

## 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	Goldsmith Primary Academy
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	64% on Insight 13/11/21
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (Reviewed annually)
Date this statement was published:	November 2021
Date on which it will be reviewed:	April 2022
Statement authorised by:	Leanne Brigwood Head Teacher
Pupil premium lead:	Jodie Carswell
Governor / Trustee lead:	Helen Kinsey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,041
Recovery premium funding allocation this academic year	£57,542
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£385,583

### Part A: Pupil premium strategy plan

#### Statement of intent

At Goldsmith, we are a passionate and high-performing school that raises aspirations, power social mobility and enable all students to be successful and active citizens and enable them to access future careers of their choice.

Furthermore we strive to ensure that teaching and learning opportunities meet the needs of all of our pupils. Where identified, additional provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed to ensure sufficient progress is made. Pupil premium funding will be allocated following a needs assessed analysis which will identify priority classes, groups or individuals.

Goldsmith Primary Academy is committed to ensuring maximum progress for all groups of children and strives to close any gaps. At Goldsmith we actively promote equality of opportunity for all staff, governors, pupils and parents to create a community where all can succeed. We take a strategic approach to the use of Pupil Premium funding and these plans are integrated into wider school support and improvement systems. These are monitored and evaluated robustly and on a regular basis. In depth analysis will ensure that the correct support and strategies are identified to maximise progress of all pupils. Strong leadership systems will ensure that Pupil Premium funding has the necessary impact. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

A key priority is to close the disadvantage gap by addressing inequalities and raising the attainment of those pupils who face potential barriers in achieving both academic and personal potential. Within our school areas identified as current barriers are: challenges faced by some families in their ability to support at home, for example, lack of oracy within the home affecting communication and language skills. Additionally, some children demonstrate a lack of confidence, more frequent behaviour difficulties and reduced attendance and punctuality. Where families have multiple needs it is imperative that the school works in partnership with families to implement immediate family support to ensure any potential barriers to learning and development are identified and addressed in order to have a positive impact on the whole family.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through quality first teaching.
- ✓ For all disadvantaged pupils in school to make better than expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to reach both their personal and academic potential

We aim to do this through

- A rich and varied curriculum
- Quality first teaching in all lessons
- Provision beyond the classroom
- Clear understanding of barriers faced by socially disadvantaged pupils through robust assessment and timely interventions

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- Recognising, celebrating and enhancing the individual strengths of pupils as we recognise that not all pupils who receive free school meals will be socially disadvantaged

Achieving these objectives:

The range of provision the school consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Additional teacher was appointed as an accelerated learning lead to ensure progress is made across the school for our most vulnerable children.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Dedicated Pastoral team to enhance the delivery of behaviour support, attendance support and family support.
- Support payment for activities such as breakfast club, educational visits and residential. Ensuring children have first-hand experiences in our 11 before 11 school promise.

## Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> <li>• The impact of covid whereby pupils had reduced access to consistently high levels of teaching quality in the classroom and through additional support (Sutton Trust 2011 research)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non-DA pupils</li> </ul>
3	<ul style="list-style-type: none"> <li>• Language gap on entry to school and fewer opportunities to read with an adult outside of school (language and early reading)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Regular attendance at school for some DA pupils and directed programmes if education is missed</li> </ul>
5	<ul style="list-style-type: none"> <li>• Access to opportunities to develop pupils' cultural capital outside of school and some pupils' aspirations can hold them back in learning and life</li> </ul>

