



Goldsworth Primary School

Pupil Premium strategy statement 2021-2023

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 academic year.

This funding is used 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	624
Proportion (%) of pupil premium eligible pupils	R-3 Y1-13 Y2-11 Y3-5 Y4-9 Y5-17 Y6-14 Total 72 (12%) PLAC make up 25% of PP children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years 2021-2024
Date this statement was published	October 2021 (1 st Year) October 2022 (2 nd year)
Date on which it will be reviewed	October 2023
Statement authorised by	Caroline McLennan-Headteacher
Pupil premium lead	Emma Knight- Assistant Head & Inclusion Leader
Governor / Trustee lead	Emily Berge- Chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,000 (PP & PP+)
Recovery premium funding allocation this academic year	£9788
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	£115,788

Statement of intent

We aim for all disadvantaged pupils to;

- Make better than expected progress annually, meeting at least that of non-disadvantaged peers nationally.
- Attend school regularly
- Receive support both in school and at home daily through targeted interventions and parental support.
- Have access to all educational and extra-curricular opportunities in line with peers by decreasing financial barriers.
- Feel safe, happy and believe in their own abilities, fostering a love of learning.

How does your current pupil premium strategy plan work towards achieving those objectives?

Staff have understanding of who this group of children are and their individual needs. They have demonstrated good learning behaviours in class, following models and expectations where complex needs are not evident. Attendance, particularly lateness, for this group continues to be monitored and the support for parents in helping their children at home is ongoing.

The children have presented well, happy and have been safe but aspirations can be low and self-esteem continues to need supporting through emotional support.

What are the key principles of your strategy plan?

- Accurately identifying and diagnosing children's individual challenges and needs.
- The three year pupil premium plan will be reviewed and adjusted annually.
- The school leaders will focus on a small number of priorities to ensure effective implementation and impact.
- We will consider the ongoing challenges that our pupils face.
- The school will continue to offer high quality education to all pupils.
- We will continue to ensure the capacity of our pastoral team to support to families.
- Implement, monitor and evaluate the impact of actions taken.
- Foster a love of learning, progress and opportunities.

Challenges

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

Number	Detail of challenge
1	Low attainment /limited progress
2	Complex needs
3	Limited 'life' opportunities.
4	Erratic attendance (missing interventions and lessons), lateness and parental engagement.
5	Emotional literacy as well as mental health issues affecting resilience and being ready to learn. Considering those who have experienced early trauma.
6	Ensuring more able reach greater depth.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, 2021-2024, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Progress in Reading</p> <p>Progress in Writing</p> <p>Progress in Mathematics</p>	<p>In reading, 100% of PP children will make expected or above progress.</p> <p>In writing, 90% of PP children will make expected or above progress.</p> <p>In reading 90% of PP children will make expected or above progress.</p> <p>Overall attainment at expected or above with increase from 21/22 figures for both SEND and Non SEND pupils (R-59%, W-36%, M-46%)</p> <p>90% of Greater Depth children at KS1 will leave at GD.</p> <p>Children will be selected appropriately for interventions and support by the YTL and Class teachers.</p> <p>Impact from interventions will be logged and show progress of the children taking part- this will be done through our new Provision Map programme.</p> <p>Children who are set targets by outside agencies, will make progress against these.</p> <p>Staff will be able to share their views on how PP children are supported in the school in order to positively impact on their progress. Teachers will talk knowledgeably about their PP children during PPMs</p> <p>Teachers will make progress against their performance management targets, therefore showing good or better teaching.</p>

	<p>Children will read at least 3 times a week at home. Children will read a range of books from the school library.</p> <p>Children will show progress in their reading assessments and personal targets.</p>
Phonics	<p>Percentage of PP children achieve national average expected standard in PSC will increase from 21/22 figures (89% in Yr.1 & 82% in Yr.2)</p> <p>The aim is for PP to be in line with non-PP</p>
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils	<p>SEMH data from teachers' shows reduced concerns for pupil's social and emotional development. CPOMS incidents will reduce. Pastoral team will share successes of their input.</p>
<p>To provide and encourage disadvantaged pupils to attend extracurricular activities.</p> <p>To support families to ensure financial restraints don't impact on a child's experiences.</p>	<p>Numbers of disadvantaged children who attend clubs increases from previous year's figures.</p> <p>Families will approach us for support where needed and uptake from the voucher/trip subsidies will show an increase of parents access it or to the school support fund.</p> <p>Families will support their child to complete home learning tasks when required and will be supported with technology access if needed.</p>

Activity in this academic year 2022-23 (Year 2 of 3)

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above. Evidence is gained from the EEF and government PP document.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 33,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve quality first teaching. Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all.</p> <p>Leaders to continue to work closely with their teams to introduce, monitor and evaluate interventions.</p>	<p>Improving the educational environment and experience for all pupils through teacher training impacts positively on PP children.</p> <p>CPD is a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document</p>	<p>1, 3, 4</p>
<p>Tracking of interventions and support more closely using Provision Map tool.</p> <p>Continue to identify barriers for learning and set aspirational targets for children- LES sheets, PPMs</p>	<p>Creating individual learning plans for each child with targets - 39.4% a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document</p> <p>EEF says feedback can add +6mths</p>	<p>1, 2, 3, 4</p>
<p>To continue to strengthen whole school ethos and vision for disadvantaged.</p> <p>Ensuring that children with SEND/behaviour concerns, are supported effectively.</p>	<p>Raising the PP profile in teaching was a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document 44.4%</p> <p>EEF- Behaviour interventions +3mths</p>	<p>1,3, 4, 6</p>

