

Pupil premium strategy statement – Goldington Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	960
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Francis Galbraith, Principal
Pupil premium lead	Sailesh Roopnarain
Governor	Sara Redmond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£209,625

Part A: Pupil premium strategy plan

Statement of intent

At Goldington Academy (GA), our intention is that all pupils in all years, regardless of their background or the particular challenges they face, make good progress and achieve highly 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 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.

As an academy, our **Organisation Objectives for 2025 – 2026** are as follows:

To ensure every student enjoys their learning and makes positive progress during their time at GA. To ensure lots of opportunities are available for all children.

Year 11 to attain a progress score that places us in at least the "above average" series of schools. This should place us in the UK top 30%.

Children are safe, happy and well taught. A range of indicators that include exclusions, attendance, safeguarding issues all show overall positive trends and outcomes.

The school is run as a 21st century business with children at the forefront of all thinking. Due consideration given to strict financial control, appropriate performance management, balance between leadership and management, high quality governance, support for staff, appropriate investment in technology and the site etc.

All smaller groups equally well catered for at GA. These include SEND, PP, gender and ethnicity groups. A range of indicators indicate all pupils do well.

To ensure that staff well-being is supported and taken under consideration in all aspects of school life, with a particular focus on maintaining a good work/life balance.

To ensure that 100% of all Year 11 students leave Goldington Academy for high quality destinations.

Consequently, our whole school performance management objectives are directly related to the following areas:

Improving pupil progress and attainment

Raising the quality of teaching and learning with a specific focus on embedding knowledge, pupil engagement and developing independent learners

Implementing the school's behaviour for learning policy

Quality First Teaching and Learning

Our approach is centered on the concept of 'first-quality 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.

Our Teaching and Learning approach is underpinned by the premise that if we “get it right for the most disadvantaged and vulnerable, then we get it right for all”.

Targeted Academic Support

Targeted academic support remains an integral part of our strategy. Our disadvantaged and non-disadvantaged pupils will benefit from more targeted academic support, both inside lessons and through the organization of our in-house interventions in key curriculum areas.

Wider Strategies

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, delivery, support and provision

- *intervene at the point when a need is identified

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

- *engage parental backing so that provision for students’ is multi-pronged with wider support is in place (pastoral, professional involvement, etc.).

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.

This approach, along with a highly aspirational, caring and holistic vision for our students’ development, means that students leave Goldington Academy for high quality destinations equipped with relevant life skills and academic achievements to navigate the next chapter of their career pathways and life with enthusiasm, confidence and skills.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes End of year data analysis indicated the following findings: <u>GCSE 2025</u> <u>Attainment 8 (A8)</u>

Pupil Premium (PP) students achieved a GCSE Attainment 8 score of 4.7 as compared to Goldington Non-Pupil Premium (NPP) students (5.7) - indicating a gap of -1.

PP students achieved their FFT20 target estimates of 4.7 for A8.

3-year trend

Our 3-year trend for A8 for PP indicates consistent scores above national disadvantaged figures however when measured against all pupils (both in school and nationally), the gap is still evident.

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
2024	32	41.7	34.6	Above (sig+)
2023	36	44.9	35.0	Above (sig+)
2022	25	48.8	37.6	Above (sig+)

All pupils - Overall A8

Year	Cohort	School	National	National distribution banding
2024	173	54.1	45.9	Above (sig+)
2023	154	54.3	46.3	Above (sig+)
2022	152	54.8	48.8	Above (sig+)

Key challenges:

Following analysis of end of year GCSE data indicated the following areas of focus:

- Gap between PP and NPP has narrowed in the last academic year but there still exists a grade deficit in A8.
- PP boys are performing higher than PP girls (PP Boys' A8 scores were 4.7 and PP Girls' 4.5).
- PP Grade 5+ in English and maths (Gap of -22% exists between PP & GA NPP based on GCSE 2025 results)
- PP Grade 7+ in English and maths (Gap of -15.8% exists between PP & GA NPP based on GCSE 2025 results) 33.3% of PP HPA students attained Grade 7+ English & maths.
- PP Grade 4+ in Languages - gap exists between PP 66.7% (Grade 4+) & GA ALL PUPILS 87.1% (Grade 4+) & National NPP 75.8% (Grade 4+) based on GCSE 2025 results.
- PP Grade 5+ in Languages - gap exists between PP 66.7% (Grade 5+) & GA ALL PUPILS 75.2% (Grade 5+) based on GCSE 2025 results.

