

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 | Goldsworth Primary School |
| Number of pupils in school | 627 |
| Proportion (%) of pupil premium eligible pupils, including pupil premium plus funding for post looked after children | 12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021- 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Caroline McLennan Headteacher |
| Pupil premium lead | Alison Simpson Inclusion Leader |
| Governor / Trustee lead | Emily Berge |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year, including funding for post looked after children | £111,495 |
| Recovery premium funding allocation this academic year national | £8,555 |
| 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 | £120,050 |

Part A: Pupil premium strategy plan

Statement of intent

How Goldsworth Primary School uses the Pupil Premium funding:

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We also aim for children to develop into well rounded individuals demonstrating the values of respect, truth, love, courage and responsibility, hope and ambition.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and are young carers, as well as pupil premium children.

All staff at Goldsworth Primary School are fully committed to closing the attainment and progress gaps that exist between disadvantaged pupils and their peers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The vast majority of the funding enables us to teach children in smaller groups and to provide tutoring where needed.

High quality teaching also includes opportunities to develop children's social skills and emotional literacy, communication and teamwork skills, confidence and resilience. Funding is also used to ensure disadvantaged children can take part in all areas of the curriculum including the residentials and to provide quality pastoral support where needed.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Increasing the progress and attainment in 4 key year groups |
| 2 | Number of children needing support with their mental wellbeing (following lockdown and post-pandemic) |
| 3 | Ensuring pupils experience a range of life experiences |
| 4 | Supporting children who have experienced early developmental trauma (PPP) |

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 |
|---|--|
| Progress in Reading | Assessments indicate that disadvantaged pupils make greater progress therefore closing the attainment gap between disadvantaged and non-disadvantaged pupils |
| Progress in Writing | Teacher assessments and moderation indicates that disadvantaged pupils make greater progress therefore closing the attainment gap between disadvantaged and non-disadvantaged pupils |
| Progress in Mathematics | Assessments indicate that disadvantaged pupils make greater progress therefore closing the attainment gap between disadvantaged and non-disadvantaged pupils |
| Phonics | Achieve national average expected standard in PSC/PP in line with non-PP |
| To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils | SEMH data from teachers shows reduced concerns for pupil's social and emotional development after support has been put in place |
| To provide and encourage disadvantaged pupils to attend extra-curricular activities | Numbers of disadvantaged children who attend clubs increases from 7/126 (0.8%) to 18/126 (14%) |
| To develop the skills of communication, resilience and self-awareness | Pupils are confident and ambitious, recognising their strengths and achievements |

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:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>CPD ensures all staff have received further training on:</p> <ol style="list-style-type: none"> 1. 'high quality first teaching' 2. personalising / scaffolding the curriculum 3. evidence based intervention programmes 4. Read Write Inc (paid for out of school budget) <p>No cost</p> | <p>In line with EEF findings, good quality teaching is the most important lever schools have to improve outcomes for children deemed 'disadvantaged'. The impact of the pandemic has widened the gap further.</p> | 1 |
| <p>Further training on the effective use of feedback to accelerate progress</p> <p>No cost</p> | <p>High impact tool identified by EEF i.e. +8 months</p> | 1 |
| <p>Training of middle leaders (YTLs) and mentors to develop effective assessment for learning across the school</p> <p>No cost</p> | <p>As stated by EEF, when used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement • decide which pupils may need additional, targeted academic support | 1 |
| <p>Ensure all staff develop their awareness and skills to support children who have experienced early developmental trauma</p> <p>No cost</p> | <p>By developing understanding children will feel understood and their emotional needs will be supported therefore able to access the learning.</p> | 2 & 4 |

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

Budgeted cost: £ 94,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Funding towards additional support in KS 2 to support children's Literacy and Numeracy | EEF impact tool identified as moderate i.e. +4 | 1 |
| 1:1 tuition with specialist teacher in KS1 | EEF impact tool identified i.e. +5 | 1 |
| Engaging with the National Tutoring programme – top up grant | EEF impact tool identified i.e. +5 | 1 |

