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	943
Proportion (%) of pupil premium eligible pupils	23%
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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Francis Galbraith, Principal
Pupil premium lead	Victoria Andrews
Governor	Stuart Bolton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,050
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£190,050

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 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 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 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.

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.

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	**Outcomes** Analysis of end of year data (for English and maths) reveals that there is an attainment gap between boys and girls in general at Goldington, with boys generally performing better in STEM subjects and girls performing better in other areas of the curriculum. At KS3, the gap between our disadvantaged and non-disadvantaged pupils has increased slightly. In Y7 & Y8 the gap between PP boys and PP girls has also increased, but in Year 9 it has narrowed. KS4 outcomes show that the A8 and P8 of PP pupils is lower than NPP and that the gap has been increasing since 2022, but PP pupils did achieve their FFT 20 estimates for A8 and P8 in 2024. A8 for both PP boys and PP girls has fallen over the last 3 years, but for PP boys it has fallen by twice as much as girls. P8 for PP boys and PP girls is currently the same, but for PP boys has remained stable for the last three years, whereas for PP girls it has dropped.
2	**Attendance** 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, although these rates are below the national average for secondary schools:

	2021-2022 (statistics from FFT Analytics)	2022-2023 (statistics from FFT Analytics)	2023-2024 (statistics from FFT Analytics)
GA FSM absence rate	10%	11%	10.9%
National FSM absence rate	15.1%	17.1%	14.6%
GA FSM PA rate	22%	39.5% (this is inflated due to the inclusion of Year 11 cohort from	30% (this is inflated due to the inclusion of Year 11 cohort from

			start of study leave)	start of study leave)	
	National FSM PA rate	35%	*Data not published before publication of 2023 Strategy Statement, and now not known (but upward trend year-on-year has been evident)*	45%	

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

3	**Digital divide**
	Parental input, discussions with pupils and staff observations have identified inadequate access to ICT for some pupils – meaning that regularly accessing routine home works and revision tasks as well as remote learning (as the need arises) can be difficult. This challenge will continue to be addressed across each academic year.
4	**Parental engagement**
	Evidence indicates (e.g. 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) 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 pupils achieve an average (minimum) Attainment 8 score (based on FFT50) of:

2025	2026	2027
4.3	4.0	4.5

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.

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.

To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	High attendance from 2026/7, as shown by: *the overall absence rate for disadvantaged pupils being no more than 5.5%. 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. *the overall PA rate for our disadvantaged pupils being no more than 10%. We recognise that this is a challenging target.
The eradication of the digital divide within the school community (and in addition through this, to overcome potential gaps in access to ICT for some parents at online events such as parent consultations).	*All pupils will have access to the ICT they need in order to succeed in their studies. *Examples of ICT need are rare, and are addressed in a timely manner.
Improved parental engagement with the communications between school and home and improved parental engagement	*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.
in the work of the school, directed at improving attainment.	*For our disadvantaged families, parental engagement in events such as parents' evenings will be broadly in line with whole-school attendance.
	*School communications about progress and attainment will be accessed by all parents, and in a timely manner.

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: £95 025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments for new Year 7 cohort (CATs).	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. https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf	1, 2
Embed our whole-school Teaching and Learning Strategy based on embedding knowledge and metacognition in action. Our in-house CPD programme is evidence-based and designed to achieve the	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 re-sources to help pupils to remember, we will take ac-count of how the memory works. **Evidence Based Education. (2022). What every teacher needs to know about learning and memory** 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	1, 2

above through weekly briefing sessions which recommend strategies to be trialled and fed back on by teachers in their classrooms.	metacognitive strategies without being explicitly taught these strategies. Explicit teaching of metacognitive strategies could therefore encourage these pupils (and ALL pupils) to develop and apply these skills. With explicit teaching, 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. Metacognitive strategies are shown to be most effective when embedded across a school's curriculum. Evidence suggests that the effectiveness of metacognition is influenced by teachers' understanding of how to develop pupils' metacognitive knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition We will use evidence-based research/the work of experts to guide us in planning and delivering our use of metacognition. Selected examples: https://www.innerdrive.co.uk/resources/ https://teacherhead.com/author/teacherhead/ Nathan Burns, *Inspiring Deep Learning with Meta-cognition*, Corwin, 2023 Nathan Burns (ed.), *Teaching Hacks*, Corwin, 2024 Various blogs and articles from Durrington Research School.	
MA lead to continue to circulate research findings and evidence-based strategies aimed at providing stretch and challenge as an integral part of	NACE.	

classroom practice.		
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.	This common approach across the school will enable pupils to become confident learners, with agency over the revision required for positive end outcomes.	
Aid the recruitment and retention of quality teachers by supporting staff (with time and cover) to undertake a range of specialist NPQs.	[National professional qualification (NPQ) courses - GOV.UK](#) 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.	
Use in-house delivery of ECF to support ECTs and refresh knowledge and skills of linked mentors.	[Early career framework - GOV.UK](#)	
Purchase of subscription to National College, which is accessible to all staff.		