### 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.

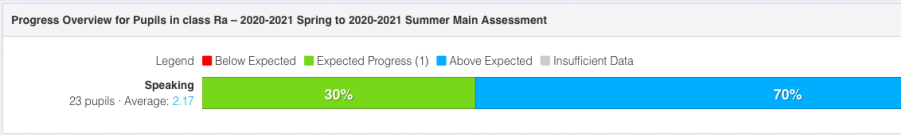
Intended outcome	Success criteria
To ensure that every disadvantaged pupil receives high-quality teaching so that they make strong progress on their educational journey.	<p>To ensure disadvantaged KS2 outcomes for 2021-22 are 70%+, increased from % exit from year 5 data and from KS1 starting points.</p> <p>Leaders monitoring shows that the quality of teaching is improving- Scores to be monitored in performance monitoring sheets.</p>
Make sure that that disadvantaged pupils' language, oracy and reading fluency develops well over time	<p>Attainment rising through internal and external assessments.</p> <p>Confidence will be raised in pupils' understanding of key terminology so that they can access the content of the lesson- assessed through phonics screening and Reading NTS scores.</p>
To ensure that disadvantaged pupils receive a broad range of cultural and aspiration experiences within and beyond the curriculum.	<p>100% of pupils achieve the WAT pledge by the time they leave Year 6 - Yearly tracker for WAT pledge to ensure ALL children partake in aspirational experiences.</p> <p>Curriculum trips and experiences feature more prevalent in the Aspire curriculum</p> <p>During this academic year the participation of DA pupils in extra-curricular clubs increases by 25% to 75%</p>
Attendance of PP children improves and is nearer to national expectation	<p>PA rate shows a reduction over time and attendance is in line or nearer to national.</p> <p>PP children to have attendance of at least 95% in 2021-22</p>
Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non-DA pupil	<p>Reduction of incidents or concerns in relation to a range of pastoral needs are measured using a new tracker.</p> <p>Trauma informed schools approach (motional) shows improvement in ACE scores.</p>

## 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: £128,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce smaller class sizes. Employing three additional teachers.</p>	<p>The EEF has shown that Reducing class size appears to result in around three months' additional progress for pupils, on average. Adapting this approach using data analysis from last academic year – we aim to ensure maximum progress . As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p><a href="#">EEF/ Reducing Class Sizes</a></p> <p>Following a successful trial in year 2 with smaller class sizes, we have reduced class sizes in key year groups: As our current year 5 pupils have 77% of their class disadvantaged which is the highest in the school they will be split into three smaller classes. We have also continued the 3 class model trialled last year with our Year 3 cohort. Additionally we have placed extra capacity across Year 4 to support some of our most disadvantaged students.</p>	1
<p>Make sure that that disadvantaged pupils' language, oracy and reading fluency develops well over time</p>	<p>CLL and Oracy was a target area in EYFS post Covid. SLT reviews show that the EYFS environment is a prime area to target .The progress in Summer term compared to Spring is significantly improved with an average point progress of 0.7 compared to 2.17 within a Reception class as shown</p>  <p>Observations in EYFS agree children with increased oracy are more confident in their engagement with others. The EYFS team has received external scrutiny from Ryders Hayes Teaching School as part of the Language First project. This has been wholly positive and the assessor stated, "Language</p>	2,3



<p>Purchase of iPads/ Chromebooks to strengthen the use of technology within the classroom.</p>	<p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. Technology can be used to improve the quality of explanations and modelling</p> <p>Technology offers ways to improve the impact of pupil practice. Technology can play a role in improving assessment and feedback</p> <p><a href="#">EEF- Using Digital Technology to Improve Learning</a></p> <p>A WAT trust led approach Ipads for Learning creates inspiring experiences that maximize student learning and learning progress and unlock academic and personal potential.</p> <p>Evidence shows that where similar projects have been run at other schools, they improve maths, English and communication skills, and support an increase in achievement. As an example, at one school, attainment increased by 20% for students who used iPads and there was a huge increase in engagement in learning.</p> <p><a href="#">WAT- iPads for Learning</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £171,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reading targeted intervention for our most disadvantaged pupils.</p>	<p>The EEF lists Accelerated Reader as a promising programme for use during the transition between primary and secondary school.</p> <p><a href="#">EEF- Accelerated Reader</a></p> <p>With a well trained deliverance from an experienced AR advocate, we deliver the AR programme to all children with a targeted provision for our bottom 20% children.</p>	<p>3</p>



