

2020-21 Pupil Premium Strategy Statement

Academy name	Goldthorpe Primary School
Number of pupils on roll	264 including 24 Nursery
Proportion of disadvantaged pupils	55% (144 pupils)
Pupil premium allocation this academic year	£223,855
Publish date	September 2020
Review date	July 2020 (plus half termly pupil reviews)
Statement authorised by	Donna Brown, Associate Executive Principal
Pupil premium lead	Stuart Knight, Headteacher
IEB lead	Sarah Creighton, IEB Chair

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-3
Writing	0
Maths	-1.4

Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	52.4%
% meeting combined high standard in reading, writing and maths at KS2	9.5%
% passing Y1 phonics screening check	90.9%
% passing phonics screening check by end of Y2	89%

Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate and concentrate which impacts on learning.
Gaps in reading, phonics, writing, maths	Pupils are not working at age-related expectations or better. There are significant gaps, partly due to the impact of lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.

Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not study/ visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Parental engagement	Parents unable to encourage and support learning.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self-esteem and sense of belonging.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Actions	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through accurate assessment and delivery of Quality First Teaching.	All teaching staff, including early career teachers - NQTS and RQTs - to be delivering high quality first teaching.	Dedicated NQT mentor time and new ECF training. Reading Strategy training for all staff. Full time DoL training, mentoring and coaching for teaching staff. Purchase of new reading books and resources. Increased staffing in EYFS Recruitment of full time non teaching SEND Lead. Purchase of TT Rockstars for school and home learning.	SK CC ZB EM	£47,732 £2,500 £44,196 £31,775 £2,796
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	Letters and Sounds CPD for all staff Purchase of Phonics Tracker Purchase of fully decodable books and guided reading sets. Part time early reading DoL – phonics training, mentoring and coaching for all staff. Purchase of Launchpad resources. Phonics Leader in place (TLR).	CH CC	£792 £8,000 £7,159 £330 £2,796

Targeted academic support for current academic year

Priority	Desired impact	Action	Staff Lead	Amount
3. 1 :1 Small-group intervention in phonics for reading.	Pupils make accelerated progress.	Intervention groups being taught daily by TAs in bubbles. Impact will be measured at RAG meetings and half-termly PP class reviews.	CH CC	Within CPD and resources above

	Pupils are at least in-line with all other pupils nationally.			
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Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
4. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Subsidised Breakfast club School to provide new Delta uniform (sweatshirt/cardigan and polo shirt. Plus tie for Y6) School to provide resources for learning. School to provide remote learning stationery packs and paper resources for all pupils.	DK	£3,000 £7,000 £1,500
5. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	Increased inclusion Team staffing Rewards for good attendance and punctuality. BCL – support with home visits.	SK	£22,186 £800
6. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration. (inline with Covid restrictions)	Non-residential visits/visitors to take place as appropriate. (Max one visit per year group in line with Covid safety measures) Purchase of Empiribox science resources and CPD package Purchase of non-fiction books to support the wider curriculum.	Leadership Team	£3,600 £3,000
7. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Do jo reward shop prizes Thrive CPD for two Inclusion team members. Whole school Thrive CPD. Nurture resources Increased staffing in Inclusion Team Sensory Room	Inclusion Team	£1,500 £3,252 £3,000 £20,000
8. Children have positive mental health and the ability to	Improved SEMH of all pupils. Instances of poor behaviour reduced.	Thrive CPD Resources for Thrive Whole-school Thrive approach CPD.	Inclusion Team	

understand and manage their own emotions with increasing independence.	Exclusions decrease.	Increased staffing in Inclusion Team.		
9. Improve pupils' confidence in being able to speak clearly and coherently.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	Implement robust speech and language programme using Launchpad for Literacy and Voice 21 Oracy framework Develop oracy in the wider curriculum. Develop language of discussion and debating in order to give pupils opportunities to speak more formally about a range of topics.	Leadership Team	
10. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Providing pastoral support through Family Support Worker. Increased staffing in Inclusion Team. (MIND) BCL partnership – attendance and welfare	Inclusion Team	£7,000

Total Spend: £223,914

Review:

Priority	Impact