

Pupil premium strategy statement – Goldthorn Park Primary

School overview

Metric	Data
School name	Goldthorn Park Primary School
Pupils in school	420 (inc; 37 Nursery)
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£134,00
Academic year or years covered by statement	2020/21
Publish date	1 October 2020
Review date	1 September 2021
Statement authorised by	Kevin Grayson
Pupil premium lead	Rachel Purshouse/Jo Hemmings
Governor lead	Gill Bladon

Disadvantaged pupil predicted attainment and progress scores for last academic year

Measure	Score
Reading KS2 EX/GD (All)	87% (77%) 13% (19%)
	6 Children accelerated progress from KS1
Writing KS2	80% (76%) 7% (11%)
	6 Children accelerated progress
Maths KS2	93% (82%) 20% (18%)
	7 Children accelerated progress

Disadvantaged Pupil progress overview for 2019

Measure	Score
Progress in Reading	1.0
Boys Girls	-0.7 3.1
Writing	2.9
Boys Girls	0.4 4.3
Maths	0.2
Boys Girls	0.1 1.0
2019 Combined	55% Boys 41% Girls 75%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure effective teacher assessment, understanding and identification of children's gaps in learning
Priority 2	Improve the quality and capacity of teaching in order to quickly tackle and improve the children's progress to close these gaps
Priority 3	Increase rates of progress for PP boys whose attainment and progress is below that of National Averages
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. School and Trust systems yet to be fully embedded, lack of expertise for staff in using achievement data in order identify gaps and plan learning 2. Overall standards of teaching across the school needs to continue with improvement, increased pace of teaching is resulting in improved progress 3. Reluctance of some families to currently 'engage' with school and therefore depress attendance. Extended holidays remain a key barrier, allowing absence to learning
Projected spending	£75 000

Teaching priorities for current academic year from Baseline

Aim	Target	Target date
Progress in Reading	At least achieve national average progress score in reading Close the PP Boy gap to achieve the above target	July 21
Progress in Writing	At least achieve national average progress score in writing Close the PP Boy gap to achieve the above target	July 21
Progress in Mathematics	At least achieve national average progress score in maths Close the PP Boy gap to achieve the above target	July 21

Phonics	Achieve national average - at least achieve national average progress score Close the PP Boy gap to achieve the above target expected standard in PSC	July21
Attendance	Improve attendance of disadvantaged pupils to school target	July 21

Targeted academic support for current academic year

Measure	Activity
Priority 1 <i>Ensure effective teacher understanding and identification of children gaps in learning</i>	Increase the amount of monitoring activity across the school and with Trust Colleagues Additional progress meetings with senior leaders following additional data collections Use Baseline to quickly identify intervention groups at start of term Be more aware of school data trends, national and Trust averages – training from school leaders Trust leaders use classroom observations to challenge progress Children and groups identified for additional intervention delivered by teachers and HLTAs Ensure planning with support from Trust Year groups is high quality in order to ensure learning is not passive
Priority 2 <i>Improve the quality and capacity of teaching in order to quickly tackle and improve the children's progress to close these gaps</i>	School Improvement Plan Objective 2 Increase the level of challenged observations Build more opportunity for progress/data discussions Monitor and report on effectiveness of PPA Quickly identify areas of weakness in planning and address Ensure rigorous feedback to improve teaching following targeted observations Termly assessments identify pupils needing to make accelerated progress, this is reviewed regularly to ensure impact

	<p>Be better able to quickly use examples of good practice to use as narrated demonstration particularly when visiting outstanding teaching</p> <p>Increase the requested resources in order to support teaching in key year groups to include; dictionaries, tablets to replace worn out IT equipment.</p>
<p>Priority 3</p> <p><i>Increase rates of progress for PP boys whose attainment and progress is below that of National Averages</i></p>	<p>Increase the time available from Trust EWO – potentially an extra half day in order to build and focus upon particular projects</p> <p>EWO to engage with target families and establish action plans</p> <p>School to review procedures for unauthorised leave of absence</p> <p>New quality rewards system (individual and class) designed in order to increase levels of attendance and expectation</p> <p>HoS and EWO to monitor attendance levels weekly – this to include also targeted families</p>
Projected spending	£70,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Offer a daily breakfast (toast) for all children – supplement target families with wider breakfast food, cereal etc...
Priority 2	Additional time purchased from school sports coaches (Also using Sports Premium) to increase physical and mental well being
Priority 3	When clear of COVID restrictions continue to offer the widest resource from off site visits, including residential for Year 2/4 and 6
Priority 4	Increase wellbeing, security in school environment by replacing Key Stage 2 toilet blocks for boys and girls... funding contribution
Barriers to learning these priorities address	<p>Use of limited funding</p> <p>Limitations of parental support</p> <p>Current COVID restrictions</p>
Projected spending	£50 000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Increase the pace of change and improvement from groups of staff across school.	<p>CPD delivered to all teaching staff within school</p> <p>SLT to carryout observations to ensure effective delivery of phonic & English sessions</p> <p>Termly progress meetings will provide analysis of the progress the children are making in the key areas (Phonics & Writing)</p> <p>Trust moderation, will ensure accurate and standardised levelling</p> <p>Monitoring of planning/books to ensure skills are being taught and built upon progressively.</p> <p>Termly progress meetings will allow leaders to challenge progress and identify key individuals</p> <p>All children will have a nutritional breakfast to ensure they are ready for learning, including t the purchase of whole school daily toast and fruit (from Sept 2020)</p>
Targeted support	COVID restrictions and targeted meetings for CPD may be cancelled or difficult to deliver	<p>Termly progress meetings will challenge teachers and leaders on the effectiveness of targeted support given to pupils</p> <p>Weekly PPA sessions will take place for staff to review and discuss the progress of pupils in groups</p>
		SLT will closely monitor daily changes of Covid-19 restrictions

Wider strategies	Engaging the families facing most challenges Covid restrictions could mean that children will be limited or restricted to attend offsite visits	and guidance from the Government. Vigorous risk assessments will be carried out for any off-site visit in plenty of time, ensuring pupil's and staff safety.
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Review: last year's outcomes

Predicted 2020 Progress Measure	Score
Progress in Reading	6 children made accelerated since KS1
Writing	6
Maths	7
2019 Combined	55% Boys 41% Girls 75%

Review of 2019 Objectives

Objective	Outcome
Improve Progress in Reading and Writing for Disadvantaged children measured across Key Stage 2	Improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim – Pupil Premium youngsters outperformed their non-Pupil Premium peers
Improve Progress in Mathematics for all children including the proportions of disadvantaged children	Some improvement in progress scores of Pupil Premium youngsters – maths does not match the gender trend; PP boys performing as well as girls
Continue the improvement in phonics from the percentages recorded on 2019	School achieving at national average levels in phonics (all children) Continue aim of increasing the percentage of disadvantaged boys by September 2021.
Increase the overall attendance levels to 95.5% by reducing the percentage of unauthorised absence, particularly from disadvantaged boys	No increase in overall improvement in attendance since last year. New focus on working with hard to change unauthorised families (extended holidays)

**Additional support to disadvantaged families offered during lockdown from
March 2020**

- Lunches & food parcels provided and delivered
- Laptops provided for PP children to use at home
- Weekly phone calls to families to check pupils welfare
- Home learning packs were sent to families who had no access to online learning – learning task communication through DoJo
- Food vouchers distributed
- Childcare provision for most vulnerable pupils throughout the school year.