- PP Boys' scores in Grade 5+ English & maths (53.8%) were higher than PP Girls' (36.8%).

GCSE results breakdown

	Attainment 8 score (A8)	Grade 5+ English & maths	Grade 4+ English & maths	Grade 7+ English & maths	% EBacc entries	EBacc average Point Score
GA Pupil Premium (PP)	4.7	44.4%	77.8%	10.4%	39.6%	4.14
GA Non-Pupil Premium (NPP)	5.7	70%	90.8%	26.2%	62.3%	5.25
Gap (PP vs NPP)	-1.0	-22%	-13.7%	-15.7%	-22.7%	-1.11
Disadvantaged (National)	3.5	25.6%	n/a	n/a	29.0%	3.02
Local Authority NPP	4.7	48.7%	70.4%	n/a	40.0%	4.16
National NPP	5.0	52.8%	72.7%	n/a	45.0%	4.49

National data source: [Key stage 4 performance, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

[Results by pupil characteristics - Goldington Academy - Compare school and college performance data in England - GOV.UK](#)

Key Stage 3 2025

- **Year 7**

Generally, the progress made by PP students in the summer term was similar or slightly lower than NPP students; this is replicated in the progress made across the whole year. The attainment of NPP students is higher than PP and the attainment gap between PP and NPP students has stayed the same or increased slightly.

- **Year 8**

Generally, the progress made by PP and NPP students in the summer term was similar or NPP students made slightly more progress. Over the course of the year the picture is varied; in some subjects PP students have made more progress, in some both groups have made the same progress and in other subjects NPP students have made more progress. The gap in attainment between the Y7 Summer term Teacher Assessment (TA) Average Point Score (APS) and the Y8 Summer term TA APS has remained stable.

- **Year 9**

- Across the year the progress made by PP students is similar to NPP students. However, in the summer term NPP students made

	<p>the same or higher progress than PP students. NPP students' attainment is higher than PP; and the attainment gap between PP and NPP students has remained roughly the same with a couple of anomalies.</p>																																								
2	<p>Attendance</p> <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 our target.</p> <p>The absence rates and persistent absence rates (PA)are below the national average for secondary schools.</p> <p><i>Data source: the DfE's 2024/25 (1 term), 2023/24 (3 term), 2022/23 (3 term) and 2018/19 (3 term) academic year data</i></p> <p>FSM6 - Attendance</p> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th></tr><tr><td>2024/25</td><td>222</td><td>91.8%</td><td>88.2%</td><td>Above</td></tr><tr><td>2023/24</td><td>194</td><td>89.3%</td><td>86.0%</td><td>Above</td></tr><tr><td>2022/23</td><td>199</td><td>90.3%</td><td>86.0%</td><td>Above</td></tr></table> <p>All pupils - Attendance</p> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th></tr><tr><td>2024/25</td><td>950</td><td>94.4%</td><td>92.3%</td><td>Above</td></tr><tr><td>2023/24</td><td>937</td><td>93.6%</td><td>91.1%</td><td>Above</td></tr><tr><td>2022/23</td><td>903</td><td>93.7%</td><td>91.0%</td><td>Above</td></tr></table>	Year	Cohort	School	National	National distribution banding	2024/25	222	91.8%	88.2%	Above	2023/24	194	89.3%	86.0%	Above	2022/23	199	90.3%	86.0%	Above	Year	Cohort	School	National	National distribution banding	2024/25	950	94.4%	92.3%	Above	2023/24	937	93.6%	91.1%	Above	2022/23	903	93.7%	91.0%	Above
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FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding
2024/25	222	25.2%	34.5%	Below (sig-)
2023/24	194	29.4%	42.5%	Below (sig-)
2022/23	199	33.7%	43.8%	Below (sig-)

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding
2024/25	950	15.4%	21.1%	Below (sig-)
2023/24	937	16.2%	25.6%	Below (sig-)
2022/23	903	16.8%	26.5%	Below (sig-)

Evidence shows that absences impact directly on attainment, meaning that trialling strategies to raise attainment and improving attendance rates will complement each other.

