



Pupil premium strategy statement:

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	433 13/11/22
Proportion (%) of pupil premium eligible pupils	67% on Insight 13/11/22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (Reviewed annually)
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
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	£364,255
Recovery premium funding allocation this academic year	£30,812
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	£395,067



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 is it 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
- 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	To further improve teacher effectiveness through instructional coaching ensuring high expectations of students and their outcomes. (Sutton Trust 2011 research)
2	Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non DA pupils.
3	To ensure children are exposed to high levels of vocabulary right upon entry to school.
4	To improve attendance of pupils through rigorous and relentless systems ensuring pupils and parents understand the importance of attending school each day.
5	To ensure that pupils take advantage of the opportunities available to them to achieve their personal potential. To further develop pupil engagement and ensure that pupils enjoy challenges and have high expectations for themselves.

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.	To ensure disadvantaged KS2 outcomes for 2022-2023 close the gap between non disadvantaged. Leaders monitoring shows that the quality of teaching through instructional coaching is improving- Scores to be monitored in performance monitoring sheets.



Make sure that that disadvantaged pupils' language, oracy and reading fluency develops well over time	Attainment rising through internal and external assessments. Exposure of vocabulary monitored across subjects to show high levels of exposure including tier 3 vocabulary. 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.
To ensure that disadvantaged pupils receive a broad range of cultural and aspiration experiences within and beyond the curriculum.	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. Curriculum trips and experiences feature more prevalent in the Aspire curriculum During this academic year the participation of DA pupils in extra-curricular clubs increases by 60% to 75%
Attendance of PP children improves and is nearer to national expectation	PA rate shows a reduction over time and attendance is in line or nearer to national. PP children to have attendance of at least 95% in 2022-2023
Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non-DA pupil	Reduction of incidents or concerns in relation to a range of pastoral needs are measured using a new tracker. Trauma informed schools approach (motional) shows improvement in ACE scores.

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 (CPD, Recruitment and Retention):

Budgeted cost: £167,825.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce smaller class sizes. Employing four additional teachers.	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. EEF/ Reducing Class Sizes Our year groups with the highest PP have had an extra teacher added for capacity across the year group. This ensures that children can be	1,5



	<p>allocated in smaller groups for core subjects and placed in intervention groups during the afternoon sessions if required.</p>											
<p>Make sure that that disadvantaged pupils' language, oracy and reading fluency develops well over time</p>	<p>Children in our youngest provision made significant progress in their oracy. Wellcomm data shows that by the end of the year nearly 70% of children had made progress in their speech and language.</p> <table border="1"> <tr> <td>Expected (Green 0/+ or gap)</td> <td>2 = 8.4%</td> <td>11 = 46.2%</td> <td>6 = 42.6%</td> <td>11 = 69.3%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>2(entry) = 33.4%</td> <td></td> </tr> </table> <p>The EEF found that studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	Expected (Green 0/+ or gap)	2 = 8.4%	11 = 46.2%	6 = 42.6%	11 = 69.3%				2(entry) = 33.4%		2,3
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<p>Instructional coaching for all Teachers</p>	<p>An Accelerated Learning Lead (ALL) has been appointed for each phase to ensure maximum progress is made across the school. The ALL completes instructional coaching alongside other identified expert coaches across the school.</p> <p>Instructional coaching is individualised, intensive, sustained, and context-specific professional development programme. Coaches have been trained by Jon Hutchinson who states that by using this sustained approach in coaching that it can address the disadvantage gap by improving teaching in every classroom.</p> <p>Instructional coaching has been deemed an effective way to support and develop teaching staff as a continual form of CPD. The Sutton Trust has identified that one-third of all teachers leave within five years of qualifying and that disadvantaged children are at risk of being a whole year behind their peers because of ineffective teaching. Instructional coaching gives ECTs the tools and skills they need to overcome challenges, as well as helping those that are more qualified to continually progress. As a result, more pupils should have access to effective teachers and high-quality education.</p> <p>Staff across the school that have been instructionally coached have been identified as hotspots of excellence across the school.</p> <p>Instructional Coaching</p>	1,5										
<p>Quality first teaching</p>	<p>CPD is ongoing across all subjects with a big focus on Maths, reading and writing. This is delivered by experienced leads within that area working alongside the Windsor Academy Trust. Another key area is assessment and data analysis. CPD is delivered throughout the year to ensure staff use this to raise both attainment and progress of individual needs within their class. With this in mind, teachers then attend Pupil Progress meetings which track progress of PP pupils and ensure that appropriate, timely interventions are put in place.</p>											
<p>Purchase of iPads/</p>	<p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. Technology can be used to</p>	2,5										