	<table border="1" data-bbox="379 219 896 586"> <tr> <td><b>Annual Headline</b></td> <td></td> </tr> <tr> <td>Total no. of pupils who access AR</td> <td>141</td> </tr> <tr> <td>No. of pupils with 1 month + progress</td> <td>137</td> </tr> <tr> <td>% of pupils who have made 1-3 month AR progress</td> <td>15%</td> </tr> <tr> <td>% of pupils who have made 4-11 month AR progress</td> <td>35%</td> </tr> <tr> <td>% of pupils who have made 1 year + AR progress</td> <td>47%</td> </tr> <tr> <td><b>Total % of pupils who have made progress</b></td> <td><b>97%</b></td> </tr> </table> <p data-bbox="357 640 1177 707">Last year 97% of pp children partaking in AR made better than expected progress, with 47% making more than 1 year +.</p>	<b>Annual Headline</b>		Total no. of pupils who access AR	141	No. of pupils with 1 month + progress	137	% of pupils who have made 1-3 month AR progress	15%	% of pupils who have made 4-11 month AR progress	35%	% of pupils who have made 1 year + AR progress	47%	<b>Total % of pupils who have made progress</b>	<b>97%</b>	
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<p>Phonic booster sessions across KS1/LKS2 TA/Teacher employed to deliver RWI sessions.</p> <p>Phonics lead teacher - coaching all teachers delivering RWI phonics.</p>	<p>Throughout the covid pandemic Phonics teaching was one of the harder areas to replicate remotely. The impact of this was notable upon return to school and will be a crucial part of our journey to emerge stronger. A dedicated person has been released from class commitments to drive forward the outcomes of phonics across EYFS, KS1 and lower KS2, coaching RWI teaching daily and ensuring the necessary interventions are in place and having significant impact.</p> <p>The EEF shows that phonics intervention can improve progress by 5+ months.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2														
Other targeted interventions	Specific and targeted interventions at key groups or individuals e.g Elsa, Same day Maths catch-up, Mental wellness groups, one to one reading, after school booster sessions in Y6	2														
Tutoring	<p>We have appointed an Academic Mentor through the National Tuition Programme. The AM will be based across KS1 and Reception. They are fully trained in Read Write Inc. and will be delivering phonics groups in addition to 100% of the 1:1 and 1:3 phonics tuition. They will also be further promoting oracy and spoken English across the two phases, in line with our School Improvement Plan.</p> <p>The EEF research finds that small group tuition has a positive impact and on average has an impact of four months' additional progress over the course of a year.</p> <p><a href="#">Small group tuition   EEF</a></p>	1,3														



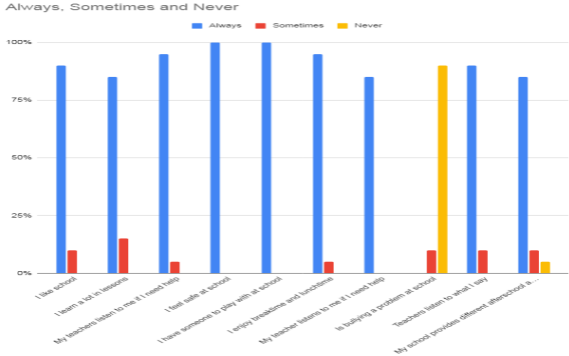
### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £85,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highly promote attendance within our community – offering breakfast club.</p> <p>Attendance officer</p>	<p>Despite the impact of covid our disadvantage pupils attendance is 94.03%, which is broadly in line with our non-disadvantaged pupils. Pupils are now able to say the minimum % we expect of them in school but still strive to be in school every day.</p> <p>Our focus will be on persistent absence across the school and lateness. With 15.4% of children cross the children are persistently absent compared to the national of 9.9%, we are providing breakfast clubs to children to support both children’s attendance but building positive relationships with parents alike.</p> <p>The EEF findings support the implementation of Breakfast clubs with KS1 children’s progression improving by + 2 months. In addition, behaviour was found to be improved in schools that provided breakfast club schools. Attendance has also found to be improved in schools providing this facility, resulting in about 26 fewer half-days of absence per year for a class of 30.</p> <p><a href="#">New EEF evaluation reports find breakfast clubs boost attainment</a></p>	<p>2,4,5</p>
<p>Pastoral Team providing family support and nurture groups</p>	<p>To provide early help for families to ensure there is the right help at the right time to allow families to flourish.</p> <p>Play mentors in place to support families, courses run e.g. understanding your child supporting families to establish positive routine at home and work in partnership in school. Additional visits and support to families to support with finance , wellbeing, parenting, basic needs, housing.</p> <p>Transition work between schools is supported so children have a positive life long journey.</p> <p>Ensure best practice in safeguarding families.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for <a href="#">disadvantaged pupil</a>.</p>	<p>2,5</p>
<p>Provide varied opportunities for children to before and attend after school clubs, both academic</p>	<p>During 2020-2021 - the impact of Covid and national restrictions has limited the opportunities that our staff could provide for our children outside of the school. However, internally we have provided our children with the chance to meet a famous person. In KS1/EYFS children have raised money for a charity completing a sponsored welly walk.</p>	<p>3</p>