3

Parental engagement

Evidence indicates (eg. from informal contacts between home and school, from an analysis of parents' evening attendance data and from analysis of the number of families downloading e-reports/progress sheets/school-related apps) that parental engagement with the communications between school and home and 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.	By the end of the current plan in 2026/7, key stage four outcomes will demonstrate that our disadvantaged

	<p>pupils achieve an average (minimum) Attainment 8 score (based on FFT50) of:</p> <table><tr><th>2025</th><th>2026</th><th>2027</th></tr><tr><td>4.3</td><td>4.0</td><td>4.5</td></tr></table> <p>By the end of the current plan in 2026/7, key stage three data will demonstrate that across time, the attainment gap between disadvantaged pupils and their non-disadvantaged peers will have reduced.</p> <p>In both key stages, we recognise that this will take time, and that over the course of the next 3 years we will be getting results from groups that have been significantly impacted by covid – particularly in key stage four.</p>	2025	2026	2027	4.3	4.0	4.5
2025	2026	2027					
4.3	4.0	4.5					
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	<p>High attendance from 2026/7, as shown by:</p> <p>*the overall absence rate for disadvantaged pupils being no more than 5.5%.</p> <p>This figure is aspirational in the sense that it is lower than the absence rate for ALL pupils in secondary schools and it would mark an improvement in our school figures for this group of pupils. Nevertheless, we recognise that the challenges facing disadvantaged pupils are often greater than those facing non-disadvantaged pupils, due to a number of contextual factors. For example, pupils who are both disadvantaged and have a SEND present a particular challenge.</p> <p>*the overall PA rate for our disadvantaged pupils being no more than 10%. We recognise that this is a challenging target.</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>*Qualitative data such as that from parent surveys, form tutors and subject teachers will demonstrate that 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 broadly in line with whole-school attendance.</p> <p>*School communications about progress and attainment will be accessed by all parents, and in a timely manner.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £104,812.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments for new Year 7 cohort (CATs).	<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>	1, 2
<p>Embed our whole-school Teaching and Learning Strategy based on embedding knowledge and metacognition in action.</p> <p>Our in-house CPD programme is evidence-based and designed to achieve the above through weekly briefing</p>	<p>Supporting pupils to embed knowledge will ensure they are able to meet the challenging demands the curriculum places on them. 'Knowledge' includes the key skills and concepts that pupils need to learn and understand in order to attain highly, as well as facts and information. When planning tasks and resources to help pupils to remember, we will take account of how the memory works.</p> <p>Evidence Based Education. (2022). What every teacher needs to know about learning and memory</p> <p>Actively teaching pupils to become metacognitive learners is a good way of encouraging them to become independent learners. According to the EEF, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive strategies without being explicitly taught these strategies. Explicit teaching of</p>	1, 2

<p>Continue to proactively support students (in all years) to build a small repertoire of effective revision strategies. Achieve this through our Life Skills programme of study as well as through deliberately-designed classwork and homework tasks across the curriculum.</p> <p>Aid the recruitment and retention of quality teachers by supporting staff (with time and cover) to undertake a range of specialist NPQs.</p> <p>Use in-house delivery of ECF to support ECTs and refresh knowledge and skills of linked mentors.</p> <p>Purchase of subscription to National College, which is accessible to all staff.</p>	<p>This common approach across the school will enable pupils to become confident learners, with agency over the revision required for positive end outcomes.</p> <p>National professional qualification (NPQ) courses - GOV.UK</p> <p>Knowledge and skills gained from a variety of NPQs can be used on a whole-school and subject-level basis, to contribute to effective teaching and learning in order to achieve positive outcomes for all pupils.</p> <p>Early career framework - GOV.UK</p>	
<p>Programme of weekly reading homework for all pupils in KS3</p>	<p>Improving Literacy in Secondary Schools EEF</p>	<p>1, 2, 3</p>

