

Goosewell Primary Academy: Pupil premium strategy statement

School overview

Metric	Data
School name	Goosewell Primary Academy
Pupils in school	519
Proportion of disadvantaged pupils	37%
Pupil Premium allocation this academic year	£177,968
Academic year or years covered by statement	2018-21
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	James Gentile
Pupil premium lead	Marc Leader
Governor lead	Angela Jenkins

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.98
Writing	-2.47
Maths	-2.11

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	38.9%
Achieving high standard at KS2	5.6%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all disadvantaged pupils develop the skills and enthusiasm to accelerate to above average progress levels in reading.
Priority 2	Use Visible Learning to continue to empower pupils in taking ownership of the different stages of their learning (success criteria, independence, questioning)
Barriers to learning these priorities address	Ensuring all staff use evidence based whole class interventions (with support from INSET and training).
Projected spending	£96,738

Teaching priorities for current academic year

Aim	Target	Target date
Disadvantaged pupils make progress in reading	Progress towards achieving national average progress scores in KS2 Reading (71%)	Sept 21
Disadvantaged pupils make progress in writing	Progress towards achieving national average progress scores in KS2 Writing (65%)	Sept 21
Disadvantaged pupils make progress in mathematics	Progress towards achieving national average progress scores in KS2 Mathematics (77%)	Sept 21
Phonics	Achieve national average expected standard in PSC ALL pupil phonics (82%) Disadvantaged phonics (83%)	Sept 21
Other	Improved attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc phonics scheme effectively.
Priority 2	Use Visible Learning to continue to empower pupils in taking ownership of the different stages of their learning (success criteria, independence, questioning).
Barriers to learning these priorities address	Ensuring all staff use evidence based whole class interventions (with support from INSET and training).
Projected spending	£96,738

Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed the use of Accelerated Reader across all year groups to increase standards of reading across the school.
Priority 2	Establish small group Literacy and mathematics interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Encouraging wider reading for pleasure and engagement in class to close the gap in high value areas for development in learning (number, reading comprehension)
Projected spending	£42,980

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating and embedding a Breakfast Club for those children identified as requiring support at the start of the school day (to work alongside current service).
Priority 2	Strive to enhance the outstanding support offered through our PSA and ELSA TAs to families within our school community.
Barriers to learning these priorities address	An internal survey of disadvantaged pupils within school has identified SEMH of families (parents and children) as being the number one factor in challenges met by those children at Goosewell.
Projected spending	£73,172

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff CPD and effective communication is shared to clarify expectations with new initiatives.	Use of INSET days and staff meeting time effectively planned. Subject leads available in supportive capacity.
Targeted support	Ensuring effective use of staff to provide greatest impact in closing the gap for identified pupils.	Year group leads to ensure appropriate staff member is actioning interventions – teacher with TA covering class? Subject leads consulted for advice or involvement?
Wider strategies	Engaging the families facing most challenges.	PSA already works closely with other schools. Awareness of the increased number of cases PSA has – monitor

	Breakfast Club provision will need close communication with Gosling Club and their existing provision.	workload and effectiveness of collaboration within Reach / LA. Liaise closely with Gosling to ensure smooth integration of extra pupils. Q: can we get those pupils identified into school at specific 'Breakfast hour'?
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Review: last year's aims and outcomes for disadvantaged pupils:

Aim	Outcome
Progress in Reading KS2	39% of disadvantaged pupils gained ARE with 6% of those achieving GDS. This is a 2% EXS and 3% GDS decrease on last year.
Progress in Writing KS2	50% of disadvantaged pupils gained ARE with 6% of those achieving GDS. This is a 9% increase on last year. With a view to enhancing pupil's writing across the school, a renewed structure to the teaching of writing has been implemented by the Literacy lead.
Progress in Mathematics KS2	50% of disadvantaged pupils gained ARE with 6% of those achieving GDS. This is a 5% increase on last year. To continue this trend, mastery will continue to be embedded across the school.
Phonics Y1	Due to a particularly challenging cohort (see DAPs File – Whole School Strategy: Year Groups) only 38% of disadvantaged pupils passed their phonics screening (compared to 85% All National). As a consequence, these pupils will take advantage of the implementation of Read Write Inc for the academic year 2019/20.
Other For children to come to school ready to learn and be protected and supported to deal with external influences.	PSA has increased hours to ensure we can maximise the number of families who require assistance to ensure children make progress in their learning. MAST continues to play an integral part of support network in school.