



GOLDWYN SCHOOL PUPIL PREMIUM FUNDING REPORT 2017/18

At Goldwyn School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from, but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure.

We are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding, along with allocations made from the schools own budget will help ensure this money is spent to maximum effect.

The Pupil Premium grant funding is provided to schools to close the attainment gap between disadvantaged pupils and their peers.

The school will receive an amount of money for each pupil of compulsory school age who fits the eligibility criteria. There are five categories of eligible pupil. Each category attracts a different amount of funding. However, Pupil Premium funding for looked-after children (LAC) is not allocated to schools but to the virtual school head in the LA, who will work with the school to decide how it will be spent.

Allocation Of Pupil Premium Funding:

Total Number of pupils - (Sept 2018) 2017/18 Academic Year Budget Allocation	141 £84,804.42	(63 PP/45% of total roll)
Includes:-	(% of Total PP budget)	47 pupils
FSM	66%	
LACs - Kent	17%	12 pupils
Service Children	0%	None
Adopted (Post LAC)	6%	4

Identified barriers to educational achievement

Goldwyn has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to therapies
- Extending the mostable
- Access to language and communication
- Access to curriculum and readiness to learn
- Attendance and engagement to learning
- Social and Emotional understanding and resilience
- Access to extra-curricular activities - educational experiences such as trips, after school clubs, music lessons
- Parental engagement with school - especially regarding attendance and access to information and training

Use of Pupil Premium -2016/17	Cost	IMPACT
Read Write Inc	£500	Access to English lessons - breaking barriers. Higher levels of engagement: 84% of PP students made good progress. Precision
Literacy Intervention (0.5fte SDO)	£13,609	Teaching methods being used in the classroom to close gaps.
Numeracy Intervention (0.5fte TA)	£15,964	Targeted support 89% of pupils made good progress.
SALT - Staff Development and Training Sensory training	£1,000	Progress towards individual SALT Targets. Sensory training to address ASD needs in environment
Girls Group Yoga & Breathing skills (0.2fte TA)	£4,252	Reduced incidents as girls have strategies to cope with anxiety and stress. Boxall and SDQ scores have improved (see case studies)
Counselling & Therapies	£28,165	
Lego Therapy (0.2fte TA)	£4,153	Targeted staff have been trained to give daily emotion coaching. The WBTK solution focus and restorative justice have led to better well-being for students.
AEN Manager (1fte)	£32,472	Mentors are having a significant impact on classroom engagement.
Mentor (1fte)	£31,928	

1. Current attainment at Goldwyn Ashford & Folkestone	Pupil Premium	Non- Pupil Premium
English - % 3 points 2017-2018	84%	90%
English - % 6 points 2017-2018	60%	66%
Maths - % 3 points 2017-2018	89%	90%
Maths - % 6 points 2017-2018	73%	76%

% of students who achieved 5x A*-G:		2016	2017	2018
% PP students achieving 5+ A* to G equivalent passes	Goldwyn School	37%	57%	61%
	Ashford	87%	100%	100%
	Folkestone	11%	25%	NA
	Plus		0%	30%
% non - PP students achieving 5+ A* to G equivalent passes	Goldwyn School	32%	42%	48%
	Ashford	85%	100%	100%
	Folkestone	22%	29%	33%
	Plus	0%	0%	29%

2017-18 Progress Rates

Summary of progress for Vulnerability groups

We are ever mindful of the rates of progress of our vulnerable groups; we analyse these and take steps to improve and extend progress.

Vulnerability groups headlines:

- **Our most able students achieved higher rates of progress in both English and maths compared to the cohort overall.**
- **There are no significant differences between other vulnerability groups**

English	Vulnerability (2017/2018)	2017	2018 (PA)
% students achieving 1 sub level progress (2018 – 3 PAP's)	Whole Goldwyn	76%	75%
	Pupil Premium	72%	68%
	ASD	72%	80%
	C in C	92%	60%
	Girls	87%	74%
	Boys	61%	80%
	High Achievers	87%	80%

% students achieving 2 sub levels progress (2018 – 6 PAP's)	Whole Goldwyn	31%	55%
	Pupil Premium	35%	47%
	ASD	35%	58%
	C in C	46%	50%
	Girls	60%	58%
	Boys	27%	53%
	High Achievers	29%	75%

Maths	Vulnerability	2017	2018 (PA)
% students achieving 1 sub level progress (2018 – 3 PAP's)	Whole Goldwyn	71%	84%
	Pupil Premium	72%	82%
	ASD	74%	85%
	C in C	77%	80%
	Girls	87%	84%
	Boys	78%	83%
	High Achievers	75%	100%

% students achieving 2 sub levels progress (2018 – 6 PAP's)	Whole Goldwyn	43%	67%
	Pupil Premium	44%	66%
	ASD	40%	69%
	C in C	54%	50%
	Girls	80%	68%
	Boys	36%	68%
	High Achievers	57%	86%

KS2-4 progress - 2017 leavers

We predicted and have reported to Governors that both attainment and progress for our 2018 leavers would be significantly higher than that of our 2017 leavers and would match or exceed our best figures of 2016.