<p>English to widen the range of non-fiction reading texts and vocabulary exposure.</p> <p>Other subject areas will set one reading homework per half term to support this initiative.</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 embedded in Year 7 cohorts.</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 involved in the KS3 project made an average of 18 months progress in reading comprehension age over the 8-week project previously and this strategy will continue for current cohorts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks3-reading-fluency-project</p>	1, 2
<p>Improve literacy across the school and promote a reading culture through our <i>The Whole School Read</i> strategy with KS3 form classes.</p> <p>Promote and celebrate the benefits of</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 pupils in the development of language and the acquisition of a richer vocabulary.</p>	1, 2, 3

<p>reading by purchasing a book as a gift for all Year 7 pupils. Design and promote activities related to these books, to encourage pupil engagement with our aims.</p>	<p>https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/bookbuzz/</p> <p>https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2024/</p> <p>Improving Literacy in Secondary Schools EEF</p>	
<p>Enhancement of teaching and learning strategies used by maths teachers through the use of the teaching for mastery approach.</p> <p>This approach will continue to be used across all year groups and the Maths Department will continue to work with the local maths hub.</p>	<p>‘Teaching for Mastery’ within Mathematics aims to help all students acquire a deep and secure understanding of the subject. It focuses on the following five ‘big ideas’:</p> <ul style="list-style-type: none"> -Representation and structure -Coherence -Variation -Mathematical Thinking - Fluency <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</p> <p>Teaching for Mastery learning aims to ensure that all pupils have a solid enough understanding of key concepts before moving on to more advanced material – in contrast with traditional teaching methods in which pupils may be left behind, with gaps or misconceptions. Mathematics teaching for mastery also assumes everyone can learn and enjoy mathematics and supports them to reason and seek to make connections. These approaches could benefit disadvantaged pupils the most.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/the-essence-of-mathematics-teaching-for-mastery/</p> <p>https://whiterosemaths.com/</p>	<p>1, 2</p>
<p>Raise attainment in English and maths by adding in extra classes in each year, as staffing and</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</p>	<p>1, 2</p>

accommodation allow.	<p>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>	
Regularly refresh staff knowledge, skills and strategies in relation to pupils with SEND (especially focusing on – but not limited to – ADHD/ADD/ASD).	<p>Staff should regularly undertake special educational needs and/or disabilities (SEND) CPD to ensure that their knowledge and skills are both up to date and effective. The wide range of CPD that staff can engage in throughout the year to develop their expertise in being able to support and educate all children and young people, including those with SEND, should always be balanced: build knowledge, motivate staff, develop teaching techniques and embed practice.</p> <p>16649 CPD Resource PAGES.pdf</p>	1, 2

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

Budgeted cost: £52,406.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy 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 grades in English, maths and science.	<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, 3

<p>The programme may be extended to individuals in other years in the summer term 2026 on the basis of diagnosed need.</p>		
<p>Support pupils (in all years) with (weekly) structured interventions organised by the English, maths and learning support departments.</p> <p>Year 11 SEND students to receive mentoring and Study Skills sessions through their keyworker Learning Support Assistant (LSA) – mentoring/well-being perspective with focus on study skills, overlearning, revision activities, consolidation of content are covered in these sessions.</p> <p>Support Yr 11 pupils working towards final GCSE Science exams with small-group form time interventions.</p> <p><i>(the above are all in addition to the</i></p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.</p> <p>Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net)</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 guided reading. YARC baseline assessments will be undertaken to support the measurement of progress in these areas. Furthermore, these assessments will provide curricular next steps for teaching staff and LSAs to implement in their interventions with relevant students.</p> <p>Interventions take place outside timetabled lessons (usually in form time slots), to support and complement the curriculum being delivered.</p>	

