

Pupil premium strategy statement – Goodwin Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	782
Proportion (%) of pupil premium eligible pupils	45.6% - Yr7-11
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 to 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026, with regular monitoring throughout the year
Statement authorised by	Phil Jones – Headteacher
Pupil premium lead	Rachael Moon – Deputy Headteacher
Governor / Trustee lead	Lee Lucas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£370,875
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£370,875

Part A: Pupil premium strategy plan

Statement of intent

At Goodwin Academy, our mission is to transform the life chances of all pupils by delivering a broad, ambitious curriculum that meets their needs and interests. We hold high expectations for every child, believing that with effective teaching that stretches, challenges, and motivates, all students can thrive both academically and socially.

Learning is placed firmly at the heart of our work. Through restorative practices, targeted interventions, and evidence-informed strategies, we ensure that pupils make the right choices and achieve strong progress. While our approaches benefit the whole school community, they are designed to close the attainment gap between disadvantaged pupils and their peers.

We are committed to ensuring that disadvantaged pupils consistently receive high-quality teaching in every lesson. Where gaps in progress emerge, timely intervention programmes and support mechanisms are deployed to secure improvement. Funding decisions are guided by robust data analysis and research, including the Education Endowment Foundation, with planning structured over a three-year cycle and reviewed annually to remain responsive to cohort needs.

Our strategy is underpinned by several key principles:

Equity of opportunity: All pupils, regardless of background, are supported to achieve highly across the curriculum, including access to EBacc subjects.

Early intervention: We act swiftly when need is identified, ensuring disadvantaged pupils do not fall behind.

Whole-school responsibility: Every member of staff takes ownership of disadvantaged pupils' outcomes, raising expectations of what they can achieve.

Focus on literacy: Improving literacy skills, particularly among disadvantaged pupils, is central to enabling success across all subjects.

Evidence-informed practice: Decisions are rooted in diagnostic assessment and proven strategies, not assumptions about disadvantage.

We recognise the additional challenges faced by vulnerable pupils, including those with social workers and young carers, and our provision is designed to meet their needs. We also continue to address the impact of the COVID-19 pandemic through targeted tutoring and wellbeing support.

Our ethos is encapsulated in the **BEST Agenda – Be Your Best:**

Brilliance: Supporting pupils to excel in all they do.

Enrichment: Providing opportunities beyond the classroom to broaden horizons.

Society: Developing responsible, empathetic citizens who contribute positively to their communities.

Thinking: Embedding metacognition and meta-memory to create lifelong learners.

As a UNICEF Rights Respecting and aspiring Thinking School, we deliver **Total Education** – a cognitive framework that nurtures self-awareness, understanding, and knowledge. This holistic approach ensures that every child, particularly the disadvantaged, is empowered to overcome barriers, achieve their personal best, and contribute meaningfully to society.

Through this strategy, we reaffirm our commitment to closing the attainment gap, sustaining high standards for all, and ensuring that every pupil at Goodwin Academy is supported to flourish.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1a	Key Stage 4 Progress Gap: Maths Specific Progress and Attainment for disadvantaged pupils are lower than expected. KS4 outcomes from 2025 show that disadvantaged pupils perform below that of the rest of the cohort with an A8 gap of -5.04 and an APS gap of -0.45 between them and their non-disadvantaged peers.
1b	Key Stage 4 Progress Gap- English Specific Progress and Attainment for disadvantaged pupils are lower than expected. KS4 outcomes from 2025 show that disadvantaged pupils perform below that of the rest of the cohort with an A8 gap of -1.22 and an APS gap of -0.16 between them and their non-disadvantaged peers.
1c	Key Stage 4 Progress and Attainment Gap PP v Non-PP The progress of disadvantaged pupils within the school is an area for improvement. Year 11 leavers, 2025, who were disadvantaged achieved significantly poorer outcomes with an A8 of 27.03 compared to non-disadvantaged, who achieved an A8 score of 27.03. The gap in attainment between disadvantaged and non-disadvantaged pupils has again reduced compared to last year (7.88, compared to 8.04).
2a	Key Stage 3 Reading and Writing