Our 2018 leavers were assessed for much of their time at Goldwyn using 'legacy levels' and Goldwyn Criteria. In order to be able to analyse their 5 year, KS2-4, progress we asked all subject leads to record a legacy level summative assessment in July 2018 as well as a Pupil Asset judgement.

We have, therefore, been able measure KS2-4 progress using both Goldwyn Criteria and legacy National Curriculum levels once again.

Assessments of progress from KS2 to KS4 using “Goldwyn Criteria” (see below)

Out of 38 students, only eleven have been with us since Xmas of Year 8 (29%), nine since Year 7 (23%)

English KS2-4	Centre	2016 (15)	2017 (11)	2018(11)
% students achieving Good & Outstanding Progress	Goldwyn School	93% (90% PP)	50% (63% PP)	82% (100% PP) *all GA
	Ashford & Folkestone		44%	100% (9)
	Ashford	100%	50%	100% (8)
	Folkestone		100%	100% (1)
	Plus	66%	7%	0% (2)
% students achieving Outstanding Progress	Goldwyn School	47%	27%	55% (80%PP) *all GA
	Ashford & Folkestone		22%	67% (6)
	Ashford	45%	25%	75% (6)
	Folkestone		0%	0% (1)
	Plus	33%	50%	0% (2)

Maths KS2-4	Centre	2016 (15)	2017 (11)	2018 (11)
% students achieving Good & Outstanding Progress	Goldwyn School	86% (90% PP)	36% (50% PP)	91% (100% PP) *all GA
	Ashford & Folkestone		44%	100% (9)
	Ashford	91%	37%	100% (8)
	Folkestone		100%	100% (1)
	Plus	66%	0%	50% (2)
% students achieving Outstanding Progress	Goldwyn School	53%	27%	55% (60% PP) *all GA
	Ashford & Folkestone		33%	56% (6)
	Ashford	55%	25%	63% (6)
	Folkestone		100%	0% (1)
	Plus	33%	0%	50% (2)

[Progress from KS2 to KS4 of vulnerable groups \(Goldwyn Criteria\)](#)

As with our annual statistics, we measure and compare the progress rates of our vulnerable groups

English KS2-4	Vulnerability	2017	2018
% students achieving Good & Outstanding Progress	Whole Goldwyn	50% (5)	82% (9)
	Pupil Premium	63% (8)	100% (5)
	ASD	50% (4)	67% (2)
	C in C	100% (1)	100% (2)
	Girls	N/A (0)	100% (1)
	Boys	54% (11)	80% (8)
	Transitional	100% (4)	89% (8)
	Good Attenders	50% (10)	100% (8)
	Most Able		100% (3)

% students achieving Outstanding Progress	Whole Goldwyn	7% (1)	55% (6)
	Pupil Premium	25% (8)	80% (4)
	ASD	50% (4)	67% (2)
	C in C	0% (1)	100% (2)
	Girls	N/A (0)	100% (1)
	Boys	27% (11)	50% (5)
	Transitional	50% (4)	67% (6)
	Good Attenders	30% (10)	63% (5)
	Most Able		100% (3)

Maths KS2-4	Vulnerability	2017	2018
% students achieving Good & Outstanding Progress	Whole Goldwyn	36% (4)	91% (10)
	Pupil Premium	50% (8)	100% (5)
	ASD	25% (4)	67% (2)
	C in C	100% (1)	100% (2)
	Girls	N/A (0)	100% (1)
	Boys	36% (11)	90% (9)
	Transitional	75% (4)	100% (9)
	Good Attenders	30% (10)	100% (8)

	Most Able		100% (8)
% students achieving Outstanding Progress	Whole Goldwyn	27% (3)	55% (6)
	Pupil Premium	25% (8)	100% (8)
	ASD	25% (4)	33% (1)
	C in C	100% (1)	100% (2)
	Girls	N/A (0)	100% (1)
	Boys	27% (11)	50% (2)
	Transitional	50% (4)	67% (6)
	Good Attenders	20% (10)	50% (4)
	Most Able		50% (4)