<i>annual set of revision classes directed at Year 11 and run by individual subject areas).</i>		
<p>Refine and embed Academic Mentoring programme across all years in school.</p> <p>As part of this, 4-5 pupils in each form class will be mentored by their tutor, so that the impact will be felt by pupils who most need this support.</p> <p>Academic mentoring for identified Pupil Premium students</p>	<p>Encouraging students to deliberately track (once each half term) their progress towards end of year targets and focus on metacognitive skills will support our drive to develop independent learners.</p> <p>Form tutors will lead this programme with their form classes, overseen by our Academic Mentoring lead.</p> <p>Academic Mentoring team led by Academic Mentoring Lead to undertake weekly mentoring of year 7 – 11 Pupil Premium students – lists are reviewed half-termly.</p> <p>https://www.studentnavigator.co.uk/benefits-of-mentoring-for-gcse-and-alevel-students/#:~:text=Increased%20confidence%20and%20self%20belief,the%20skills%20to%20realise%20them</p>	1, 2
Recruit, retain and train high quality LSAs, using learning from previous participation in MITA training programme.	<p>Learning Support Assistants (LSAs) are a vital resource in terms of supporting individuals within the classroom setting (and in weekly interventions as applicable). Nevertheless, the EEF has found that generally, LSAs have not always been used in the most effective ways, in terms of pupil outcomes:</p> <p>TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The MITA training programme aims to maximise the impact of LSAs by focusing on avoiding 'learned helplessness' on the part of pupils.</p> <p>Maximising the Impact of Teaching Assistants MITA (maximisngtas.co.uk)</p> <p>The MITA course has previously been delivered by Sally Franklin (UCL) to LSAs and teaching staff. Some newer members of the current</p>	1, 2

	<p>cohort of LSAs have not had the direct training but have worked through resources that form part of the MITA course, whereas other members have had the training. Key elements of the training have been embedded into core pedagogical practice via SEND non-negotiables.</p> <p>SENDCo training and work with Herts for Learning consultant which is delivered and disseminated to all teaching staff and LSAs.</p> <p>These aim to engender effective communication between teachers and LSAs and consider collaborative SEND approaches in the classroom in the first instance.</p> <p>https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=H9mgR5a-Srw&localofferchannel=0</p>	
Increase level of SEND provision through enhanced approaches to teaching and learning support.	<p>Pupil passports underpin the strategies that staff use in daily work with students. These are co-produced with the SEND dept, parents and students and Heads of Year (with behavioural concerns). Heads of Year & SENDCo monitoring of Pupil Passports for high profile students (based on high behaviour points). Termly reviews (or sooner if warranted) of Pupil Passports take place with up-to-date strategies to ensure that the needs of SEND students are considered within the classroom and the demands of cognitive load bearing on these (and other) students are reduced. Teacher CPD based on ADHD, ASD, SLCN, QFT approaches take place to ensure that support is evident within classroom settings. Strong links between Behaviour Lead, Heads of Year and SENDCo to reduce behavioural concerns: Weekly meeting with Heads of Year to discuss challenging students and triage approaches.</p>	1, 2, 3
MA Lead to organise and oversee a programme of opportunities directed at MA pupils, in order to engender high aspirations and positive outcomes.	<p>Planned for 2025-26:</p> <ul style="list-style-type: none"> *Goldington Distinction Award (Y7 & Y8) *Family Challenge (Y7 & Y9) *Big Ideas for Bright Minds Oxford Conference (Y10) *Magistrates Mock Trials (Y8-Y10) 	1, 2, 3

	<p>*Debate Competitions</p> <p>*Houses of Parliament trips</p> <p>* Scholars Programme (Y9 & possibly Y10)</p> <p>* ASIT (A Short Introduction To.....) lectures (Y9/10)</p> <p>* Locked box challenge (Y7 & possibly Y9)</p>	

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

Budgeted cost: £52,406.25

	Evidence that supports this approach	Challenge number(s) addressed
<p>Adhere to the principles of good practice around attendance, as set out in the DfE's document.</p> <p>In addition to proactively monitoring and acting on attendance across the school*, we will look to employ a variety of strategies aimed at improving the attendance of individuals as applicable. This individualised support may be in conjunction with attendance</p>	<p>*Broadly (but not limited to):</p> <p>Weekly meetings between Attendance Officer and Heads of Year to identify pupils of concern – stage 1 letter if no improvement – stage 2 letter if attendance concern continues, and invite into school to discuss a plan – referral to EWO if no improvement.</p> <p>At each stage, individual circumstances are taken into account, and additional support is offered as appropriate – e.g. EHA).</p> <p>Weekly pastoral meetings with Assistant Headteacher (Behaviour & Safeguarding), Heads of Year, Assistant Headteacher (Pupil Premium) and SENDCo.</p> <p>Automated message to students as identified by Attendance Officer and Assistant Head (Behaviour & Safeguarding) & Heads of Year - at 8am each morning text message.</p> <p>Weekly letter generated by Attendance Officer to parents of students whose attendance has dropped below 90%.</p> <p>Attendance in school is enhanced by positivity of in-house intrinsic rewards – praise postcards, praise</p>	1, 2, 3

