

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Goldthorn Park
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	37.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	LD Executive Lead T and L
Pupil premium lead	JH Headteacher
Governor / Trustee lead	To appoint

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,505
Recovery premium funding allocation this academic year	£18,705
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,210

# Part A: Pupil premium strategy plan

## Statement of intent

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.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate 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
- When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged **?????**
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will use and allocate our Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a **needs analysis** which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Prioritise the development of Communication, Language and Early Reading skills.

Achieving these objectives:

The range of provision the Governors 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.
- 1-1 support to maximise intervention for identified pupils
- Retention of additional TA in KS1 to provide support in class.
- Covid Recovery teacher through Autumn Term to provide targeted intervention for identified pupils in Y1 and Y3.
- All our work through the pupil premium funding 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 – Catch up Literacy and Numeracy Programme.
- Support payment for activities, educational and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Romanian Translator support
- Pastoral support worker

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths.
2	To develop pupils' speaking and listening skills, and wider understanding of language
3	Attainment gap in children achieving greater depth particularly in writing
4	Raise overall attendance, with particular emphasis on PP boys.

## 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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading

Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths
Greater Depth in Writing	Achieve at least national average for greater depth writing KS2
Other	Ensure attendance of disadvantaged pupils is consistently in line with NA (96%)

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 105,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to work within Year 1 and Year 3 to deliver targeted support to accelerate progress across Autumn Term. M4 - £39,569	EEF(+3) As the size of a class or teaching group gets smaller the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 1 and Year 3 cohort and have identified that these year groups both have pupils who would benefit from smaller group sizes to accelerate learning onto Age Related Expectations.	1,3
Additional TA permanently employed to support learning in KS1. (EG) £20,153 Additional TA 3 term contract to support learning in Reception (JHA) £20,153	EEF - If TAs have a direct instructional role it is important they add value to the work of the teacher – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. We will organise staff so that the pupils who struggle most will have as much time with the teacher as others. As school leaders, we will continue to develop effective teams	1, 3

Additional HLTA permanent contract to support learning in Year 6. £21,129	of teachers and TAs, who understand their complementary roles in the classroom.	
1 Leader and 1 UPS teacher to access CPD (Level 3: Coaching) on mentoring and coaching others  <i>2 x £1500 Course cost 8 days supply costs £1200. Total £4200 (Supply costs of release for staff members to be confirmed)</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.  We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified two members of staff who will take on and develop this role with the middle management structure.	1, 3

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
20 children to receive 1:1 catch up provision from NTP  (20hrs x 6 weeks = 120 hours per half term. So 120 hours @ £20 an hour = £2400 75% funded by Gov, so we pay £600 per half term. Aut 2/ Spr 1/ Spr 2/ Sum 1/ Sum 2 £600 x 5 = £3000)	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that the Year 6 cohort need support to address gaps in Reading, Writing and Maths. Due to Covid we have identified that Reading, Writing and Maths within Year	1,3

	<p>2 have some gaps that could be effectively addressed through intensive tuition</p> <p>We have also identified the Year 4 cohort as needing intervention and therefore will access NTP tutoring for Maths and English with SEN children accessing 1:1 provision to narrow the gaps</p>	
<p>Literacy Catch-up Training</p> <p>10 TAs approx. £4000.</p>	<p>Literacy Catch up training for 10 TAs to ensure high quality targeted intervention can be delivered by teaching and support staff working in partnership.</p> <p>Catch Up Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. The intervention uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14, rather than beginner readers.</p>	1, 2, 3
<p>Numeracy Catch-up Training</p> <p>10 TAs approx. £4000.</p>	<p>Numeracy Catch up training for 10 TAs to ensure high quality targeted intervention can be delivered by teaching and support staff working in partnership.</p> <p>Catch Up Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.</p> <p>The intervention programme involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy:</p> <ul style="list-style-type: none"> <li>• Counting verbally</li> <li>• Counting objects</li> <li>• Reading and writing</li> </ul>	1

	<ul style="list-style-type: none"> <li>• Hundreds, tens and units</li> <li>• Estimation</li> <li>• Word problems</li> <li>• Translation</li> <li>• Remembered facts</li> <li>• Derived facts</li> <li>• Ordinal numbers</li> </ul> <p>It is suitable for all struggling learners whose Number Age is significantly below their Chronological Age and is designed for use with struggling learners aged 6-14, rather than beginner learners.</p>	
<p>Resourcing Early Reading for all vulnerable groups – PP/ EAL/ SEND – across school.</p> <p>£20,000</p>	<p>The most effective route to closing the gap in Reading between disadvantaged pupils and non-disadvantaged pupils is for children to be taught systematically to read as soon as they start school. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences. Gov: Teaching the Foundations of Literacy July 2021.</p> <p>This is especially important at Goldthorn Park where many children join our school community at varying points, with English as an Additional Language.</p>	1, 2

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Romanian Support Worker appointed to work 8 hours per week with vulnerable Romanian families and improve parental engagement £4500 per annum</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p>	1, 3 and 4

<p>EWO appointed to work 1 day a week to analyse attendance and contact low attenders. £4500 per annum</p> <p>Embed our Magic Breakfast Programme across school. £3000 per annum</p>	<ul style="list-style-type: none"> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• EWO to engage with target families and establish action plans/ EHAs</li> <li>• School to review procedures for unauthorised leave of absence.</li> <li>• New quality rewards system (individual and class) designed in order to increase levels of attendance and expectation.</li> <li>• DHT and EWO to monitor attendance levels weekly – this to include also targeted families</li> </ul>	
<p>Pastoral worker to support children who are having difficulty accessing learning through links to SEMH issues, using a variety of programmes tailored to each individual to support their management of their own behaviour. £8000 per annum</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 programmes which are targeted at students with particular social or emotional needs.</p>	<p>1, 2, 3, 4</p>
<p>Behaviour Trust lead to support children who are having difficulty accessing learning through links to SEMH issues, using a variety of programmes tailored to each individual to support their management of their own behaviour. £5000 per annum</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 programmes which are</p>	<p>1, 2, 3, 4</p>

	targeted at students with particular social or emotional needs.	
To further develop well-being of pupils by developing the KS2 playground space. £25000	<p>Leaders plan to create an open-air space so that pupils develop life skills, become effective thinkers, leaders and collaborators, persevere in the face of distractions and generate creative ideas. Free time that supports mental health and well-being allows pupils to 'be ready' for the afternoon learning session.</p> <p>Open air spaces:</p> <ul style="list-style-type: none"> <li>• Have a calming effect</li> <li>• Combat any disciplinary issues</li> <li>• Develop impulse control.</li> <li>• Develop muscle control</li> <li>• Develop agility, hand-eye coordination, visual perception</li> <li>• Reduce childhood obesity</li> <li>• Create healthy habits for exercise</li> </ul>	1, 2, 4

**Total budgeted cost: £186,204**