



Goldenhill Primary Academy Pupil Premium 3 Year Plan

School overview

Metric	Data
School name	Goldenhill Primary Academy
Pupils in school	225
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£109, 910
Academic year or years covered by statement	2021 - 24.
Publish date	September 2021.
Review date	Septemeber 2022
Statement authorised by	Steve Martin
Pupil premium lead	Sara Cookson.
Governor lead	Angie Bradshaw

Disadvantaged pupil progress scores for last academic year (2019 data)

Measure	Score
Reading	-2.5
Writing	-1.2
Maths	-2.7

Strategy aims for disadvantaged pupils Sept 2021- July 2024

Aims	Measure of Success
To improve the quality of teaching in phonics – introduction and embedding of SSP across FS, KS1 and beyond where appropriate	All teaching in phonics is at least good or better. *Phonics screening results are inline or better than national average and in comparison to similar schools.
To identify and develop subject knowledge and expertise through a supportive 'coaching' approach.	All staff feel supported in developing their expertise which impact on their teaching role. *All teaching is at least good or better in all areas of the curriculum
To improve quality first teaching	

To develop children's caring, collaborative, creative and critical thinking	Children become confident communicators.
To develop reasoning skills across all areas of the curriculum To develop children's understanding, confidence and skills at reasoning	Increased number of pupils achieving greater depth in Maths
To develop children's understanding, confidence and skills at writing different genres using their appropriate features	Increased number of pupils achieving greater depth in Writing
To develop children's confidence and love of reading across the curriculum	Increased number of pupils achieving greater depth in reading. *Increased number of pupils reading for pleasure.
To identify areas of greatest need for PP children and plan interventions accordingly	Pupils make accelerated progress in their area of greatest need
To provide support for children in class in order to allow them to access all lessons and make accelerated progress	Pupils make accelerated progress in their areas of need
To impact on children's speaking and listening / literacy / reading skills	Children make accelerated progress in Communication and Language and phonological awareness
To make early identification of need	*Children make accelerated progress in reading
To allow all children equal access to home learning opportunities	All children can access tier 2 and 3 remote learning
To develop confidence and self-esteem	Children become more confident and experience increased self esteem whilst accessing new experiences and opportunities which impact on their success in the classroom
To provide the support to vulnerable families to allow their children full access to the opportunities of the Academy	*Families feel secure and confident to engage with the school. *Attendance is in line with or above National average for all children
To ascertain parental opinions and views and offer support tailored to their needs	*Parental voice is heard and responded to.
To provide the children with increased opportunities for new experiences and to broaden their horizons	Children have increased opportunities to experience new activities and places.

To develop confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

Children become more confident and experience increased self esteem whilst accessing new experiences and opportunities which impact on their success in the classroom

To provide all pupil premium children access to healthy options

*Children are able to fully concentrate on their lessons unhindered by hunger.

*Children understand and make healthy eating / drinking choices

Areas of focus/Barriers to learning these priorities address.	Low baseline on entry across all 7 areas of the curriculum Outcomes for disadvantages pupils in writing and maths is significantly below that of non-disadvantages pupils – see above Missed learning due to Covid – isolations of pupils and staff High deprivation factor (highest 20% nationally) Home Learning environments may lack the resources or ability to support children Covid pandemic (including increased anxiety) Low attendance figures 2020 – 21 94.34% PP, 96.43% whole school Home Learning environments may lack the resources or ability to support children. Some lack of parental engagement leading to low aspirations of pupils
Evaluation	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve at least the national average progress scores for disadvantaged pupils in reading.	July 2022.
Progress in Writing	To achieve at least the national average progress scores for disadvantaged pupils in writing.	July 2022
Progress in Mathematics	To achieve at least the national average progress scores for disadvantaged pupils in Maths.	July 2022
Phonics	To achieve at least National Average expected standard in Phonics Screening	July 2022.
Other	Increased attendance of disadvantaged pupils to at least LA average	July 2022

