



## Pupil premium strategy statement: GOLDSMITH PRIMARY ACADEMY

### 1. Summary information

School	Goldsmith Primary Academy				
Academic Year	2020/21	Total PP budget	£318,975	Date of most recent PP Review	N/A
Total number of pupils	446	Number of pupils eligible for PP	238	Date for next internal review of this strategy	April 2021

### 2. Current attainment (2021 leavers)

2018-19 Pupils: 63% 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	19%	(71%)
Reading progress score	-7.4	(0.3)
% achieving scaled score of 100+ in reading	22%	48%
Reading attainment average score	95	(105)
Maths progress score	-7.8	(0.4)
% achieving scaled score of 100+ in maths	34%	62%
Maths attainment average score	95	(106)
Writing progress score	-1.2	(0.3)

### 3. Key Identified Barriers

- Regular attendance at school for some DA pupils
- Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non-DA pupils
- Language gap on entry to school and fewer opportunities to read with an adult outside of school (language and early reading)
- Access to consistently high levels of teaching quality in the classroom and through additional support (Sutton Trust 2011 research)
- Access to opportunities to develop pupils' cultural capital outside of school and some pupils' aspirations can hold them back in learning and life

#### 4. Desired Outcomes - 2020/2021:

	<b><i>Desired outcomes</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	To ensure that every disadvantaged pupil receives high-quality teaching so that they make strong progress on their educational journey.	To ensure disadvantaged outcomes for 2020-21 are 70%+, increased from % exit from year 5 data and from KS1 starting points. Leaders monitoring shows that the quality of teaching is improving- All scores in performance management (see individual Performance management sheets)
<b>B.</b>	Make sure that that disadvantaged pupils' language, oracy and reading fluency develops well over time	Attainment rising through internal and external assessments Confidence will be raised in pupils' understanding of key terminology so that they can access the content of the lesson
<b>C.</b>	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 2020-21
<b>D.</b>	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 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 25%
<b>E.</b>	Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non-DA pupils	Difference to be diminished. Reduction of incidents or concerns in relation to a range of pastoral measured Trauma informed schools approach (motional) shows improvement in ACE scores

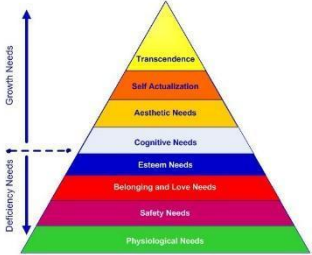
#### 5. Outcomes - Review 2019/2020:

	<b><i>Outcomes</i></b>	
<b>F.</b>	To ensure that every disadvantaged pupil receives high-quality teaching so that they make strong progress on their educational journey.	Pupils receive high quality teaching from all classes. Teachers have received an implemented CPD which has enabled quality first teaching overall. Assessments are carefully used by teaching colleagues to inform next steps and these are reviewed rigorously within pupil progress sessions. Next steps:- To empower pupils to talk with increased confidence about their learning journey.
<b>G.</b>	Make sure that that disadvantaged pupils' language, oracy and reading fluency develops well over time	A Whole Class reading approach has been generated in collaboration with other reading leads, this has enabled pupils to engage with high quality challenging texts through oral scaffolding. 1:1 reading with the lowest 20% of pupils has increased and children in these target groups read upto 4 times per week. Resources have been purchased to improve the range of texts available in libraries and through the AR scheme and this has in turn improved a love for reading for some children who were previously reluctant readers.
<b>H.</b>	Attendance of PP children improves and is nearer to national expectation.	Attendance officer and pastoral team have relentlessly tackled attendance. Attendance data can be viewed in school on request. A number of pupils who are PA who also qualify as PP have moved on to schools more accessible to them geographically or have begun to attend frequently with the assistance of in school staff.
<b>I.</b>	To ensure that disadvantaged pupils receive a broad range of cultural and aspiration experiences within and beyond the curriculum.	Whilst covid impacted on educational visits off site, Goldsmith have adapted curriculum teaching and enrichment provision in school to develop pupil experiences this includes birthday parties, increased forest schools access, virtual events and visits, 'Stunning Starter' through Theme teaching, hinterland within Whole Class Reading, after school/ lunch time enrichment activities and summer club.
<b>J.</b>	Diminishing the difference that exists in social, emotional and health opportunities of DA pupils compared to non-DA pupils	The use of Zones of Regulation introduced in correspondence to COVID to ensure DA pupils self regulate their emotions upon entry to school to enable effective learning to take place.



