

# Goosewell Primary Academy: Pupil premium strategy statement

## School overview

Metric	Data
School name	Goosewell Primary Academy
Pupils in school	426
Proportion of disadvantaged pupils	13.6% (58 pupils)
Pupil premium allocation this academic year	£154,545.00
Academic year or years covered by statement	2019 - 2021
Publish date	01 December 2000
Review date	30 November 2021
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	no official data
Writing	no official data
Maths	no official data

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	20%
Measure	Activity
Priority 1	Accelerated Reader: ensure all disadvantaged pupils have the appropriate resources and develop the enthusiasm to accelerate to above average progress levels in reading
Priority 2	Implement and commence the delivery of Jigsaw - a whole school PSHE/well-being/mindfulness approach to social education
Barriers to learning these priorities address	Ensure all staff are trained up in the use of Jigsaw to provide appropriate support for pupils during COVID pandemic and beyond.

	AR processes should be familiar but must be consistent across school to ensure all DAPs receive the benefits of the programme.
Projected spending	£11,566.08

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress towards achieving national average progress scores in KS2 (Yr6) Reading All pupils: 80% Non-disadvantaged pupils: 80% Disadvantaged pupils: 79%	Sept 21
Progress in Writing	Progress towards achieving national average progress scores in KS2 (Yr6) Writing All pupils: 78% Non-disadvantaged pupils: 81% Disadvantaged pupils: 64%	Sept 21
Progress in Mathematics	Progress towards achieving national average progress scores in KS2 (Yr6) Mathematics All pupils: 77% Non-disadvantaged pupils: 78% Disadvantaged pupils: 71%	Sept 21
Phonics	Achieve national average expected standard in PSC: All Y1 pupil phonics (84%) Y1 Disadvantaged phonics (60%) All Y2 pupil phonics (91%) Y2 Disadvantaged phonics (71%)	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 Year 1.**

<b>Measure</b>	<b>Activity</b>
Priority 1	Read Write Inc 'Pinny' time utilised following previous phonics sessions. Targeted sessions focus in 'topping up' misconceptions and errors from recent tasks.
Priority 2	Motional - a theraplay programme targeted to assist in the well-being and development of individuals and small groups to maximise learning opportunities.
Barriers to learning these priorities address	Ensuring all staff use evidence based whole class interventions (with support from class teacher) to accelerate reading progress. Emotional turbulence based on challenging circumstances experienced by individual pupils.
Projected spending	£26,702

### **Targeted academic support for current academic year**

<b>Measure</b>	<b>Activity</b>
Priority 1	English interventions Establish small group English interventions for disadvantaged pupils falling behind age-related expectations flowing baseline assessments (September 2020).
Priority 2	Mathematics interventions Establish small group mathematics interventions for disadvantaged pupils falling behind age-related expectations flowing baseline assessments (September 2020). Follow recovery programme details.
Barriers to learning these priorities address	Ensuring all staff use evidence based whole class interventions (with support from class teacher) to accelerate reading progress. Emotional turbulence based on challenging circumstances experienced by individual pupils.
Projected spending	£80,388

### **Wider strategies for current academic year**

<b>Measure</b>	<b>Activity</b>
Priority 1	Collaborative Learning - deliver whole school training on the methods/benefits of collaborative learning to draw disadvantaged pupils into learning

	and so maximise their potential progress. Evidence from an internal survey shows disadvantaged pupils have found returning to learning after school closure more challenging than their peers.
Priority 2	Enhance the outstanding support offered through our PSA and ELSA TA to families and pupils within our school community, especially through the challenging COVID pandemic.
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	£35,436

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow staff CPD and effective communication is shared to clarify expectations with new initiatives.	Use of training days and staff meetings effectively planned. Subject Leaders available in supportive capacity.
Targeted support	Ensuring effective use of staff to provide greatest impact in closing gap for identified year groups within a phase.	Phase leader work alongside Year/Subject Leaders to ensure appropriate staff is actioning interventions - teacher with TA covering class. Staff to work across phase - no longer class based where individuals allow.
Wider strategies	Engaging families facing most challenges during this unprecedented year.	PSA already working closely with other schools. PSA close to capacity - support and monitor closely.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading KS2	Due to school closure, no official data was returned. Baseline data was generated in September at the start of the current academic year and recovery programmes designed accordingly.
Progress in Writing KS2	
Progress in Mathematics KS2	
Phonics in Yr1	