initiatives in our local area.	<p>points, weekly rewards in canteen and ultimately success of achievement</p> <p>Termly letter sent to parents of PP students who are below 90%</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p> <p>Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK</p> <p>The EEF report notes the importance of personalised communications with parents when trying to work closely with them, including over attendance issues: EEF Parental Engagement Guidance Report.pdf</p> <p>Other research has shown the benefits of personalising communications about attendance:</p> <p>Absences Matter and You Can Help @LeadingLearner</p> <p>https://twitter.com/marcrowland73/status/1467983021567586305?s=21</p> <p>Rise Space, Bedford.</p> <p>Blues Foundation, Bedford.</p>	
Explore the opportunity presented by a change to our food service to provide breakfast for all, to enable a punctual and strong start to the school day.	<p>Children are more likely to learn when they have had a healthy breakfast. Provision of breakfast at school can have a positive effect on home-school relationships. This may also support our work to improve attendance:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	1,
Monitor the digital divide in school and act to overcome it when an	<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>	1, 2, 3

identified need arises.	Engagement in online parents' evenings may be positively impacted for parents who do not have separate access to a desktop or laptop.	
<p>Trial some of the principles of good practice contained in evidence-based reports and literature about improving parental involvement and engagement.</p> <p>Explore opportunities to streamline and simplify home-school communications presented by the rollout of new MIS.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</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>https://journal.uwp.co.uk/wje/article/id/463/</p> <p>McFarlane's 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: <u>Rachel Macfarlane</u> (ISBN : 9781785835407)</p>	1, 2, 3
Support pupils in terms of participation in a wide range of enrichment and extra-curricular activities (to include – but not limited to - Duke of Edinburgh Award Scheme, a project with a local artist to support the creativity and well-being of selected KS3 pupils and STEM-based workshops	<p>Participation in enrichment activities is an educational right for all, and ultimately nurtures an individual's sense of belonging and well-being, which feed into positive academic outcomes, help to develop cultural capital and pave the way for a productive life beyond school.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>The Social Mobility Commission: An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility</p>	1, 2

designed to steer PP students into STEM).		
Recruitment of Pupil Premium Champions to support with academic, pastoral and social development and progress of PP students.	<p>Linked PP Champions working with linked year groups tracking and monitoring academic assessment data, attendance data and behavioural records with the aim of raising attainment, progress and achievement.</p> <p>The aim of these PP Champions is for identification of barriers and early intervention strategies to ensure gaps between PP and NPP peers are closed.</p> <p>Use reliable research evidence to support your strategy EEF</p> <p>Pupil premium: overview - GOV.UK</p>	1, 2, 3
Implementation of Pupil Premium Passports	<p>To raise awareness of barriers to learning, Pupil Passports are to be created for selected, identified Pupil Premium students (those who do not already have a passport based on SEN, EAL, etc)</p> <p>Passports will identify barriers and provide strategies in a coproduced format (with students, parents and staff) that enables staff to ensure effective provision for PP students.</p> <p>The Disadvantage Calculator: Identifying... Research Schools Network</p> <p>The EEF Guide to the Pupil Premium EEF</p> <p>EEF Attainment Gap Report 2018 - print.pdf</p>	1, 2, 3

Total budgeted cost: £209,625

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In terms of our intended outcomes, we are making progress and our disadvantaged pupils have positive outcomes at Goldington Academy.