	Students join us with below prior attainment in reading and writing. Disadvantaged pupils have knowledge gaps greater than those of their peers; specifically in literacy and there is a gap between disadvantaged pupils and the rest of the cohort on entry from KS2 results.
2b	Key Stage 3 Numeracy Students join us with below average attainment in maths and there is a gap between disadvantaged and the rest of the cohort on entry from KS2 results.
3	Embed a culture that priorities the needs of Pupil Premium pupils within high quality teaching Maintaining a culture in which the needs of Pupil Premium pupils are well understood and prioritised. Achieving this through a framework of high quality CPD that develops staff across all stages of their career including a focus for leaders on the needs of Pupil Premium pupils
4	Social, Emotional and Mental Health Needs Ensuring disadvantaged pupils receive targeted support for wellbeing and progress. This is in the context of the pandemic. Observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils.
5	Attendance Attendance of disadvantaged pupils is significantly lower and rates of persistent absenteeism is higher than their peers. 2024-25 Yr7 – 11 attendance data shows disadvantaged attendance was 5.64% lower than the rest of the cohort (85.38% for disadvantaged against 91.02% of non-disadvantaged). Attendance of disadvantaged pupils is a significant barrier to achieving good outcomes. PP students with an attendance of 90%+ achieved an A8 of 32.38, compared to those with attendance below 90%, who achieved a P8 score of 15.71.
6	Wider Opportunities Limitations in access to a wide range of both experiences and facilities outside of the school impact these pupils' aspirations, self-belief, and confidence. This includes access to Wi-Fi, computers, reading materials, basic resources as well as external and wider experiences.

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
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Improve literacy and numeracy skills so that pupils are able to access the whole curriculum	<p>Identified gaps within subjects are closed and bring the pupil in line with or exceeding their expected targets.</p> <p>P8 (if relevant) and A8 scores are in line, or exceed, national average.</p> <p>All pupils identified with a below average reading age on NGRT read at, or above their chronological age.</p> <p>Standardised reading scores are at or exceed national averages.</p>
Improve outcomes	<p>Disadvantaged pupils to achieve or exceed their P8 (or FFT target in its absence) target and overall be in line with national averages for this group.</p> <p>Disadvantaged pupils to achieve, or exceed, A8 averages, in line with national averages for all pupils</p> <p>The gap in attainment and progress between disadvantaged pupils and non-disadvantaged pupils narrows.</p> <p>Outcome of disadvantaged pupils with High Prior Attainment improves to within national average tolerance.</p>
Improve attendance levels and reduce persistent absenteeism	<p>Attendance percentages for each disadvantaged pupil will increase on their previous term and/or year.</p> <p>Parental engagement will be demonstrated through their own attendance at parents' evenings and through interaction at home visits.</p> <p>Effective intervention to support strong attendance of disadvantaged pupils is in place.</p> <p>Disadvantaged pupils given priority with school systems for tracking and acting upon attendance issues.</p>
Provide suitable and relevant support to pupils with SEMH problems.	<p>All pupils are identified in school and interventions in place where needed.</p> <p>Attendance improves for the pupils where SEMH problems are a barrier to attending school.</p> <p>Progress improves for the pupils where SEMH problems are a barrier to attending lessons.</p>
Improve the reading ages of PP students, enabling pupils to access the curriculum.	<p>KS3 Outcomes: The gap between disadvantaged pupils and non-disadvantaged pupils narrows. Gap in reading age of Pupil Premium students and rest of the cohort closes</p>
Improve the numerical skills of KS3 pupils	<p>Repeated Data collection at the end of year 7 shows an improvement in year 7 number ability and that the gap between disadvantaged and non-disadvantaged has reduced.</p>
Social, emotional and mental health needs of	<p>Pupil voice from disadvantaged pupils showing they are engaged and happy members of the school community.</p>