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

Budgeted cost: £ 25,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To provide funding towards additional pastoral support within school: Relational Support Worker | EEF impact tool identified as moderate i.e. +4 | 2 & 4 |
| Ensure PP children have opportunities to wider curriculum activities e.g. school trips, swimming lesson, clubs, music lessons | By focusing on developing the whole child, our aim is to improve self-esteem which will aid children's learning. | 3 |
| PPP funding used to pay for therapies e.g. Art, Music, Animal | EEF impact tool identified as moderate i.e. +4 | 2 & 4 |
| Finding Futures project for Years 5 and 6 | By focusing on developing the whole child, our aim is to improve self-esteem, communication, confidence and resilience which will aid children's learning. | 1, 2 & 3 |

Total budgeted cost: £ 120, 000

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.

Reading

There are more non PP children (81%) from Year 1 – Year 6 on track to meet ARE or above than PP children (54%).

However, there have been some improvements:

- In Year 3, 69% of PP children are on track to meet ARE in summer compared to 31% in the spring term.
- In Year 4, 33% of PP children are on track to meet ARE in summer compared to 11% in the spring term.
- In Year 5, 67% of PP children are on track to meet ARE in summer compared to 50% in the spring term.
- In Year 6, 73% of PP children are on track to meet ARE in summer compared to 67% in the spring term.

Whilst non PP are making better progress than PP, there have been some improvements with the gap narrowing:

- PP children in Year 2 are making better than expected progress (30%) than non PP children (22%).
- PP children in Year 3 are making better progress (100%) than non PP children (96%).
- PP children in Year 3 are making better than expected progress (63%) than non PP children (37%).
- In Year 4, PP children are making as much better than expected progress than non PP children.
- PP children in Year 5 are making better progress (100%) than non PP children (96%).
- PP children in Year 6 are making better progress (100%) than non PP children (94%).
- PP children in Year 6 are making better than expected progress (27%) than non PP children (23%).

Writing

There are more non PP children (72%) from Year 1 – Year 6 on track to meet ARE or above than PP children (35%).

However, there have been some improvements:

- In Year 3, 44% of PP children are on track to meet ARE in summer compared to 31% in the spring term.
- In Year 4, 25% of PP children are on track to meet ARE in summer compared to 22% in the spring term.
- In Year 5, 25% of PP children are on track to meet ARE in summer compared to 20% in the spring term.
- In Year 6, 53% of PP children are on track to meet ARE in summer compared to 47% in the spring term.

Whilst non PP are making better progress than PP, there have been some improvements with the gap narrowing:

- PP children in Year 2 are making better than expected progress (20%) than non PP children (12%).
- PP children in Year 3 are making better than expected progress (44%) than non PP children (25%).
- PP children in Year 5 are making better than expected progress (30%) than non PP children (12%).
- PP children in Year 6 are making better than expected progress (33%) than non PP children (29%).

Maths

There are more non PP children (81%) from Year 1 – Year 6 on track to meet ARE or above than PP children (56%).

However, there have been some improvements:

- In Year 3, 69% of PP children are on track to meet ARE in summer compared to 38% in the spring term.
- In Year 4, 42% of PP children are on track to meet ARE in summer compared to 11% in the spring term.
- In Year 5, 67% of PP children are on track to meet ARE in summer compared to 60% in the spring term.

Whilst non PP are making better progress than PP, there have been some improvements with the gap narrowing:

- PP children in Year 3 are making expected progress (100%) than non PP children (96%).

- PP children in Year 3 are making better than expected progress (56%) than non PP children (34%).
- PP children in Year 4 are making better than expected progress (44%) than non PP children (5%).
- PP children in Year 5 are making expected progress (100%) than non PP children (97%).
- In Year 6, PP children are making as much or better than expected progress than non PP children.

Externally provided programmes

| Programme | Provider |
|-------------------|-------------|
| National Tutoring | Third Space |
| | |