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<p>and in sports provision.</p> <p>Breakfast staff provision/ breakfasts</p> <p>Sports coaches</p> <p>Lunch and after school provision for both academic and pastoral clubs.</p>	<p>Within the school grounds, we were able to continue to provide Forest school, some wider after school clubs such as kickboxing and dance.</p> <p>The EEF shows that there is a positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides. <a href="#">EEF- Physical Activity</a></p> <p>Our ASPIRE values/virtues will be a continuum moving into 2021-2022- ensuring wider experiences/opportunities are linked throughout our curriculum. In after school sports provision 50% of the children in attendance were DA.</p> <div data-bbox="359 869 751 1093"> <p>All Sports After School Pupil Premium Breakdown (whole School)94</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>47</td> <td>50.0%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>47</td> <td>50.0%</td> </tr> </tbody> </table> </div> <p>Pupil voice evidenced that children enjoyed this provision with 91% stating that there is a club that they could join.</p> <div data-bbox="359 1245 954 1267"> <p>My school provides different afterschool activities that I can take part in 91%</p> </div> <p>We now offer the opportunity for a wider variety of both academic and sports provision to be offered throughout this academic year promoting a higher percentage of pp the opportunity to attend with clubs of their choice.</p>	Category	Count	Percentage	Pupil Premium	47	50.0%	Non Pupil Premium	47	50.0%	
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Pupil Premium	47	50.0%									
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<p>Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non-DA pupils</p> <p>Pastoral Team deployed including:</p>	<p>Staff have been trained by a behavioural specialist to ensure that we use a restorative approach when responding to behaviour moving into September 2021.</p> <p>Teachers have ensured a consistent use of the Zones of Regulation in response to the impact COVID would have and continues to do so, to enable children to self-regulate their feelings.</p> <p>The EEF acknowledges that with self regulation a child can be present, engaged and behavior appropriately ready to learn.</p> <p><a href="#">EEF -Self Regulation</a></p> <p>A pupil voice survey of pp children within KS1 showed that 90% of children felt their teachers responded effectively to their emotions and feelings. KS2 totalled 68% giving an overall percentage of 79%</p>	<p>5</p>									

<p>Family support Worker, Attendance Officer Behaviour Mentor Pastoral Officer</p>	<p>Moving forward, we aspire to raise the percentage from 79% overall to 90% ensuring a rise in KS2 to ensure mental health and well being continues to be a priority amongst DA pupils within our school.</p>  <p>The EEF support tailored programmes for mental health and wellbeing to support disadvantaged pupils and can be found in:</p> <p><a href="#">EEF toolkit– Parental engagement</a></p> <p>Dedicated family support worker in the role, works with families to build a positive, trusting relationship providing support when required, leads to improved relationships with school and home lives for the whole family. Pastoral identity and support our most vulnerable families.</p>	
<p>Full time - Family Support Worker</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs such as ELSA.</p> <p>The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. A TA has been trained and will deliver weekly sessions to our most vulnerable children in need of ELSA.</p> <p><a href="#">EEF- Social and Emotional Learning</a></p>	
<p>ELSA</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p>	<p>5</p>
<p>Cultural capital experiences promoted</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p>	<p>5</p>