disadvantaged pupils are supported and met. Disadvantaged pupils self-regulate and are engaged and happy at school	Case study evidence from pupils who have received targeted services support. Rewards and sanctions received by disadvantaged pupils are proportionate to whole school behaviour analysis
Parents of disadvantaged pupils feel well supported by the school and can take a positive role in their child's education.	Parental feedback from surveys and Parent Forum is wholly positive. Increase in parental attendance at Parents' Evenings
Disadvantaged pupils participate in the wide variety of enrichment opportunities that the school has to offer to develop cultural capital, improving their opportunities for social mobility.	Tracking pupil premium attendance and involvement in extra-curricular activities, parity between disadvantaged and other pupils in involvement. Pupil voice and case studies as a measure of access and involvement in cultural capital activities

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: **£95,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (GL Assessment). Training will be provided for staff to ensure assessments are interpreted correctly. *	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Diagnostic Assessment Tool.pdf	1, 2a, 2b
Data informed planning supported by in school tiered strategy. *	Arbor used to identify both SEN as well as pupil informed disadvantaged barriers, allowing teachers to differentiate and provide targeted support. This supports the tiered approach suggested by the EEF which recommends specific and a multi strand approach. Each department area at Goodwin Academy is aware of the specific	1, 2, 3, 6

	<p>subject barriers and with their specialist knowledge approach can plan accordingly to overcome the barriers.</p> <p>Departments will use Pupil Progress to analyse assessments, identifying gaps in knowledge so that appropriate intervention can be implemented.</p> <p>Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Implement whole school literacy strategy which includes 3 mains foci:</p> <ul style="list-style-type: none"> • Speak like a subject specialist • Read regularly and widely • Expand vocabulary. * 	<p>Standardised scores identify reading ages, which are recorded in class data sheet. Focus on tier 2 language, supporting pupils to access exam questions. EEF guidance demonstrates enhanced focus on literacy encourages confidence and outcomes.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1, 2a
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>Professional development for teaching staff focused on key groups and ensuring teaching and learning is “effective”. CPD to include SEND provision and disadvantaged provision*</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3</p> <p>To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	1a, 2b
<p>High quality professional development framework.</p> <p>Developing staff from early career teacher</p>	<p>EEF Report states that “ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority”.</p>	1, 2, 3, 5, 6

induction through to SLT. Pupil premium a theme through CPD, focused on teacher and middle leader understanding of needs for disadvantaged pupils*	CPD will ensure clear coverage of disadvantaged barriers strategies, challenge, mastery and Metacognition as these are areas identified as needing improvement and/or important to facilitate disadvantaged progress (EEF)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£172,827**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Comprehension Strategies Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. This includes reading aloud, use of software packages (Lexia) *	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1, 2a
Literacy based intervention aimed at reluctant readers focusing on reading for enjoyment and weaker readers developing comprehension. *	EEF research suggests that reading Strategies such as Literacy lesson is useful for rapid improvement in reading. This will facilitate the improvement of literacy skills, therefore enabling pupils to better access the more challenging curriculum. EEF Guidance: Improving Literacy in Secondary Schools	1, 2, 3
The appointment of a Literacy Interventionist to inform, implement and evaluate impact of targeted reading intervention drawing from key data: Lexia, Accelerated Reader and Reading Progress. *	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2a

