

# Pupil Premium Strategy Statement (Goodwin Academy)

1. Summary information					
School	Goodwin Academy				
Academic Year	2018-19	Total PP budget	£189K	Date of most recent PP Review	May 2017
Total number of pupils	801	Number of pupils eligible for PP	170 + Yr 7 dis	Date for next internal review of this strategy	T1 2018-19
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP	
% achieving 5 EM (4+) (2017-18 only)			27.6	39.8	
% achieving EM (4+) (2017-18 only)			34.55	45.9	
% achieving expected progress in English / Maths (2017-18 only)			44.8 / 38.9	60.2 / 44.9	
Progress 8 score average			-0.73	-0.38	
Attainment 8 score average			30.9	37.0	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Preparation for linear exams, including poor literacy skills using targeted RA data and focused revision and intervention				
B.	Developing aspiration and engagement with education, thereby improving career choices				
C.	Development of personal qualities that support learning across the curriculum including use of Goodwin Gateways and Thinking Tools to drive progress and achievement for learners				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance and engagement with education, with impact on attendance and FTEs.				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	

<b>A.</b>	Students confidently able to meet literacy requirements of exams – improved attainment through targeted practice and attendance at intervention sessions	Literacy not a barrier to success; developed reading skills; content recalled and understood; raising levels of attainment and progress.
<b>B.</b>	Students have high and realistic expectations of what they can achieve by engaging with education and taking advantage of opportunities offered	Students learn purposefully and prefer to be in school to realise their ambitions arising from informed choices, resulting in better attendance and higher rates of progress.
<b>C.</b>	Students receive opportunities to develop resilience, self-awareness, reflection, risk-taking, communication skills and open-mindedness, via Goodwin Gateways and use of Thinking Tools across GA to drive forward more rapid progress rates.	Improved participation, contribution and self-management; progress rates show P8 at 0 as standard.
<b>D.</b>	Improved attendance data and subsequent attainment	Associated data; minutes of parent and carer meetings.

5. Planned expenditure					
Academic year					
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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A</b>	Targeted intervention focusing on command vocab, general vocab, developed reading frequency and effectiveness through Accelerated Reader in English, DEAR across KS3 and targeted subject focus on students with low RA. Numeracy intervention during tutor time in Yr 7-9 and literacy intervention in English SPaG lessons.	Student data analysis in-house Use of Reading Age information	Monitored alongside termly data capture, benchmark vs. progress after intervention.	ME / HoFs	Initially after term giving basis for comparison in T3 and 5 for 7-10  Termly for Yr 11
<b>B</b>	Consistent use of Goodwin Gateways and Thinking Tools via the DEAL strategy.  Subject-based interventions, e.g. Brass Band in Yr 7; instrument lessons across Yr 7-11; Language magazine in MFL Numeracy across Yr 7-11; literacy 7-11	SuttonTrust Toolkit Student views Data in-house from previous years	Heads of Faculty evaluate interventions using progress data and student views.	HoF / SLT	As part of termly data capture.  See year group individual student identifier for interventions and coverage.
<b>Total budgeted cost as % of salaries</b>					£75,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<b>B</b>	Think Forward key worker in school – 40 - 50 PP students seen over next 3 years with aim to improve life chances and develop skills for employment.	Impacts on engagement, aspirations, attendance, reduced FTE. Key worker sees all of these students on a regular basis in-school and outside of it in holiday times, Parents and carers also involved.	Key worker line managed in school, although he maintains outside agency authority.	GHH/ AMT	Reviewed with key worker on weekly basis and also by Wellbeing centre and HoY. Termly meeting with lead from organization in addition.  EOT 1 2018-19 review
<b>D &amp; B</b>	Forest School commissioning	VSK / KCC approved centre with data on performance to improve engagement, self-esteem, offer way back into regular school for students with complex SEMH needs.	Q and A visits and good communication between FS and GA. VSK QA and KCC visits also.	AMT	Reviewed termly. Reduced FTEs / better attendance. Improved participation when back in GA.

**Total budgeted cost**    £52,000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B-D</b>	C in C co-ordinator working with all C in C and their carers and external agencies.	Reputation for GA working with this student group upheld externally by VSK, CSS and other external agencies. Good communication for all parties. Data analysis for students – FTE, attainment and attendance. Follows good practice guidelines.	One key worker ensures that students know whom to go to. Counselling skills used to work with complex needs.	GS / AMT	Weekly review against aims for C in C at GA. Key worker involved with all aspects of education for students and for carers and external agencies. Attends PEPS / reviews. Great reputation in community and with external agencies.

<b>A</b>	1:1 or small group tutor (50% shared with SRBP) for targeted GCSE intervention for PP students on temporary basis	Part of solution to attendance issues based on anxiety; C in C catch-up.	Data outcomes checked by HoFs / AMT	AMT	Termly after data capture in Yr 11 T3 for 7-10
<b>Total budgeted cost</b>					<b>£39,000</b>

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2017-18</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>		<b>Cost</b>
In forefront of planning and in receipt of high quality T,L and A in every lesson	CDFs / P and I meetings focus on student groups  DTMs focus on student groups on regular basis	CDFs and P and I meetings included focus on PP students but not consistently carried out within faculties. Data across year groups for comparing prior attainment including P8 and A8, EM Threshold and expected LOP in maths and English shows gap narrowing or closed during year, but broad –brush statistics do not. QTL and A at 73% at end of year under incumbent QA Policies from SC.	Incorporated into approach across GA but teaching and learning needs to improve as priority. New Trust and tools being embedded give this every chance to succeed. S2S support within subject areas and CPD on T and L now priority.		
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>		<b>Cost</b>
Accelerated rates of progress and achievement in KS3 and KS4 in maths	Use of HLTA across Yr 8-12 in maths	Greater impact on progress data with 3-4 borderline students in small groups. Taught some classes as her class – these showed greater improvement. No longer employed at GA.			£32K
As above – KS3 and 4 English	Use of interventionist Yr 8-12	Went off sick following maternity leave. No longer employed.			
<b>iii. Other approaches</b>					

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
C in C succeed at GA, achieving and having capacity to make successful life choices	Co-ordinator: key worker; consistency; expertise in counselling for C in C; academic and pastoral care provision.	C in C kept in education which was doubtful when she arrived. Now successfully at college. Second now in sixth form here. English developed sufficiently over two years to take GCSEs and now on L2 courses leading to employability and further training.	Continue with this approach across Year 7-12 .	£28K
Greater engagement with school; increased participation; reduced FTEs and improved attendance.	Funding for extra-curricular activities: robotics equipment; cameras; music lessons; D of E; PA workshops, revision packs and books across curriculum.  Woodpecker Court	Targeted interventions monitored every other term.  Students receive 6 weeks targeted support to overcome specific weaknesses. 1:1 or 1-3 at max. Sutton trust. SV; greater involvement with school life.  Keeping cross-section of most challenging SEMH YP in school and succeeding.	Continue with this action – needs some funding to be kept back as opportunities cannot always be planned in advance.  Part of next year's plans as more YP join who can benefit (high proportion of IY admissions)	£40K  £24K