1). Improved attainment

GCSE 2025

Attainment 8

Pupil Premium students achieved a GCSE Attainment 8 score of 4.7 as compared to Goldington Non-Pupil Premium students (5.7) - indicating a gap of -1

	Attainment 8 score (A8)	Grade 5+ English & maths	Grade 4+ English & maths	Grade 7+ English & maths	% EBacc entries	EBacc average Point Score
GA Pupil Premium (PP)	4.7	44.4%	77.8%	10.4%	39.6%	4.14
GA Non-Pupil Premium (NPP)	5.7	70%	90.8%	26.2%	62.3%	5.25
Gap (PP vs NPP)	-1.0	-22%	-13.7%	-15.7%	-22.7%	-1.11
Disadvantaged (National)	3.5	25.6%	n/a	n/a	29.0%	3.02
Local Authority NPP	4.7	48.7%	70.4%	n/a	40.0%	4.16
National NPP	5.0	52.8%	72.7%	n/a	45.0%	4.49
National data ALL PUPILS	4.6	45.2%	n/a	n/a	40.5%	4.08

National data source: [Key stage 4 performance, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

[Results by pupil characteristics - Goldington Academy - Compare school and college performance data in England - GOV.UK](#)

Our A8 score for **disadvantaged pupils (4.7)** was **equal to** the local authority figure for **non-disadvantaged** pupils

Our A8 score for **disadvantaged pupils (4.7)** was **slightly below** the national figure for **non-disadvantaged (5.0)** pupils by **-0.3**.

Our A8 score for **disadvantaged pupils (4.7)** was **higher** than the average for **disadvantaged** pupils nationally **(3.5)**.

Overall, the picture varies depending on the cohort, but we are pleased with our outcomes. Enabling positive progress will continue to be an important focus going forwards.

3-year trend

Our 3-year trend for A8 for PP indicates consistent scores above national disadvantaged figures.

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
2024	32	41.7	34.6	Above (sig+)
2023	36	44.9	35.0	Above (sig+)
2022	25	48.8	37.6	Above (sig+)

All pupils - Overall A8

Year	Cohort	School	National	National distribution banding
2024	173	54.1	45.9	Above (sig+)
2023	154	54.3	46.3	Above (sig+)
2022	152	54.8	48.8	Above (sig+)

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	45	1869	449566
Attainment 8 score	46.7	47.2	50.3
Grade 5 or above in English & Maths	44.4%	48.7%	52.8%
Grade 4 or above in English & Maths	77.8%	70.4%	72.7%
Achieving EBacc at grade 5 or above	20.0%	15.5%	22.5%
Achieving EBacc at grade 4 or above	20.0%	23.2%	30.4%
Entering EBacc	40.0%	40.0%	45.0%
EBacc Average Point Score (APS)	4.13	4.16	4.49
In education, apprenticeships or employed for 2 terms after KS4 (2023 leavers)	86%	94%	94%
Exam entries per pupil, all KS4 qualifications	7.9	8.4	8.2
Exam entries per pupil, GCSEs	6.9	7.7	7.6

Other key findings following analysis of end of year GCSE data indicated the following:

- PP Boys' A8 scores were higher than PP Girls' (4.7/4.5).
- PP Boys' scores in Grade 5+ English & maths (53.8%) were higher than PP Girls' (36.8%).
- PP Boys' scores in Grade 7+ English & maths (11.5%) were higher than PP Girls' (10.5%).
- PP Boys' EBacc entries were 38.5% which was slightly higher than PP Girls' but 20.7% lower than NPP Boys' and PP Girls were 21.7% lower than NPP Girls.

- PP Boys' EBacc APS (4.27) was higher than PP Girls' (3.82).
- PP High Prior Attainment (3 HPA students) attained an A8 of 6.9.
- 33.3% of PP High Prior Attainment (3 HPA students) attained Grade 7+ English & maths.
- No PP High Prior Attainment (3 HPA students) attained Grade 9 English & maths.
- 100% of PP High Prior Attainment (3 HPA students) entered for the EBacc with EBacc APS achieved a score of 6.78.
- PP students achieved their FFT20 target of 4.7 for A8.

KS3 data for end of academic year 2024-25 (APS using internal data. Equivalent school assessment measure given in brackets. Highlighted scores are for 2023-24):

	Reading		
	PP	NPP	Comments
Year 7	30.5 (S-) 29.9 (S-)	31.4 (S) 30.9 (S)	
Year 8	33.4 (S-) 33.3 (S-)	34.5 (S) 34 (S)	End of Y7 gap = -1.0, end of Y8 gap = -1.1.
Year 9	36.8 (S-) 35.4 (D+)	37.8 (S) 37.2 (S)	End of Y8 gap = -0.7, end of Y9 gap = -1.0.

