complement the curriculum being delivered.</p>	1, 2

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>A variety of strategies will be trialled with the aim of improving attendance for all pupils, which may be particularly beneficial for some of our disadvantaged pupils (e.g. giving form tutors release time on a rolling programme to meet with tutees of concern, incentivising and rewarding good attendance on a half-termly basis, reviewing our monitoring practices for those who are at risk of falling below the various attendance thresholds etc.)</p>	<p>The DfE guidance is based on work with schools that have reduced absence levels: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>The EEF report comments on strategies to improve attendance through the use of personalised communications: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Various other pieces of research have shown the benefits of personalising communications about attendance: https://twitter.com/marcrowland73/status/1467983021567586305?s=21</p>	<p>2, 1</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Organise a whole-school 'Breakfast Club' to encourage a punctual and strong start to the school day.</p>	<p>Children are more likely to learn when they have had a healthy breakfast. Breakfast clubs can have a positive effect on home-school relationships. This may also support our work to improve attendance:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	<p>2, 1, 4</p>
<p>Organisation of weekly gardening interventions to support well-being of targeted pupils in Years 7-9.</p>	<p>Social and emotional learning approaches (SEL) have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2</p>
<p>Monitor the digital divide in school on an ongoing basis and act to overcome it when an identified need arises.</p>	<p>Full participation in the curriculum, in terms of being able to access and complete homework tasks and revision activities, requires internet access and a laptop.</p> <p>The ability to engage in remote learning when required to stay at home as a result of the current pandemic requires internet access and a laptop.</p> <p>Engagement in online parents' evenings may be positively impacted for parents who do not have separate access to a desktop or laptop.</p>	<p>1, 3, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding some of the principles of good practice contained in reports about improving parental engagement.</p> <p>A variety of strategies will be trialled, including the revised use of Parentmail, text messaging, direct contact between school and home via postcards, half-termly form tutor calls to our disadvantaged families etc.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Goodall's report contains a wide range of strategies that were trialled as part of a pilot study into how to improve parental engagement in order to raise attainment:</p> <p>http://oga4schoolgovernors.org.uk/wp-content/uploads/2017/11/Report-on-the-Pilot-of-a-Toolkit-for-Parental-Engagement-final_.pdf</p> <p>McFarlane's new book is based on experience and evidence in terms of how to secure good outcomes for disadvantaged pupils. Contained therein are many tried and tested ideas about how to improve parental engagement:</p> <p>Obstetrics for Schools - A guide to eliminating failure and ensuring the safe delivery of all learners By: Rachel Macfarlane (ISBN : 9781785835407)</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £172,760

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.

Our strategy for the academic year 2020-2021 was based on:

*In Years 7-9 – the majority of disadvantaged pupils meeting their end of year targets and gaps between the disadvantaged and their peers being negligible

*In Year 10 – the majority of our disadvantaged pupils being on track to meet their targets

*In Year 11 - narrowing gaps in attainment between our disadvantaged pupils and the non-disadvantaged nationally

*Reducing behaviour issues linked to our disadvantaged pupils

*Improving attendance for our disadvantaged pupils

*Improving parental engagement

*Extending opportunities for the disadvantaged.

The academic year 2020-1 was impacted by the Covid-19 pandemic – with one significant period of closure in addition to measures being implemented in school to work towards minimising the spread. Our aims in relation to the attainment of our disadvantaged pupils in each year group were affected, as evidenced in schools nationally. The impact was mitigated to an extent by our provision of the full school timetable of lessons on *Teams*, but end of year data reveals a mixed picture:

-In Years 7-9, the majority of our disadvantaged pupils did meet or better their targets in some subjects, but not in others. For example, in the Years 7 and 8 cohorts, the majority met or exceeded their reading and writing targets, but the majority did not in maths and science. Attainment across other curriculum subjects in these two year groups was also mixed, ranging from the majority of disadvantaged pupils meeting or exceeding their end-of-year targets, to the majority not doing so. The picture was again mixed in Year 9, with the majority of our disadvantaged pupils meeting or bettering their target in science, but not in reading, writing and maths. In other curriculum subjects this cohort had mixed outcomes in relation to targets, achieving better than their non-disadvantaged peers in RPE and the more practical and creative subjects. Overall, in

Years 7 – 9, with a few key exceptions, there remains a gap in attainment between the disadvantaged and their non-disadvantaged peers.