Programme of weekly reading homework for all pupils in KS3 English to widen the range of non-fiction reading texts and vocabulary exposure. Other subject areas will set one reading homework per half term to support this initiative.	Improving Literacy in Secondary Schools | EEF	1, 2
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. To be embedded in Year 7 cohorts.	The EEF's *Improving Literacy in Secondary Schools* 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.' 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks3-reading-fluency-project	1, 2
Improve literacy across the school and promote a reading culture through our *The Whole School Read* strategy with ks3 form classes.	Research shows that a particular focus on reading comprehension, vocabulary and other literacy skills are closely linked with attainment in English and maths: https://www.oup.com.cn/test/word-gap.pdf The Whole School Read will support pupils in the development of language and the acquisition of a richer vocabulary.	1, 2

Promote and celebrate the benefits of 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.	https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/bookbuzz/ https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2024/ Improving Literacy in Secondary Schools | EEF	
Enhancement of teaching and learning strategies used by maths teachers through the use of the teaching for mastery approach. This approach will continue to be used across all year groups and the Maths Department will continue to work with the local maths hub.	'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': -Representation and structure -Coherence -Variation -Mathematical Thinking - Fluency https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/ 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. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/the-essence-of-mathematics-teaching-for-mastery/ https://whiterosemaths.com/	1, 2
Raise attainment in English and maths by adding in extra classes in each year, as	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with disadvantaged pupils.	1, 2

staffing and accommodation allow.	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	
Regularly refresh staff knowledge, skills and strategies in relation to pupils with SEND (especially focusing on – but not limited to – ADHD/ADD/ ASD).		1, 2
Plan and deliver a short catch-up programme to enable pupils to tell the time using an analogue clock.	As we are aware that, in line with the national picture, many pupils can only accurately tell the time using digital clocks, we will enable all to maximise their chances of exam success by teaching them how to tell the time with an analogue clock, as will be used in all exam rooms. In addition to giving pupils more agency in terms of their exam experiences, this is a skill for life.	1

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

Budgeted cost: £47 512.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in tutoring for Year 11 from Tutor Doctor, to	Tuition targeted at specific needs and knowledge and skills gaps can be an effective way of supporting those who need it most:	1, 2

provide online tutoring for those pupils who need support in terms of achieving their GCSE target grades in English, maths and science. The programme may be extended to individuals in other years in the summer term 2025 on the basis of diagnosed need.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Support pupils (in all years) with (weekly) structured interventions organised by the English, maths and learning support departments. Weekly interventions (half a term's duration) led by five teachers with capacity on their timetable. Small groups: one maths, four literacy and reading. Year 11 SEND students to receive mentoring and Study Skills sessions through their keyworker Learning Support Assistant (LSA) –	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net) 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. NGRT baseline assessments have been undertaken to support the measurement of progress in these areas. Furthermore, these assessments provide curricular next steps for teaching staff and LSAs to implement in their interventions with relevant students. Interventions take place outside timetabled lessons (usually in form time slots), to support and complement the curriculum being delivered.	

study skills, overlearning, revision activities, consolidation of content are covered in these sessions. Support Yr 11 pupils working towards final GCSE Science exams with small-group form time interventions. *(the above are all in addition to the annual set of revision classes directed at Year 11 and run by individual subject areas).*		
Refine and embed Academic Mentoring programme across all years in school. 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.	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. . Form tutors will lead this programme with their form classes, overseen by our Academic Mentoring lead. https://www.studentnavigator.co.uk/benefits-of-mentoring-for-gcse-and-alevel-students/#:~:text=Increased%20confidence%20and%20self%20belief,the%20skills%20to%20realise%20them	1, 2, 3
Recruit, retain and train high quality LSAs, using learning from previous participation in MITA training programme.	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: TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-	1, 2

Train a member of the LS Department in the 'Talking Success' strategy. Initial launch in 2023-24 – then rolled out to whole staff across weekly training sessions.	162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net) The MITA training programme aims to maximise the impact of LSAs by focusing on avoiding 'learned helplessness' on the part of pupils. Maximising the Impact of Teaching Assistants | MITA (maximisingtas.co.uk) The MITA course has previously been delivered by Sally Franklin (UCL) to LSAs and teaching staff. Some newer members of the current 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. Furthermore, Speech, Language and Communication Needs training has been delivered to a SENDCo Assistant and disseminated to all teaching staff and LSAs by the SENDCo. These aim to engender effective communication between teachers and LSAs and consider collaborative SEND approaches in the classroom in the first instance. https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=H9mgR5a-Srw&localofferchannel=0	
Increase level of SEND provision through enhanced approaches to teaching and learning support.	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 class-room 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	1, 2, 4

	meeting with Heads of Year to discuss challenging students and triage approaches.	
MA lead to organise and oversee a programme of opportunities directed at MA pupils, in order to engender high aspirations and positive outcomes.	Planned for 2024-25: *Wadham Project - Oxford (Y10) *Goldington Distinction Award (Y7 & Y8) *Family Challenge (Y7 & Y9) *Big Ideas for Bright Minds Oxford Conference (Y10) *Magistrates Mock Trials (Y8-Y10) *Debate Competitions *Houses of Parliament trips	1, 2

