 **Pupil premium strategy statement: GOLDSMITH PRIMARY ACADEMY**

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| 1. **Summary information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | **2018/19** | **Total PP budget** | **£331,320** | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | **460** | **Number of pupils eligible for PP** | **251** | **Date for next internal review of this strategy** | **June 2019** |

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| 1. **Current attainment (2018 leavers)** | | |
| **2017-18 Pupils: 74% eligible for PP** | ***Pupils eligible for PP (your school)*** | ***Pupils not eligible for PP (national average)*** |
| **% achieving scaled score of 100+ in reading, writing and maths** | **47%** | **64%** |
| **Reading progress score** | -1.56 |  |
| **% achieving scaled score of 100+ in reading** | 50% | **75%** |
| **Reading attainment average score** | **100** | **105** |
| **Maths progress score** | **-1** |  |
| **% achieving scaled score of 100+ in maths** | **66%** | **76%** |
| **Maths attainment average score** | 99.9 | **104** |
| **Writing progress score** | +0.7 |  |
| **% achieving scaled score of expected standard + in writing (teacher assessment)** | **75%** | **78%** |

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| 1. **Desired Outcomes** | | | | | | | |
|  | ***Desired outcomes and how they will be measured*** | | | | *Success criteria* | | |
|  | To accelerate progress with PP children in reading, writing and maths in KS1 and throughout KS2 through carefully planned interventions and monitoring of the impact of these. | | | | Progress from KS1 to KS2 is at least in line with progress rates of non-pp children. Children to be targeted to achieve appropriate combined results in RWM. | | |
|  | The % of PP children achieving the expected score will increase in order to narrow the gap between PP ,Non-PP children and children nationally | | | | At least 40% of PP children achieve the expected attainment score in reading, writing and Maths | | |
|  | All pupils access enrichment activities, increase engagement and access to the curriculum | | | | Increased engagement leads to increased progress in all subjects | | |
|  | Attendance improves and children are in school regularly. FSM PA rate drops | | | | PA rates are in line with National. Attainment of PP children improves as a result of improved attendance | | |
| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | | **2018/2019** | | | | | |
| **The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.** | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review** |
| Pupils eligible for PP make at least expected progress in writing and maths at KS1 and 2  The % of PP children reaching National Standard in all three areas increases from 46% to \*\*\*\*\* | | Employ extra teachers to work on a three teacher model, thus providing accelerated and targeted support as necessary  Introduce a new approach to teaching and assessing reading and maths.  Continue to embed the CPA approach to teaching Maths.  Introduce accelerated Reader and Primary Reading Stars with Walsall FC. | Headline data for 2016-17 showed that pupils eligible for PP did not make expected progress from KS1.  EEF research reveals that high expectations and effective AfL are key strategies to improve progress and attainment  (These approaches have led to improved outcomes for children in our sister school)  Reading outcomes are below national. Children do not have access to books at home. Boys respond well to the competitive element of AR quizzes. | SLT to monitor guided reading practice throughout the school, including regularly reviewing the use of intervention groups and which pupils need to be part of these.  Specialist training to be given to staff on CPA Maths approach. TA appraisal to support staff development in relation to this area.  Pupil progress meeting to take place termly.    Effective tracking and monitoring. Termly progress meetings. Common termly tests across the Trust (Pira/Puma) in order to benchmark performance. Results from AR STAR tests. | | SLT and EHT (PP Co-ordinator)  .  **SLT – BWG**  **ZL** | Jan 2019 |
|  | | | | | | | **£113,011** |

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| 1. **Targeted support** | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **What is the evidence & rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| PA Attendance rate to be less than 3% for PP children (Not Ever 6) and overall attendance to be 97% | 3 wave intervention process to engage parents at every stage as well as Attendance Officer and pastoral leads | | Parental engagement - Sutton Trust and the teacher toolkit. (Moderate impact for moderate cost, based on moderate evidence; +3 – EEF)  Impact of the Pastoral Team is evident and improvement in attendance over the last year | | Weekly meetings between SM and Head of School to monitor attendance, discuss concerns .  Improvement of PA rate from 2017/18 and 2018/19 to less than 3%  Work closely with the EWO in order to target parents of children with persistent low attendance. | | SLT | Termly |
| Emotional support is in place for children and families who require advice and intervention  Behaviour support is provided in the form of nurture groups and ongoing support | Education Welfare Worker and the Local Support Team accessible and known by the parents  Behaviour mentor will work with children and liaise with parents to create individual behaviour plans. | | Engagement with school is crucial so that all families understand the importance of education and are able to access the support available. The EEF Toolkit suggests that “Social and Emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).” | | All vulnerable families identified swiftly with the Pastoral Team /EWO and they are involved with families who require support  Needs of families addressed as appropriate | | EWO and SLT | March 2019 |
| **Total budgeted cost** | | | | | | | | **£139,641** |
| 1. **Other approaches** | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | **What is the evidence & rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review** |
| Children take part in extra- curricular activities and feel included in all aspects of school life | | Financial assistance for trips/residential uniform/extra-curricular clubs e.g. sports, music lessons | | The EEF shows the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learner | | Reviews will be take place after 6 months and 12 months. Initial requests are discussed with parents. | SLT and PP co-ordinator (EHT) | May 2019 |
| Increase health and well-being.  Increase opportunities for sport, physical activity and competition | | Employ a sports teacher and sports coach from Walsall football club for after school clubs and involve Walsall football in Literacy and Numeracy as part of the Primary Stars Programme. | | The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months’ progress). However, there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress). In this circumstance the ‘participation’ acted as an incentive to undertake additional instruction | | Coach and PE teacher to assess fitness levels and participation/engagement rates and report it to SLT on a termly basis. |  | Jun 2019 |
| **Total budgeted cost** | | | | | | | | **£78,667** |

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| 1. R**eview of expenditure** | | | | |
| **Previous Academic Year** | | **2017 – 18** | | |
| 1. **Quality Teaching** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Performance of pupils eligible for PP in reading and maths is **in line with others.** | Additional Management Time in order to monitor the quality of teaching for all and performance of pupils eligible for PP. | 2018 End of **KS2**:  Average Scaled Score in R+M **99.5**  Average Scaled Score in R+M for ‘Ever 6’ children was **99.7 showing a marginal increase.**  **%** achieving expected standard in R,W +M was 46% **but** for ‘Ever 6’ children was 44% - this is an improvement on the previous year RWM but is still not in line with national. There is no significant difference within school between PP and non PP  Pupil progress in RWM was good with all scores above -2.5 | Highly focused interventions supported individuals with 3 teachers teaching year 6 and delivering targeted intervention – this will continue.  The **%** achieving expected standard in R,W +M (47%) for FSM Ever 6 was higher than Non PP (36%) – the non FSM group will also be targeted to benefit from strategies used to support FSM Ever 6. |
| Increase participation in enhancement and extra-curricular activities in order to broaden the children’s learning experience and increase self-esteem. | To broaden the pupils’ learning experience through educational visits, a vast range of extra-curricular activities, additional music and sports activities. | High impact - All pupils eligible for PP participated in at least one enhancement and at least one extra-curricular activity throughout the year. | Participation in enhancement activities and extra-curricular activities has increased and has had a major impact on pupil self-esteem. This approach will continue but be developed. |  |