<p>in the curriculum. (Subsidised trips/residential s)</p> <p>Minibus to transport pupils across the borough and beyond.</p> <p>Forest School /Sports coach</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>The EEF states that ‘Adventure Education’ involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion, it also links to metacognition and self- regulation. <a href="#">EEF- Outdoor Learning Adventure</a></p>	
<p>Rocket Music</p>	<p>We are offering wider enrichment to our children providing the opportunity to learn to play a musical instrument. Children also have the opportunity to attend choir during lunchtime provision.</p>	<p>5</p>

**Total budgeted cost: £385,583**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress – see Standards Report 2020.

Leading up to lockdown (March 20<sup>th</sup> 2020) pupils were fully engaging in a wide range of trips and experiences – see Facebook/Twitter page to show photos.

FSM children had reduced contributions to trips.

FSM children engaged in cultural and many PE activities – see pe funding report,

Pastoral supported parents and carers throughout lockdown with weekly phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support.

#### **TLC Live Tuition - Post Lockdown 2 Return:**

##### **Intent:**

Following the global pandemic, pupils, particularly disadvantaged students, suffered from the lack of face-to-face education. Our intention at Goldsmith is to close the already present attainment gap, exacerbated by the pandemic. We had funds to tutor between 80-100 pupils. Our aim was to enable pupils to catch-up to pre-covid attainment and beyond, using the government NTP (National Tuition Programme).

##### **Implementation:**

##### **When:**

7 weeks (Summer 2) to enable TLC Live Tutors to work with our pupils on a 1:3 basis.

##### **What:**

Tutors working with pupils remotely in groups of 3 focussed on Reading, Maths and GPS, as directed by the pupils' teacher. The cost of this is £270 per 3 students.

##### **How:**

## Pupil Premium and Recovery Premium Strategy 2021-2022

Pupils were split into 4 internal cohorts which were scheduled tutoring at the same time. This enabled pupils to become familiar with their own timetable and the pupils they are working with. Tuition was completed on ChromeBook devices and all remote tutors were DBS checked. Each session was recorded. Pupils received 3 x 60min sessions/week (Before, During and After School)

### **Selection for Tuition:**

-Teachers were required to select 90 pupils based on their post lockdown two attainment, pupil premium and disadvantage status and attitude to learning. Year groups were offered the following number of places: Year 2 - 30, Year 3 - 15, Year 4 - 15 and Year 5 - 30. 100% of pupils offered the program are pupil premium and/or disadvantaged.

### **Measurement of Progress:**

TLC Live measured progress from entry to exit.

Goldsmith measured the impact of tutoring on pupils by using NTS assessments at the end of the summer term. Pupils who received tutoring should make better than expected progress based on their starting points following the national lockdown in January 2021.

### **Impact:**

**N.B:** This data represents pupils who were tutored and not the whole school cohort for each year group.

Year Group (No of Pupils)	% at ARE in Mar'21 assessment.	% at ARE in Jul '21 assessment.	% of pupils who exceeded expected progress
Year 2 (30)	30%	63%	80%
Year 3 (15)	13%	60%	93%
Year 4 (15)	27%	80%	87%
Year 5 (30)	33%	63%	87%

## 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
KS1 English Booster	TLC Live Tuition <a href="https://www.tlclive.com/">https://www.tlclive.com/</a>
KS2 English Booster	TLC Live Tuition <a href="https://www.tlclive.com/">https://www.tlclive.com/</a>
KS1 Maths Booster	TLC Live Tuition

# Goldsmith Primary Academy

## Pupil Premium and Recovery Premium Strategy 2021-2022

	<a href="https://www.tlclive.com/">https://www.tlclive.com/</a>
KS2 Maths Booster	TLC Live Tuition <a href="https://www.tlclive.com/">https://www.tlclive.com/</a>