	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
Range of in school interventions including small group tuition and mentoring for pupils including subject specific, literacy and numeracy. *	Targeted support following diagnosis of pupil assessments across all year groups.	1, 2, 3, 4, 5, 6
Daily form time subject specific tasks for Y11 15-minute tasks planned by the specialist teachers to support foundation retrieval of knowledge *	Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et al (2013) as having 'high utility' for classroom practice.	1, 2
Targeted holiday catch-up classes for Y11 and 13 Access for targeted pupils to get small group support in specific areas. *	Pupils that are targeted to attend, have at least 90% engagement in sessions.	1, 2, 3
Homework / Breakfast Club Breakfast Club provides breakfast for vulnerable pupils as well as preparing them for the day ahead. Pupils are given the opportunity to study after school where they can attend homework club to complete homework tasks and to work on coursework. *	EEF suggests that homework can have an impact of up to 5 months progress across an academic year; however, the homework needs to be short and focused. Regular homework that is more routinely set can also can an impact of 2 to 3 months progress. These interventions will lead to a reduction in detentions for missing homework and improve attendance to school.	1, 2, 3
Funding of curriculum materials. *	Requirements for pupils to have certain materials for home study, revision for exams and in class materials to have the same opportunities as non-disadvantaged peers.	1, 2, 3, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£102,908**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Artsmark Platinum Award *	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months. It also supports pupils with their development within the wider curriculum and helps pupils become more resilient, confidence and can improve their mental wellbeing. Arts participation EEF (educationendowmentfoundation.org.uk)	1, 2, 6
UNICEF Rights Respecting School Silver Award *	The Rights Respecting School Award is a nationally recognised award which shows clear evidence of supporting pupil culture and wellbeing. The Impact of the Rights Respecting Schools Award - UNICEF UK	4, 5, 6
Careers and aspirations work, NEET prevention, CEIAG Opportunities for pupil premium pupils to access careers and higher education services and EEF unclear on impact when aspiration intervention takes places in isolation. Clear that aspiration intervention must 7 9 information to improve aspiration *	Our internal data, and assessments show that the NEET prevention programme has been between 90-100% successful over a three-year period. This is alongside other CEIAG strategies.	6
Supporting pupils with social, emotional and mental health needs. *	On site Alternative Provision in place to support both SEND and SEMH pupils, many of whom are also PP to retain a sense of belonging to their mainstream school and to allow them to access to a full, or more bespoke curriculum.	4
Purchasing of uniform to ensure that all students feel equal, despite financial situations. *	EEF outlines that support for disadvantaged students should fit the demographic of the school and effective support helps to remove identified barriers to learning. Student and staff voice at Goodwin Academy demonstrate that one of the barriers our students face is lack of	All

	<p>basic equipment. Effective form tutoring will support removing the lack of equipment becoming a barrier.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_search&search_term=e</p>	
Funding of educational visits to build cultural capital and ensure disadvantaged pupils have all opportunities available to non-disadvantaged pupils. *	<p>Tracking system in place to ensure that PP students are identified and monitored regards their enrichment. Reduction in all trips and visits for PP students.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 6
National professional qualifications for middle and senior leaders impacting on progress and wellbeing of disadvantaged pupils. *	EEF report 2021 “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”	1, 2, 3
Provide opportunities for increased parental engagement *	EEF toolkit “Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” EEF Teaching and Learning Toolkit -moderate impact for very low cost.	1, 6
Contingency fund for acute issues. *	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1 – 7

Total budgeted cost: £370,875

* indicates those activities approved in the PP Guidance document “Menu of Approaches”

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, the Attainment 8 score (which is a measure of GCSE attainment across 8 subjects) for our disadvantaged pupils was 27.03. This compared to an A8 score for non-disadvantaged pupils of 34.91. The gap between the Attainment 8 score of our disadvantaged and non-disadvantaged pupils has reduced, compared to last year. This year's gap is 7.88, compared to 8.04 last year.

See [DfE guidance](#) for more information about KS4 performance measures.

Comparing our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2023/24 was 37.5 and for non-disadvantaged pupils it was 50.1. Locally, the average A8 score for disadvantaged pupils is 34.

Analysis of PP outcomes shows that attendance had a significant impact on A8 outcomes and highlights the importance of close monitoring with close intervention. PP students with an attendance of 90%+ achieved an A8 of 32.38 versus 38.67 (non-PP 90%+ attendance). PP students with attendance below 90% achieved an A8 score of 15.71.

EBacc entry for disadvantaged pupils was 4.27% points below that for non-disadvantaged pupils (PP – 17.95% entered, Non PP – 22.22% entered)

Absence among disadvantaged pupils was 5.64% points higher than their non-disadvantaged peers in 2024/25 and persistent absence 21.8% points higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Internal data shows that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.