<p>Chromebooks to strengthen the use of technology within the classroom.</p>	<p>improve the quality of explanations and modelling. Dual coding has improved children’s exposure to vocabulary during our reading lessons which has been enhanced using technology. Years 4-6 all children have an individual iPad which they can use in school and at home, ensuring the link between home and school education strengthens. Year 3 children will also have access to an iPad to further enhance their learning.</p> <p>Technology offers ways to improve the impact of pupil practice. Technology can play a role in improving assessment and feedback EEF- Using Digital Technology to Improve Learning</p> <p>A WAT trust led approach iPads for Learning creates inspiring experiences that maximise 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. WAT- iPads for Learning</p>	
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Targeted academic support (tutoring, one-to-one support structured interventions):

Budgeted cost: £102,694

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. EEF- Accelerated Reader</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> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Headline Annual Growth Figures</th> </tr> </thead> <tbody> <tr> <td>Total no. of pupils accessing AR</td> <td style="text-align: right;">134</td> </tr> <tr> <td>Total number of pupils not accessing AR</td> <td style="text-align: right; background-color: #ff00ff;">7</td> </tr> <tr> <td>No. of pupils with 1 month + progress</td> <td style="text-align: right;">130</td> </tr> <tr> <td>% of pupils who have made 1-3 month AR pro</td> <td style="text-align: right;">26%</td> </tr> <tr> <td>% of pupils who have made 4-11 month AR pr</td> <td style="text-align: right;">29%</td> </tr> <tr> <td>% of pupils who have made 1 year + AR progre</td> <td style="text-align: right;">42%</td> </tr> <tr> <td>Total % of pupils who have made progress</td> <td style="text-align: right; background-color: #ffff00;">97%</td> </tr> </tbody> </table>	Headline Annual Growth Figures		Total no. of pupils accessing AR	134	Total number of pupils not accessing AR	7	No. of pupils with 1 month + progress	130	% of pupils who have made 1-3 month AR pro	26%	% of pupils who have made 4-11 month AR pr	29%	% of pupils who have made 1 year + AR progre	42%	Total % of pupils who have made progress	97%	<p>3</p>
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	<p>Last year 97% of pp children partaking in AR made better than expected progress, with 42% making more than 1 year +. In addition, as a result of QFT, more of our Year 2 children are now accessing AR at a younger age.</p>	
<p>Phonic booster sessions across KS1/LKS2</p> <p>TA/Teacher employed to deliver RWI sessions.</p> <p>Phonics lead teacher - coaching all teachers delivering RWI phonics.</p>	<p>With phonics being delivered through homogenous groupings, we ensure that children are exposed to the correct sounds daily. Children are also exposed an additional 3 times a day through ditty time. A dedicated RWI trained teacher has been released daily 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Other targeted interventions	<p>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. Summer school and Easter school providing academic booster clubs and wider curriculum enrichment activities.</p>	2
Tutoring	<p>We have appointed an Academic Mentor through the National Tuition Programme. The AM is based across KS1. 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>Small group tuition EEF</p>	1,3

Wider strategies (Attendance, Behaviour, Wellbeing):

Budgeted cost: £125,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highly promote attendance within our community – offering breakfast club.</p> <p>Internal Attendance officer</p> <p>Education Welfare Officer appointed</p>	<p>Our disadvantaged pupils' attendance for 2021/22 for is 94.2% which is broadly in line with our non-disadvantaged of 95%.</p> <p>Our attendance officer has driven standards forward working collaboratively with a local Educational Welfare Officer to ensure attendance percentages improve across the school and that persistent absence reduces in line with national.</p> <p>Our focus will be on persistent absence across the school and lateness. With 15.4% persistently absent rate compared to the national 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>New EEF evaluation reports find breakfast clubs boost attainment</p>	2,4,5
<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 home visits will be completed in order to support families with finance, wellbeing, parenting, basic needs and 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 disadvantaged pupil.</p>	2,5
<p>Provide varied opportunities for children to before and attend after school clubs, both academic</p>	<p>Within our school grounds, we are able to provide Forest school to all year groups on rotation, several wider after school clubs such as kickboxing and dance and additionally lunchtime and after school booster groups.</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.</p> <p>EEF- Physical Activity</p>	3



<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>Our ASPIRE values/virtues will be a continuum moving into 2022-2023-ensuring wider experiences/opportunities are linked throughout our curriculum.</p> <p>In after school sports provision 60% of the children in attendance were DA.</p> <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>	
<p>Appointment of 2 behavioural mentors</p> <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>Family support Worker</p> <p>Attendance Officer</p> <p>Behaviour Mentor</p>	<p>Two experienced behavioural specialists have been appointed to continue to embed our restorative approach to responding to behaviour across the school.</p> <p>We are now a bronze, Attachment Aware and Trauma Informed school. We also have several other members of staff continuing the training this year to achieve: Trauma Informed Practitioner status Level 5 to support all key stages.</p> <p>Teachers continue to use the Zones of Regulation and continue to enable children to self-regulate their feelings.</p> <p>The EEF acknowledges that with self regulation a child can be present, engaged and behave appropriately, ready to learn.</p> <p>EEF -Self Regulation</p> <p>The EEF support tailored programmes for mental health and wellbeing to support disadvantaged pupils and can be found in:</p> <p>EEF toolkit- Parental engagement</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>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</p>	<p>5</p>