<p>Make sure that that disadvantaged pupils' language, oracy and reading fluency develops well over time</p>	<p>Language First approach to be delivered throughout EYFS to ensure the earliest intervention.</p> <p>Additional reading with an experienced adult provided for disadvantaged pupils, particularly those who are within the lowest 20% in each cohort. In order to increase fluency and understanding, whilst exposing children to high quality language.</p> <p>Pre and Post teaching (interventions with TAs) of Key terminology allowing pupils to access the curriculum with confidence.</p> <p>SLT, SEND and reading lead to create a clear and accountable continuum of the school's approach to reading and interventions mapped appropriately.</p>	<ul style="list-style-type: none"> <li>• Programme research includes work on Growth Mind-set (Carol Dweck) and principles of 'Black Box Thinking' (Matthew Syed). This Programme looks at cultural change and marginal gains resulting in huge impact.</li> <li>• Research from the Institute of Education in 2006, which found the quality and quantity of children's vocabulary at age five, is a strong predictor of how well they are doing aged 34. UK children in receipt of free school meals and who live in disadvantaged areas are 2.3 times more likely to have a speech, language or communication need. Research by Ofsted found a clear link between disadvantage and poor "school readiness" including communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial investment in to programme provided external coaching support and moderation. Dedicated SLE support in EYFS and networks of support accessible through the programme. In school training provided to all relevant staff.</li> <li>• TA role dedicated to delivery of AR reading and additional reading to disadvantaged pupils and the lowest 20%</li> <li>• Accountability of middle Leaders e.g. SENDCO through link to performance management targets.</li> <li>• HT mentorship of SENDCo, to support developing and monitoring effective interventions</li> <li>• Dedicated review time- Wider Leadership Meeting Time to complete half termly review on Disadvantaged pupils.</li> </ul>		<p>Half Termly- Review at Wider leadership</p> <p>Termly- Pupil Progress meetings following data collection.</p> <p>Children observed using appropriate vocab throughout learning.</p>
<b>Total Budgeted Cost:</b>					<b>£123,574</b>

ii. 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?
Attendance of PP children to be in line with national expectations continue with the reduction of Persistent Absenteeism.	<p>To increase the attendance through dedicated attendance officer support.</p> <p>Attendance officer works closely with families</p> <p>Dedicated role to manage and improve attendance and challenge lateness.</p> <p>Attendance lead to challenge 'families causing concern' prior to 9am to avoid any time being missed.</p> <p>Safe and well checks completed where no response available</p> <p>Attendance clinics supported by EWO and other relevant agencies to support families coming into school and identify genuine barriers</p>	<p>Length of time away from school impacts on children's progress. Some pupils' PA is still too high and requires further attention. The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>The higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2</li> <li>Pupils with <b>no absence</b> are 1.3 times more likely to achieve Y6 expected levels or above, and 3.1 times more likely to achieve a higher standard, than pupils that missed 10-15% of all sessions</li> </ul> <p>Research also indicates pupils who attend school regularly are more likely to continue in higher education, which will open more career opportunities for our school community.</p>	<ul style="list-style-type: none"> <li>Weekly reviews and reports to SLT for discussion and action.</li> <li>Dedicated role to manage and improve attendance.</li> <li>Time allocated to attendance clinics</li> <li>Additional staff available to support punctuality</li> </ul>	Attendance Officer / HT	<p>Weekly.</p> <p>Attendance reviewed by LAB at each termly meeting.</p> <p>Attendance issues discussed weekly in TAF meetings by SA, SM and LB</p>
<p>Resilience is built up so that children are more able to cope when challenged with their learning.</p> <p>Instances of more challenging behaviour reduce.</p>	<p>Pastoral team to have programmes in place to support children to manage their emotions in a more appropriate manner.</p> <p>Pastoral team have sufficient capacity – lead, family support worker, learning mentor and</p> <p>De-escalation strategies are used by staff to settle children back into their learning.</p>	<ul style="list-style-type: none"> <li>Increases learning time for PP children as well as eliminating disruption to other PP children in the class.</li> <li>Children are unable to learn if emotional barriers are in place.</li> <li>Responsibility of class teachers and phase leaders becomes clearer. Earlier intervention will decrease time away from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Red/Yellow cards to be monitored.</li> <li>Monitoring of children's progress and attainment.</li> <li>CPOMs report and review.</li> </ul>	Pastoral Lead	Half-termly.

	<p>Review behaviour flow chart and involve phase leaders at an earlier stage.</p>				
<p>Early interruptions in social emotional development are identified and supported.</p>	<p>Trauma informed schools approach is piloted and implemented across the school.</p> <p>Two staff members trained up in diploma for TIS and mental health.</p> <p>Whole staff update training so all staff are aware of the approach.</p>	<ul style="list-style-type: none"> <li>Some pupils are not able to access learning as well as they should be able to because their social and emotional development is not as secure as it should be.</li> <li>This approach will be a precise intervention to support their development.</li> <li>Research from Government Green paper 'Transforming Children and Young People's mental Health Provision' supports the importance of wellbeing in prior to effectively learn</li> <li>This is also supported by Maslow's ~Motivational Model (hierarchy of need). This shows before cognition can effectively happen basic needs need to be met.</li> </ul> <p style="text-align: center;">MASLOW'S MOTIVATION MODEL</p>  <p>The diagram is a pyramid with seven horizontal layers. From bottom to top, the layers are: Physiological Needs (green), Safety Needs (red), Belonging and Love Needs (orange), Esteem Needs (blue), Cognitive Needs (purple), Aesthetic Needs (yellow), and Transcendence (light blue). To the left of the pyramid, a vertical double-headed arrow spans the top two layers (Aesthetic and Transcendence) and is labeled 'Growth Needs'. Another vertical double-headed arrow spans the bottom four layers (Physiological, Safety, Belonging and Love, and Esteem) and is labeled 'Deficiency Needs'. A dashed horizontal line is drawn between the 'Deficiency Needs' and 'Growth Needs' arrows, passing through the 'Cognitive Needs' layer.</p>	<ul style="list-style-type: none"> <li>Pilot approach to begin with measurable impact evidence through the online Motional programme.</li> </ul>	<p>HT</p>	<p>Review during summer term 4 weeks into pilot approach.</p>