Measure	Activity
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Priority 1 Remote Learning – equal access for all	That each Pupil Premium child can access remote learning if / when needed due to Covid restrictions – lockdown or isolating. Home learning Packs ICT support
Priority 2 Phonics – To achieve at least National Average expected standard in Phonics Screening	All Foundation Stage, key stage One and Two (as appropriate) staff are fully equipped to assess Phonics to PP and all groups. Support the consistency of teaching of Phonics in Foundation Stage, Key Stage One / Two – purchase and consistent use of SSP
Priority 3 Reading – Impact on higher level reading skills and children at greater depth	Develop children's confidence and love of reading across the curriculum. Teachers develop approaches and opportunities for reading widely across the curriculum – reading ambassadors, non fiction text displays in class
Barriers to learning these priorities address	Low baseline on entry across all 7 areas of the curriculum Poor Speaking and Listening skills on entry 56.3% not 'on track' in CL on entry Outcomes for disadvantages pupils in reading /writing is significantly below that of non-disadvantages pupils – see above Missed learning due to Covid High deprivation factor (highest 20% nationally) Low attendance figures 2020 – 21 94.34% PP, 96.43% whole school

Targeted academic support for current academic year

Measure	Activity
Priority 1 Catch up / Intervention	Identify areas of greatest need for PP children and plan interventions accordingly. Shine targeted Intervention Programme. Provide support for children in class in order to allow them to access all lessons and make accelerated progress. Pupil Premium children are effectively supported by an adult to facilitate access to the full curriculum - In class intervention activities designed to close gaps for all students below expected progress and disadvantaged students (quality first teaching.)
Priority 2 Speaking and Language / Early Literacy Skills	Impact on children's speaking and listening / literacy / reading skills. To make early identification of need. Nuffield Speech and Language Programme / Launchpad for Literacy diagnostic tool / Better Reading / Accelerated Reader / Reading Squads.
Barriers to learning these priorities address	Low baseline on entry across all 7 areas of the curriculum Poor Speaking and Listening skills on entry 56.3% not 'on track' in CL on entry Outcomes for disadvantages pupils in reading /writing is significantly below that of non-disadvantages pupils – see above

	Missed learning due to Covid High deprivation factor (highest 20% nationally) Low attendance figures 2020 – 21 94.34% PP, 96.43% whole school
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Wider strategies for current academic year

Measure	Activity
Priority 1 Pastoral care / Social and Emotional support for vulnerable pupils / families	To provide pastoral care, support for vulnerable families and boost attendance figures. Employment of Extended Services Manager. To provide Social and Emotional support to all Pupil Premium children in need of this support. To provide KS2 well-being groups in the afternoons – as Covid restrictions allow. To subsidise care club fees. Daily free milk / Bagels offered to all Pupil Premium children.
Priority 2 Cultural Capital	Priority access to extended provision / school clubs. Holiday club gymnastics. 25% subsidy on educational visits.
Barriers to learning these priorities address	High deprivation factor (highest 20% nationally) Low attendance figures 2020 – 21 94.34% PP, 96.43% whole school. Some lack of parental engagement leading to low aspirations of pupils

Monitoring and Implementation-

Area	Challenge	Mitigating action
Teaching	Low attendance – missed learning Low CL at baseline Missed learning due to Covid – child and staff absence due to isolations	Ensure access to Home learning provision – support with IT where needed. Embed use of Launchpad for Literacy as support tool for early communication.
Targeted support	Low baseline CL scores. Missed S&L appointments due to Covid. Missed learning due to Covid	Ensure access to Home learning provision – support with IT where needed. Extended PE provision to release teaching staff for interventions and catch up.
Wider strategies	Engaging families facing the most challenges	Role of Extended School's Manager to reach out to parents in need of support. EW support where required.

Review: last year's aims and outcomes

Aim	Outcome
That attendance of PP children will increase - Achieving 95% plus	PP attendance 94.34% - just below target

More PP children will achieve Greater Depth in Reading, Maths and SPAG - Greater Depth figures will equal or exceed National	30% GD in Reading, 77% GD in writing and 10% GD in maths at end of KS2.
To identify areas of greatest need for PP children and plan interventions accordingly. To provide support for children in class in order to allow them to access all lessons and make accelerated progress	Interventions have consistently taken place both within the class and small group out of lesson time Progress in Year 2 has been in line at expected levels of progress and above non PP for above expected in Reading. However there were less PP children making above expected progress in writing and maths. This picture was very similar to Year 5 where expected progress was broadly in line but above expected much lower than non PP. In Year 1 and Year 3 PP children made less progress than non PP across the board and hence the gap continue to widen. It was a much better picture in Year 4 and 6 where PP out progressed non PP in all areas except expected writing. In Year 6 PP progress was the same or better than non PP.