<p>Educational Welfare Officer</p> <p>ELSA</p> <p>Trauma Informed School</p>	<p>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>EEF- Social and Emotional Learning</p> <p>We have been awarded the Bronze Trauma Informed award with two staff now delivering training strategies across the school.</p>	
<p>Cultural capital experiences promoted in the curriculum. (Subsidised trips/residential)</p> <p>Minibus to transport pupils across the borough and beyond.</p> <p>Forest School /Sports coach</p>	<p>Learning is contextualised in concrete experiences and language rich environments. 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.</p> <p>EEF- Outdoor Learning Adventure</p>	<p>5</p>

Total budgeted cost: £396,448.50

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.

Year 6 Outcomes:

Pupil Premium spending has had a positive impact on the outcomes and experiences of pupils across the last academic year.



Our internal assessments during 2021/22 clearly show pupil premium pupils make greater progress than their non PP counterparts.

Compared to 2021 statistics, the attainment of children has continued to rise in Reading, Writing and Maths in all cohorts of the school

Our Pupil Premium pupils in year 6 performed better than other PP pupils in national testing across

	Reading % ES	Writing % ES	Maths % ES	RWM % ES
GPA	70%	65%	60%	58%
National-Disadv.	62%	55%	56%	43%
Difference	+8%	+10%	+4%	+15%

Reading, Writing and Maths (including combined) as detailed below:

AR/Oracy:

Furthermore, internally collected reading data shows that 97% of PP children have made accelerated progress. Detailed below is the collective progress in Year 3 to Year 6.

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Total % of pupils who have made progress	97%

Children in our youngest provision made significant progress in their oracy. Wellcomm data shows that by the end of the year nearly 70% of children had made progress in their speech and language.

Expected (Green 0/+ or gap)	2 = 8.4%	11 = 46.2%	6 = 42.6%	11 = 69.3%
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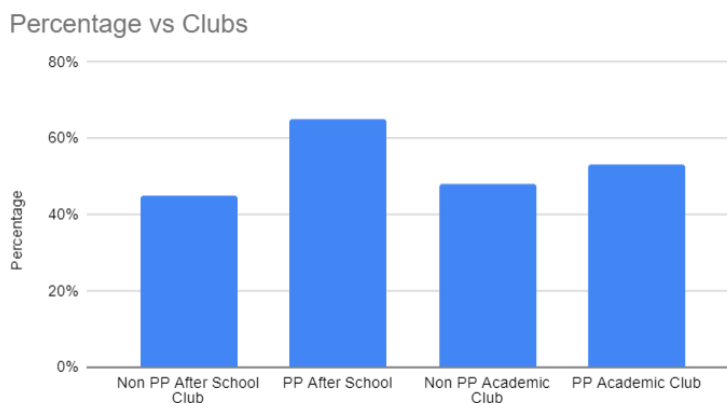
Instructional coaching has enabled children to receive quality first teaching across all year groups. Teacher’s matrices show an improvement in Teaching and Learning across all areas.

Cultural Capital:



Children across the school have experienced special events throughout the year thus enhancing their life experiences through cultural capital. See Cultural capital Docs: [Autumn CC](#): [Spring CC](#): [Summer CC](#)- these show both pupil, staff and parent voice.

After school clubs provision:



The uptake of attendance at after school clubs and in school academic clubs has been monitored carefully to ensure that disadvantaged students get access to opportunities they would otherwise get at home. This has increased since last academic year to 65% of pp children now attending a sporting after school club and 53% attending an academic club.

Trauma Informed School:

We have recently been awarded the bronze award becoming a Trauma Informed School. Across the school we already have 2 members that have completed the relevant training and have an additional 3 colleagues undertaking this for the duration of 2022 for completion in 2023. In addition to the above, we have appointed two behaviour mentors that have had a positive impact on behaviour across the school. The impact of a trauma informed approach has enabled us to create a Phoenix room where children are able to access provision in a nurturing environment with activities based on individual needs.

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 https://www.tlclive.com/
KS2 English Booster	TLC Live Tuition https://www.tlclive.com/



KS1 Maths Booster	TLC Live Tuition https://www.tlclive.com/
KS2 Maths Booster	TLC Live Tuition https://www.tlclive.com/