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs	Use of TAs/CPD- EEF +4, Government doc 82.5%	1, 2, 6
Haven setup Staffing changes Pebbles & LASS resources	Small group interventions EEF +4mths Adapting the educational environment Gov 40.8% Individualised education EEF +4mths	1, 2
Proportion of Flash Academy costs	Individualised education EEF +4mths	1, 2, 6
Wider opportunities within the community-secondary schools and college links	Individualised education EEF +4mths	3, 4, 5
Internal interventions – additional reading & comprehension materials. Lower Level books	EEF - +6mths Reading comprehension strategies focus on the learners’ understanding of written text. Individualised education EEF +4mths	1,2

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

Budgeted cost: £ 27,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support through: PAWS Pastoral team % HSLW ELSA Relational support	EEF +4 mths Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Providing emotional support programmes 78.7 % - a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document	3, 4, 5
School support fund	EEF - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3
Inclusion Officer supporting school and working with vulnerable families to improve attendance	EEF - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4, 5
Supporting families' financially – Subsidising trips and clubs and access to support fund.	Arranging or subsidising trips has been a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document 80.9% popularity	3, 4, 5
Music lessons and other creative opportunities to those who want to take part- individual and Rocksteady	EEF- Sports +2mths EEF- Outdoor Education +4mths Music has been proven to decrease anxiety, reduce aggression and increase empathy.	3, 4, 5
Purchasing Book in a Box- supporting enjoyment in reading at home	EEF - +5mths. Homework has a positive impact on average (+ 5 months). Providing the concrete resources to support learning at home.	1, 3, 4

<p>Mental health award & support</p>	<p>EEF +4mths Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Providing emotional support programmes 78.7 % - a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document</p>	<p>3, 4, 5</p>
<p>General parental engagement and wellbeing of children and families. Use of HSLW to target in need families. Food support, uniform, devices, open door etc. Support coffee morning for PLAC parents.</p>	<p>EEF- Parental engagement +3mths</p>	<p>4, 5, 6, 7</p>
<p>Supporting PLAC children in school to achieve the best that they can.</p>	<p>Designated teacher ensures children are supported and families are part of this process.</p>	<p>5</p>

Total budgeted cost: £ 155,788

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 2021 to 2022 academic year.

Activity	Progress and impact
<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>This is ongoing as there have been changes in staffing this year. QFT has already been a focus of our SEND training and will be as the year goes on. There is excellent evidence of good practice with particular teachers who have a passion and skill with this area of teaching. Read Write Inc. also continues to be a focus, ensuring all new staff are appropriately trained- the phonics leader is aware of there the gaps lie and is also holding her own in house training sessions.</p>
<p>Further training on the effective use of feedback to accelerate progress</p> <p>No cost</p>	<p>Ongoing development of feedback and use of good practice is needed, but pupil voice during observations and learning walks shows a good understanding of how children receive feedback and know their next steps.</p>
<p>Training of middle leaders (YTLs) and mentors to develop effective assessment for learning across the school</p> <p>No cost</p>	<p>This is ongoing. The leadership structure/staffing has changed a lot over the last year with new staff joining. This is constantly developing and evolving. Certain leaders are being selected to do middle or senior leadership development courses.</p>
<p>Ensure all staff develop their awareness and skills to support children who have experienced early developmental trauma</p> <p>No cost</p>	<p>Staff have a good knowledge of trauma and how early experiences can shape the experiences of the children in school and further on in life. Due to our level of PLAC children, this training is ongoing with new and less experienced staff.</p>

Activity	Progress and impact
<p>Funding towards additional support in KS2 to support children's Literacy and Numeracy</p> <p>£91,500</p>	<p>Staffing used to support across the school, including higher needs children- this supported other children in their learning.</p>
<p>1:1 tuition with specialist teacher in KS1</p> <p>£500</p>	<p>This was mainly used for ELSA support and some intervention support due to the nature of the cohort.</p>
<p>Engaging with the National Tutoring programme – top up £2,500</p>	<p>We did not use the School lead tutoring funding</p>

Activity	Progress and impact
To provide funding towards additional pastoral support within school: Relational Support Worker	The relational support within school is highly effective and is able to support a wide range of pastoral needs. The feedback from children and parents has been positive and the targets being worked on have been achieved. We are continuing this support as it is highly effective.
Ensure PP children have opportunities to wider curriculum activities e.g. school trips, swimming lesson, clubs, music lessons	Parents are encouraged to use additional funding to pay for curriculum activities. Children do not miss out on opportunities.
PPP funding used to pay for therapies e.g. Art (£1000), Music (£1500), Animal (£7000)	The PAWs animal therapy continues to have a highly positive effective on the children who take part. The sessions provide time to work on targets but also experience calm and thinking time within their day. Music and Art therapy was successful with the individual children involved.
Finding Futures project for Years 5 and 6 (£9000)	Children enjoyed the experience and were able to reflect on aspects of their learning. Due to the nature of the needs of the Year 6 cohort, some of the children found it hard to apply what they had learnt to real life situations.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	Third Space Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (Optional)