



Pupil premium strategy statement: GOLDSMITH PRIMARY ACADEMY

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£356,400	Date of most recent PP Review	N/A
Total number of pupils	458	Number of pupils eligible for PP	270	Date for next internal review of this strategy	June 2018

2. Current attainment (2017 leavers)		
2016-17 Pupils: 76% eligible for FSM against a National of 32%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving scaled score of 100+ in reading, writing and maths	23%	61%
Reading progress score	-1.6	0
% achieving scaled score of 100+ in reading	62%	71%
Reading attainment average score	99.7	103.8
Maths progress score	-5.2	0
% achieving scaled score of 100+ in maths	23%	75%
Maths attainment average score	95.7	104.1
Writing progress score	-0.2	0
% achieving scaled score of expected standard + in writing (teacher assessment)	64%	76%

3 Desired Outcomes

	<u>Desired outcomes and how they will be measured</u>	<i>Success criteria</i>
A.	To accelerate progress with PP children in reading, writing and maths in KS1 and throughout KS2 through carefully planned interventions and monitoring of the impact of these.	Progress from KS1 to KS2 is at least in line with progress rates of non-pp children. Children to be targeted to achieve appropriate combined results in RWM.
B.	The % of PP children achieving the expected score will increase in order to narrow the gap between PP ,Non-PP children and children nationally	At least 40% of PP children achieve the expected attainment score in reading, writing and Maths
C.	All pupils access enrichment activities, increase engagement and access to the curriculum	Increased engagement leads to increased progress in all subjects
D.	Attendance improves and children are in school regularly. FSM PA rate drops	PA rates are in line with National. Attainment of PP children improves as a result of improved attendance

4 Planned expenditure

<u>Academic year</u>	<u>2017/18</u>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Pupils eligible for PP make at least expected progress in writing and maths at KS1 and 2	Employ extra teachers to work on a three teacher model, thus providing accelerated and targeted support as necessary	Headline data for 2016-17 showed that pupils eligible for PP did not make expected progress from KS1.	SLT to monitor guided reading practice throughout the school, including regularly reviewing the use of intervention groups and which pupils need to be part of these.	SLT and EHT (PP Co-ordinator)	Jan 2018
The % of PP children reaching National Standard in all three areas increases from 21% to 40%	Introduce a new approach to teaching and assessing reading and maths. Introduce the CPA approach to teaching Maths.	EEF research reveals that high expectations and effective AfL are key strategies to improve progress and attainment (These approaches have led to improved outcomes for children in our sister school)	Specialist training to be given to staff on CPA Maths approach. TA appraisal to support staff development in relation to this area. Pupil progress meeting to take place half termly. Effective tracking and monitoring. Half-termly progress meetings. Common termly tests across the Trust (Pira/Puma) in order to benchmark performance		
					£224,432

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PA Attendance rate to be less than 3% for PP children (Not Ever 6) and overall attendance to be 97%	3 wave intervention process to engage parents at every stage as well as Attendance Officer and pastoral leads	Parental engagement - Sutton Trust and the teacher toolkit. (Moderate impact for moderate cost, based on moderate evidence; +3 – EEF) Impact of the Pastoral Team is evident and improvement in attendance over the last year	Weekly meetings between SM and Head of School to monitor attendance, discuss concerns . Improvement of PA rate from 2015/16 and 2016/17 to less than 3% Work closely with the EWO in order to target parents of children with persistent low attendance.	SLT	Termly
Emotional support is in place for children and families who require advice and intervention	Education Welfare Worker and the Local Support Team accessible and known by the parents	Engagement with school is crucial so that all families understand the importance of education and are able to access the support available. The EEF Toolkit suggests that “Social and Emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).”	All vulnerable families identified swiftly with the Pastoral Team /EWO and they are involved with families who require support Needs of families addressed as appropriate	EWO and SLT	March 2018
Total budgeted cost					£89,179
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Children take part in extra-curricular activities and feel included in all aspects of school life	Financial assistance for trips/residential uniform/extra-curricular clubs e.g. sports, music lessons	The EEF shows the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learner	Reviews will be take place after 6 months and 12 months. Initial requests are discussed with parents.	SLT and PP co-ordinator (EHT)	May 2018
Increase health and well-being. Increase opportunities for sport, physical activity and competition	Employ a sports teacher and sports coach from Walsall football club for after school clubs and involve Walsall football in Literacy and Numeracy as part of	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months’ progress). However, there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months’ additional	Coach and PE teacher to assess fitness levels and participation/engagement rates and report it to SLT on a termly basis.		Jun 2018

	the Primary Stars Programme.	progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction			
Total budgeted cost					£42,642
3 Review of expenditure					
Previous Academic Year		2016 – 17			
i. Quality Teaching					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Performance of pupils eligible for PP in reading and maths is in line with others.	Additional Management Time in order to monitor the quality of teaching for all and performance of pupils eligible for PP.	2017 End of KS2: Average Scaled Score in R+M 96.8 However, Average Scaled Score in R+M for 'Ever 6' children was 97.5 % achieving expected standard in R,W +M was 22% but for 'Ever 6' children was 23% Pupil progress in R+M was -3.6 but for 'Ever 6' children -3.4	Average Scaled Score in R+M for PP (Not FSM in last 6 years) was only 94.6 The % achieving expected standard in R,W +M for PP (Not FSM in last 6 years) was only 17% Pupil progress in R+M for PP (Not FSM in last 6 years) was only -4.8 Continue the approach but target children PP (Not FSM in last 6 years)		
Increase participation in enhancement and extra-curricular activities in order to broaden the children's learning experience and increase self-esteem.	To broaden the pupils' learning experience through educational visits, a vast range of extra-curricular activities, additional music and sports activities.	High impact - All pupils eligible for PP participated in at least one enhancement and at least one extra-curricular activity throughout the year.	Participation in enhancement activities and extra-curricular activities has increased and has had a major impact on pupil self-esteem. This approach will continue but be developed.		