Pupil premium strategy / self- evaluation – Goodwin Academy

1. Summary information						
School	Goodwin Academy					
Academic Year	2020-2021	Total PP budget	£218,00 (19-20)	Date of most recent PP review		Nov 19
Total number of pupils	775	Number of pupils eligible for PP	221*	Date for next internal review		Nov 20
PP lead	Daisy Bradford			Governor lead	Jane Billing	
Publish date	October 2020			Review date	October 2021	

2. Current attainment		
	Pupils eligible for PP (Goodwin Academy)	Pupils not eligible for PP (national average)
% achieving 9-4 English/Maths	17.5	Figures not published due to Covid 19
% achieving Combined Science	7.5	Figures not published due to Covid 19
Progress 8 score average	-0.48	Figures not published due to Covid 19
Attainment 8 score average	31.18	Figures not published due to Covid 19
Above are Centre Assessed Grades		

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Preparation for exams, including poor literacy skills using targeted reading age data and focused revision and intervention.
B.	Development of aspiration and engagement with education, thereby improving career choices.
C.	Development of personal qualities that support learning across the curriclum including use of Goodwin Gateways and Thinking Tools to drive progress and achievement for learners.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance and engagement with education, including FTEs.

4. Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria
A.	Development of key skills including literacy to impact positively on outcomes through targeted exam question practice and engagement at intervention sessions.	- Student outcomes demonstrate an improvement in progress and attainment - Closing the gap between pp and non-disadvantaged - Disadvantaged students reaching a P8 of 0
B.	Increase student aspirations, enabling pupils to develop career choice expectations e.g. work experience, enrichment activities.	- Improved attendance - Reduce FTEs - Improved attendance to extra- curricular activities

			- 0 x NEETS
C.	Students receive opportunities to develop resilience, self-awareness, reflection, risk-taking, communication skills and open-mindedness, via Goodwin Gateways, culture initiatives and use of Thinking Tools across GA.		- Engagement in 'BEST' Rewards system, demonstrates an increase in positive behaviour points and a reduction in negative behaviour points - Goodwin 'Gateways to Success' awards engagement through the awarding of badges
D.	Improved attendance.		- Attendance levels to show improvement towards national average – see attendance improvement plan

Year Group Breakdown

Year	No. of students	No. of PP students	% PP students	
7	172	TBC	TBC	
8	173	58	34%	45 students in Year 8-11 are both SEN/Disadvantaged (25%)
9	188	68	36%	
10	108	45	42%	
11	118	50	42%	
Total	**759**	**274** (excluding Year 7)	**38%**	

Planned expenditure	
Academic year	**2020-2021**
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

Quality of teaching for all – Leaders ensure 'quality teaching first' and provide consistently high standards by setting high standards by setting expectations, monitoring performance and sharing best practice. Staff use data to identify and address pupils' learning needs.

Action/Strategy	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?/Staff lead	When will you review implementation?
Student tracking - tracking and monitoring of progress of disadvantaged students. Underperforming disadvantaged students identified and individual action plans in place to remove barriers to accessing learning.	A, B, C, D	Evidence that this has been a successful strategy in previous years.	Analysis of academic data, SLT line management meetings. (ME/DB)	Termly
Staff training - CPD to enable staff to access appropriate educational training to support the teaching of disadvantaged	A	CPD will allow staff to support disadvantaged pupils.	QA of Teaching and learning. Learning walks and the checking of CDFs to ensure that support is individualised and recognised by staff in line with CPD delivered.	Termly - in house training.

students and enable the closing of the attainment gap.				
Staff training - CPD relating to curriculum intent and impact.	A, B, C	To ensure a curriculum with sufficient depth and breadth at KS3, 4 and 5 to meet the needs of all pupils, including specifically disadvantaged pupils. Whole school initiative to focus around developing literacy, structured reading at the start of all KS3 English lessons, 'not known words' circle map to be implemented in lessons to support enriching understanding of words previously unknown.	Curriculum review meetings with CLs to QA curriculum provision. Book looks to QA use of the circle map strategy, in class low stake in class/online challenges.	Termly - in house training.
Literacy and numeracy – write and deliver actions plans.	A	Disadvantaged students with low reading ages.	Action Plans to be monitored by SLT. (RM/CK)	Termly
Interventions – to be available to disadvantaged student after school, at weekends and during holidays. Peer mentoring to support confidence building. SRP/SEND bulletins. Week Ahead notices to provide	A, B	Staff to deliver interventions to support disadvantaged students in catch up curriculum/exam preparation. Student training to support peers. Production of bulletins developing knowledge and skills of staff	Revision sessions to be monitored for content and student engagement. (ME/DB) Calendar mentor sessions. QA of bulletins and Week Ahead.	Termly
BEST Agenda/Rewards - further implementation of the BEST agenda, including rewards and continued implementation of the Thinking agenda in lessons.	A, B, C, D	To provide motivational rewards for behaviour, attitude to learning and attendance fostering improvement in attendance/attainment for disadvantaged students.	SLT monitoring through learning walks, student voice, engagement with the BEST rewards. (DB/JP)	Termly
Teaching Resources – ensure available for disadvantaged students including revision resources, photocopying, IT equipment and stationary are available for PP students.	A, B, C, D	Resources to aid learning and progress.	SLT monitoring. (DB)	Termly
			Total budgeted cost	**£34k**