	Writing		
	PP	NPP	Comments
Year 7	30.5 (S-) 29.8 (S-)	31.2 (S) 30.9 (S)	
Year 8	33.3 (S-) 33.4 (S-)	34.3 (S) 33.9 (S)	End of Y7 gap = -1.1, end of Y8 gap = -1.0. Gap has narrowed marginally.
Year 9	36.9 (S-) 35.7 (S-)	37.6 (S) 37.1 (S)	End of Y8 gap = -0.5, end of Y9 gap = -0.7.

	Maths		
	PP	NPP	Comments
Year 7	30.9 (S) 29.9 (S-)	31.3 (S) 31.4 (S)	
Year 8	32.9 (D+) 33 (S-)	34.9 (S) 34.4 (S)	End of Y7 gap = -1.5, end of Y8 gap = -2.0.
Year 9	35.7 (D+) 35.1 (D+)	37.5 (S) 37.1 (S)	End of Y8 gap = -1.4, end of Y9 gap = -1.8.

D = *Developing* on our assessment measure

S = *Securing* on our assessment measure

2). Improved attendance

Compared with the national picture our attendance rate is positive, which indicates that our actions have impact.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding
2024/25	222	91.8%	88.2%	Above
2023/24	194	89.3%	86.0%	Above
2022/23	199	90.3%	86.0%	Above

All pupils - Attendance

Year	Cohort	School	National	National distribution banding
2024/25	950	94.4%	92.3%	Above
2023/24	937	93.6%	91.1%	Above
2022/23	903	93.7%	91.0%	Above

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding
2024/25	222	25.2%	34.5%	Below (sig-)
2023/24	194	29.4%	42.5%	Below (sig-)
2022/23	199	33.7%	43.8%	Below (sig-)

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding
2024/25	950	15.4%	21.1%	Below (sig-)
2023/24	937	16.2%	25.6%	Below (sig-)
2022/23	903	16.8%	26.5%	Below (sig-)

3). Parental engagement

Our evidence shows that parental involvement and engagement with the school continues to vary from cohort to cohort. For example, our disadvantaged families' attendance at parents' evenings increased for three of our year groups in 2024-25 compared with 2022-23, but decreased for two-year groups.

In addition, involvement of our disadvantaged families in additional events (e.g. *How to support my child study*) is considerably lower than that for non-disadvantaged families. We recognise that the reasons for this are complex.

Nevertheless, qualitative evidence reveals that parents feel informed about the work of the school on the basis of our frequent communications. 'Parental engagement' will remain a core part of our work.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
n/a	

Further information (optional)

Underlying principles and additional activity

Our pupil premium strategy is underpinned by a whole-school focus on the needs of our disadvantaged and vulnerable pupils. We recognise that addressing disadvantage is an on-going process. Our disadvantaged pupils remain at the centre of our planning and interventions in terms of teaching and learning, and as individuals their needs are discussed 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, in addition to the other strategies and interventions that form a part of this strategy statement.

Our school's Teaching and Learning Policy is focused on helping pupils to become effective learners, guided by effective teachers. The role of cognitive science in the classroom is important here (the EEF Evidence Review points to the fact that this is an important area of research, where the impact still needs to be properly measured, but the findings so far seem promising), and within this, the benefits engendered by teaching pupils to become metacognitive learners are widely recognised. This focus 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.

[Cognitive science approaches in the classroom - A review of the evidence.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition)

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

There is 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 illustration, strategies we will trial directly to raise attainment could support us in our work to improve attendance. Linked to this is the fact that the raft of extra-curricular provision and enrichment activities 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 important to us, and we strongly believe that supporting disadvantaged pupils in terms of enabling them to participate in enrichment and extra-curricular activities will support our aims in relation to raising attainment. Therefore, 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 residential, to name but a few. Our policy is that participation in enrichment and other learning 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 build the cultural capital they need in order to play a full part in their lives beyond school.

Planning, implementation and evaluation

In planning our 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, conversations with parents and the findings of Pupil Voice surveys. We looked at a range of reports 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.

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