-In Year 10, the Attainment 8 score was 33, as measured by Teacher Assessment at the end of the summer term. This picture was positive based on teacher predictions for final GCSE grades at that point (A8 prediction of 41, FFT50 A8 42). Thus, the majority of the disadvantaged pupils in the cohort were on track to meet their targets.

-In Year 11, the comparison with national data cannot be made as due to COVID-19, performance measures have not been published for 2020 to 2021. Our disadvantaged pupils performed well, achieving an Attainment 8 score of 38, which was above the FFT50 target of 37.

In the academic year we permanently excluded one Year 11 pupil.

In the context of the pandemic, our aim of improving our absence rate to 4% for our disadvantaged pupils (measured by FSM status) was aspirational. The final figure was 8.3%. Although this is higher than our target, it was lower than the national average of 9.2% (last available data from 2018-2019). The rate of persistent absenteeism among our disadvantaged pupils was 23.8% (*this figure was impacted by the expectation that those with an EHCP (therefore defined as vulnerable pupils) should be in school whilst schools were closed to most pupils. Medical and shielding issues meant that not all of these pupils were in school, but had to be coded as such*). Implementing and evaluating ways of improving attendance is a key part of our new strategy, although we recognise that the current pandemic makes work in this area challenging.

The pandemic also changed the way we organised our parents' evenings, a key area in which we intended to improve and measure parental engagement. Our online parents' evenings ran smoothly, but attendance to these by our disadvantaged families was not in line with our aim of 60% (bookings made by our disadvantaged families for each year group's evening ranged between 34-59%. Final attendance figures ranged between 30-50%). We are investigating the reasons for this, as online parents' evenings will continue this year. Other intended opportunities to engage further with our disadvantaged families could not take place in 2020-2021.

Our plans to extend opportunities to our disadvantaged pupils were adversely affected by the pandemic, as most extra-curricular activities needed to be curtailed. We will build on these plans in the new strategy.

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Underlying principles and additional activity

Our pupil premium strategy is underpinned by a sharp whole-school focus on the needs of our disadvantaged and vulnerable pupils, which has increasingly become a core part of our work. We recognise that addressing disadvantage is an on-going process and not an event. These pupils remain at the centre of our planning and interventions in terms of teaching and learning, and as individuals their needs are discussed separately in a variety of places across the school – for example, after data collection points, in subject department meetings, in CPD events, in terms of levelling up. Our general emphasis on supporting and monitoring quality first teaching means that the needs of our disadvantaged pupils are catered for as a routine part of our work as a school, in addition to the other strategies and interventions that form a part of this strategy statement.

As a school, from September 2021 we have a renewed focus on improving feedback and homework. The focus on these aspects of teaching and learning will further support us in our work to achieve the best outcomes for ALL of our pupils, with our disadvantaged pupils standing to benefit the most, as research shows:

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

There is much overlap between the different aims and strategies within this strategy statement – that is a strength, as different aspects of our work will complement each other in our drive to secure positive outcomes for our pupils. By way of example, strategies we will trial directly to raise attainment could support us in our work to improve attendance. Linked to this is the fact that a Breakfast Club in addition to the raft of extra-curricular provision at Goldington, will support us further to increase the engagement with school of our pupils, which may also help to improve attendance and therefore ultimately raise attainment.

Our aims in terms of ‘levelling-up’ are very important to us, and we firmly believe that supporting disadvantaged pupils in terms of enabling them to participate in enrichment and extra-curricular activities will support our aim in relation to raising attainment. To this end, we actively promote and financially support (where this support is needed) the inclusion of our disadvantaged pupils in activities such as the Duke of Edinburgh Award scheme, extra-curricular visits to castles, museums and outdoor activities, to

name but a few. Our policy is that participation in other learning and social activities should not be based on a family's ability to pay. Moreover, we are committed to the fact that an important part of a school's work is to enable pupils to accumulate the cultural capital they need in order to play a full part in their lives beyond school.

Planning, implementation and evaluation

In planning our new pupil premium strategy we took account of evidence from a variety of places, including (but not limited to) external and internal data, senior team discussions, meetings with a range of post-holders within the school community, a parental survey and conversations with pupils themselves. We looked at a number of reports and studies about the effective use of the pupil premium, the effect of disadvantage on outcomes in education and how to address the challenges to learning which can be caused by disadvantage (in the current context of the on-going pandemic, we also considered studies about its impact on disadvantaged pupils).

Our three-year strategy will be evaluated each year, with the plan being adjusted over time in terms of what is most likely to secure the best outcomes for our pupils.