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

Budgeted cost: £47 512.50

	Evidence that supports this approach	Challenge number(s) addressed
Adhere to the principles of good practice around attendance, as set out in the DfE's document. 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	Working together to improve school attendance (applies from 19 August 2024) Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK 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 Other research has shown the benefits of personalising communications about attendance: Absences Matter and You Can Help | @LeadingLearner	1, 2, 4

applicable. This individualised support may be in conjunction with attendance initiatives in our local area. (*i.e. broadly (but not limited to): 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. At each stage, individual circumstances are taken into account, and additional support is offered as appropriate – e,g. EHA).	https://twitter.com/marcrowland73/status/146798302 1567586305?s=21 Rise Space, Bedford. Blues Foundation, Bedford.	
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.	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: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	
Monitor the digital divide in	Full participation in the curriculum, in terms of being able to access and complete homework tasks and	1, 2, 3, 4

school and act to overcome it when an identified need arises.	revision activities, requires internet access and a laptop. Engagement in online parents' evenings may be positively impacted for parents who do not have separate access to a desktop or laptop.	
Trial some of the principles of good practice contained in evidence-based reports and literature about improving parental involvement and engagement. Explore opportunities to streamline and simplify home-school communications presented by the rollout of new MIS.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents http://oga4schoolgovernors.org.uk/wp-content/uploads/2017/11/Report-on-the-Pilot-of-a-Toolkit-for-Parental-Engagement-final_.pdf https://journal.uwp.co.uk/wje/article/id/463/ 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: **Obstetrics for Schools - A guide to eliminating failure and ensuring the safe delivery of all learners** By: Rachel Macfarlane (**ISBN** : 9781785835407)	1, 2, 3, 4
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 and a project	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. Arts participation	EEF (educationendowmentfoundation.org.uk)	1, 2

with a local artist to support the creativity and well-being of selected ks3 pupils).	The Social Mobility Commission: An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility	

Total budgeted cost: £190,050

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

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

	Reading		
	PP	**NPP**	**Comments**
Year 7	29.9 (S-)	30.9 (S)	
Year 8	33.3 (S-)	34 (S)	End of Y7 gap = -0.9, end of Y8 gap = -0.7. Gap narrowed.
Year 9	35.4 (D+)	37.2 (S)	End of Y8 gap = -1.5, end of Y9 gap = -1.8. Gap increased.

	Writing		
	PP	**NPP**	**Comments**
Year 7	29.8 (S-)	30.9 (S)	
Year 8	33.4 (S-)	33.9 (S)	End of Y7 gap = -0.8, end of Y8 gap = -0.5. Gap narrowed.
Year 9	35.7 (S-)	37.1 (S)	End of Y8 gap = -1.2, end of Y9 gap = -1.4. Gap increased.

	Maths		
	PP	**NPP**	**Comments**
Year 7	29.9 (S-)	31.4 (S)	
Year 8	33 (S-)	34.4 (S)	End of Y7 gap = -1.6, end of Y8 gap = -1.4. Gap narrowed.
Year 9	35.1 (D+)	37.1 (S)	End of Y8 gap = -1.5, end of Y9 gap = -2.0. Gap increased.

D = *Developing* on our assessment measure

S = *Securing* on our assessment measure

GCSE 2024 outcomes:

GCSE 2024	School (disadvan- taged)	Local authority (non-disadvan- taged)	England (non-disadvan- taged)
P8 score & CI	0.35	0.31	0.16
A8 score	41.7	47.9	50

Our P8 score for **disadvantaged** pupils shows a strong performance compared with the national picture for **non-disadvantaged** pupils.

Our A8 score for **disadvantaged** pupils was below the local authority and national figure for **non-disadvantaged** pupils, but was higher than the average for **disadvantaged** pupils nationally.

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.

2). Improved attendance

	2023-2024 (statistics from FFT Analytics)
GA FSM absence rate	10.9%
National FSM absence rate	14.6%
GA FSM PA rate	30% (this is inflated due to the inclusion of Year 11 cohort from start of study leave)
National FSM PA rate	45%

Compared with the national picture our attendance rate is positive, which indicates that our actions have impact. Nevertheless, based on the fact that we have high aspirations in this core part of our work, we also recognise that we have not yet met our own targets.

3). Eradication of the digital divide

We continued to proactively seek out – in a range of ways – those pupils for whom access to the digital world is limited or non-existent. In 2023-24 we issued a small number of loan laptops to those where a need was identified.

4). 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

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 residentials, 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.