

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 (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021 Reviewed Sept 2022
Date on which it will be reviewed	September 2023
Statement authorised by	L Dollery (Associate HT)
Pupil premium lead	Headteacher
Governor / Trustee lead	James Bishop

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2021 – 2022	£173,505
Pupil premium funding allocation academic year 2022 – 2023	£207,750
Recovery premium funding allocation in 2021 – 2022	£18,705
Recovery premium funding allocation in 2022 – 2023 (150 PP)	£21,750
Pupil premium funding carried forward from previous years	£0
Total budget for academic year 2021 – 2022	£192,210
Total budget for academic year 2022 - 2023	£229,500
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 socially 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 reserve the right to allocate the Pupil Premium funding to support any pupil or groups 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.
- All our work through the pupil premium 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 visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Romanian Translator support
- Pastoral support worker

The pupil premium funding will be aimed at accelerating progress in order to ensure disadvantaged pupils achieve at least age-related expectations.

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
Attainment in reading, writing and maths	Achieve at least national average attainment scores in reading, writing and maths
Progress in reading, writing and maths	Achieve positive progress for disadvantaged pupils in reading, writing and maths
Attendance will be above National Average	Attendance for disadvantaged pupils will be higher than 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: 2021-22 £87,845; 2022-23 £180,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2021-22 Additional teacher to deliver targeted support to accelerate progress across Autumn Term. M4 - £22,200 Including on costs.</p> <p>2022-23 Additional teacher to deliver targeted support to accelerate progress across 2 Terms. M5 - £24,200</p>	<p>EEF(+3) As the size of a class or teaching group gets smaller it is suggested that 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.</p>	<p>1,3</p>
<p>2021-22 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 Additional HLTA permanent contract to support learning in Year 6. £21,129 2021-22 £61,435</p> <p>2022-23</p>	<p>EEF - If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – 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 of teachers and TAs, who understand their complementary roles in the classroom.</p>	<p>1, 3</p>

<p>TA support in every KS1 class and every year group in KS2:</p> <p>4 x TA £73,704 3 x HLTA £74,397 2022-23 £148,101</p>		
<p>2021-22 1 Leader and 1 UPS teacher to access CPD (Level 3: Coaching) on mentoring and coaching others</p> <p><i>2 x £1500 Course cost 8 days supply costs £1200. Total £4200 (Supply costs of release for staff members to be confirmed)</i></p> <p>2022-23 3 leaders to access NPQ CPD. Course fee:£0 9 days supply costs £8100.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>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.</p>	1, 3

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

Budgeted cost: 2021-22 £31,000; **2022-23 £13,220**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2021-22 20 children to receive 1:1 catch up provision from NTP</p> <p>(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</p>	<p>EEF (+4)</p> <p>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</p>	1,3

<p>term. Aut 2/ Spr 1/ Spr 2/ Sum 1/ Sum 2 £600 x 5 = £3000)</p> <p>2022-23 30 children to receive 1:1 catch up provision from NTP. (15 hrs x 30 pupils @ £18 = £16,200. 60% funded by Gov so we pay £9720.</p>	<p>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 2 have some gaps that could be effectively addressed through intensive tuition 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>2021-22 Literacy Catch-up Training 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>1, 2, 3</p>
<p>2021-22 Numeracy Catch-up Training 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>1</p>
<p>2021-22 Resourcing Early Reading for all vulnerable groups – PPI/ EAL/ SEND – across school. £20,000</p> <p>2022-23 Purchase of Floppy’s Phonics scheme £9,500 (£6,000 grant received) £3,500</p>	<p>The only 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. In this way, they do not have to rely on adults. 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. This is especially important at Goldthorn Park where many children join our school community at varying points with English as an Additional Language. In 2022-23 we have launched Floppy’s Phonics, an accredited scheme to</p>	<p>1, 2</p>

	further support the teaching of Early Reading.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 2021-22 £65,000; 2022-23 £35,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2021-22</p> <p>Romanian Support Worker appointed to work 8 hours per week with vulnerable Romanian families and improve parental engagement £4500 per annum</p> <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> <p>2021-22</p> <p>Romanian Support Worker appointed to work 8 hours per week with vulnerable Romanian families and improve parental engagement £4500 per annum</p> <p>EWO appointed to work 1 day a week to analyse attendance and contact low attenders. £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> <ul style="list-style-type: none"> • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • EWO to engage with target families and establish action plans/ EHAs • School to review procedures for unauthorised leave of absence. • New quality rewards system (individual and class) designed in order to increase levels of attendance and expectation. • DHT and EWO to monitor attendance levels weekly – this to include also targeted families 	<p>1, 3 and 4</p>

<p>Embed our Magic Breakfast Programme across school. £2000 per annum Total: £10,000</p>		
<p>2021-22 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>2022-23 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) 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>2021-22 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) 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>

<p>2022-23 Emotional Well-being and Learning 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>targeted at students with particular social or emotional needs.</p>	
<p>2021-22 To develop well-being of pupils by developing the KS2 playground space. £40,000</p> <p>2022-23 To further develop well-being of pupils by developing the KS2 playground space. £12,800</p>	<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>Playgrounds can:</p> <ul style="list-style-type: none"> • Have a calming effect • Combat any disciplinary issues • Develop impulse control. • Develop muscle control • Develop agility, hand-eye coordination, visual perception • Reduce childhood obesity • Create healthy habits for exercise 	<p>1, 2, 4</p>

Total budgeted cost: 2021-22 £183,845; 2022-23 £229,500