Targeted support – staff identify each pupil's challenges and interests.					
Action/Strategy	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?/Staff lead**	**When will you review implementation?**
Assistant Principal with responsibility for Disadvantaged	A, B, C, D	Leading training on supporting disadvantaged students, monitoring progress of disadvantaged, working with middle leadership on strategies to support disadvantaged students. To ensure accelerated progress for disadvantaged students. To ensure a curriculum with sufficient depth and breadth at KS3, 4 and 5 to meet the needs of all pupils, including specifically disadvantaged pupil, including extra-curricular opportunities. 		PP	Non-PP
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Attendance	90.89	92.96
Year 7	91.72	94.47
Year 8	92.09	95.62
Year 9	92.07	95.82
Year 10	90.86	91.04
Year 11	86.26	93.39
FTE	0.64	0.14		SLT line management of departments/key personnel. (DB)	Termly
Teaching Costs associated with Accelerate (Grammar)Stream		Whole school assessment and the logistical aspect of running the growing grammar stream.		Termly
SENCO with responsibility for SEN	A, B, C, D	To ensure that the needs of disadvantaged SEND students are identified and met.	SLT line management. (DB)	Termly

Staffing to support disadvantaged students – Wellbeing Team	A, B, C, D	To foster disadvantaged student attendance, attainment and wellbeing via the provision of general and specialised pastoral, social and emotional support programmes.	SLT line management. (JP)	Termly
Staffing to support disadvantaged students – Designated Safeguarding Lead	C, D	To ensure that all safeguarding concerns relating to disadvantaged students are addressed in an expedient and effective manner.	SLT line management. (JP)	Termly
Staffing to support disadvantaged students – Attendance Improvement Co-ordinator	D	To support disadvantaged students to attend the academy regularly and on time to ensure maximum contact time and provide a strong foundation for progress.	SLT line management. (JP)	Termly
Staffing to support disadvantaged/SEN students – SEN Learning Support Assistants	A, B, C, D	To support disadvantaged students' progress via the staffing of academic curricular and extra-curricular initiatives including homework club and intervention sessions.	SLT line management. (KD)	Termly
Staffing to support disadvantaged students - School Counsellor	B, C, D	To support disadvantaged students' mental health needs.	SLT line management. (JP)	Termly
Staffing to support disadvantaged students – Endeavour Centre (internal unit)	A, B, D	To oversee bespoke provision for disadvantaged students who are temporarily unable to access lessons.	Regular review with centre staff. (JP)	Termly
Inclusion Provision Programme - Alternative Curriculum (external unit - PRU)	A, B, C, D	To provide alternative education for those disadvantaged students at risk of permanent exclusion.	Regular review with centre staff. (JP)	Termly

Individual financial support for students - this includes payments for curriculum visits, extra curricula activities and trips linked to studies and personal development, additional resources (stationary, textbooks, revision guides and specialist equipment), transport and uniform costs. Due to Covid 19 - supporting students with additional resources and Digital equipment.	A, B, C, D	Financial support to ensure individual needs of pupils are met and barriers to accessing learning are removed.	Termly review of individual disadvantaged action plans – cross reference with academic underperformance and attendance concerns. Plans updated accordingly. (DB)	Termly
			Total budgeted cost	**£168.2k**
Other Strategies **Action/Strategy**	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?/Staff lead**	**When will you review implementation?**
Library Development - to provide resources designed to foster cultural understanding and enhance literacy levels amongst disadvantaged students.	A, B, C	To allow all to be able to access books and to provide a safe space for students to work and research.	New books and library system in place. (DB/RM)	Termly
Culture Vulture programme - encouraging students to engage with 11 cultural activities by year 11.	B, C, D	To give disadvantaged students an opportunity to engage with wider cultural experiences.	Monitoring of engagement and delivery of programme. (CHW)	Termly

Support for Extra Curricular Programme e.g. music lessons, Duke of Edinburgh Award, educational trips - to provide disadvantaged students with support in accessing clubs, trips, competitions, masterclasses and enrichment activities including visiting artists, sporting events and performing arts visits & pantomime.	B ,C, D	To give disadvantaged students an opportunity to engaging with a wider curriculum beyond the classroom.	Attendance monitoring of clubs and activities. (DB)	Termly audit of events
Enrichment/careers and work experience – to provide disadvantaged students an opportunity to access career related activities.	B,C	To provide disadvantaged students with appropriate advice and insights to raise aspirations as to destinations once they move on from the academy. To provide a focus for success in public examinations and building skills needed in the wider world.	QA of Careers programme, SLT line management. (JP)	Termly
Parent workshops – to deliver numeracy and literacy workshops for parents.	A, B	To provide parents of disadvantaged students an opportunity to improve numeracy and literacy skills. This could be done virtually to ensure engagement of those who may be nervous about attending school.	SLT line management. (CK/RM)	Every 2 terms
			Total budgeted cost	**£15.8k**