<p>Families are supported to ensure home culture and environments allow children to achieve their full potential.</p>	<p>Pastoral team to have procedures in place to ensure families are given appropriate advice and support.</p> <p>Family support worker to support each family and ensure the support required is available/ signposted.</p> <p>Additional parenting classes run to support understanding children's behaviour</p>	<ul style="list-style-type: none"> <li>• Excellent School/Parent relationships will ensure attitudes to learning are positive and impact on progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the number of families with pastoral intervention.</li> </ul>	<p>Parent Support Worker</p>	
<p>Ensure that SEND pupils who are also disadvantaged receive targeted, high-quality support.</p>	<p>Leads for SEND &amp; PP to work together on common strategies, especially where children have both barriers.</p> <p>Additional learning support time used to ensure that some of the most vulnerable pupils receive increased support.</p> <p>SEND staff meeting and training time to identify those vulnerable pupils who have SEN and who are DA. Greater awareness.</p>	<ul style="list-style-type: none"> <li>• Holistic working for the benefit of all the pupils particularly pupils in these two most vulnerable groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Share at Wider Leadership and joint CPD.</li> <li>• Meetings with SENCo and PP lead to ensure consistency and effective implementation.</li> </ul>	<p>Pupil Premium Lead HT SENCo All staff</p>	<p>Termly</p>

<p>To improve end of key stage 2 outcomes for disadvantaged pupils by making the most of time outside of the school day (see KS2 targets above).</p>	<p>To plan and deliver Easter and Saturday school which focuses on both academic outcomes and personal development.</p> <p>Leaders to organise and deploy staff who are willing to deliver such approaches.</p>	<ul style="list-style-type: none"> <li>• Some pupils' time away from school during holidays can affect their ability to know more and remember more.</li> <li>• We now want to formalise and focus this approach so that more pupils are engaged purposefully during times away from school.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned at a strategic level by SLT with clear and measurable criteria for the programme.</li> </ul>		
<b>Total budgeted cost</b>					<b>£122,116</b>



iii. 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
<p>To ensure that disadvantaged pupils receive a broad range of cultural and aspiration experiences within and beyond the curriculum.</p> <ul style="list-style-type: none"> <li>- Aspire curriculum trips and experiences are high-quality, focus on cultural capital and get full uptake</li> <li>- Music, sport and art experiences are wide-ranging and show an increased take up by DA pupils over the year</li> <li>- The WAT pledge is achieved by 100% of DA pupils as they progress through school</li> </ul> <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>	<p>Range of opportunities on offer are either part-funded or fully funded for DA pupils. WAT pledge approach tracked well to ensure no pupils are missing out.</p> <p>The Aspire curriculum roles out successfully in 2020-21 and a range of cultural opportunities are planned in. E.g. theme 3 Geography – Year 3 trip to Mount Snowdon.</p> <p>Deputy Headteacher appointed to provide additional capacity to develop personal potential strategies.</p> <p>Specialist music and dance lead practitioners used to further develop wide-ranging opportunities for all pupils but also targeting particular DA pupils.</p> <p>An additional PE/Sport member of staff helps deliver an increased amount of extra-curricular clubs DA pupils who do not engaged with extra-curricular are targeted more effectively Support given to families for wider aspects of school life, e.g. uniform, family support etc.</p>	<ul style="list-style-type: none"> <li>• Personal development opportunities are already rich and varied at Goldsmith. Therefore, we want to sustain this success and build on it further.</li> <li>• Some pupils require additional support to ensure that they are able to access the wide-range of opportunities on offer.</li> <li>• The new Aspire curriculum provides a significant opportunity to put a broader focus on cultural capital for DA pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Key staff members and SLT will communicate through meetings to consider implementation and impact.</li> <li>• Aspire curriculum planning and books monitored by DHT so that cultural capital opportunities can be monitored.</li> <li>• Extra-curricular numbers monitored through registers.</li> <li>• Pledge monitored by staff and leaders.</li> </ul>	<p>SLT – PI and HT in particular</p> <p>Key staff members – lead practitioners,</p>	<p>Dependent upon action area and school monitoring cycle.</p>
<b>Total budgeted cost</b>					<b>£84,337</b>