



## Pupil premium strategy statement: secondary schools, GOLDWYN SCHOOL 2017

### 1. Summary information

School	Goldwyn School				
Academic Year	2017/18	Total PP budget	£90,000	Date of most recent PP Review	
Total number of pupils	136	Number of pupils eligible for PP	64	Date for next internal review of this strategy	March 2018

### 2. Current attainment at Goldwyn Ashford

	Pupil Premium	Non- Pupil Premium
English - % good and outstanding progress 2016-2017	81%	57%
English - % outstanding progress 2016-2017	27%	19%
Maths - % good and outstanding progress 2016-2017	84%	90%
Maths - % outstanding progress 2016-2017	43%	43%
Achieving 5A* - G (9 -1) 2016- 2017	100%	36%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

- Previously out of school
- Complex comorbidity of diagnoses e.g ASD , ADHD, Mental Health
- Poor Prior Attendance
- High Level of SCLN
- Emotional Barriers – resilience , learner confidence
- Attachment
- Low family expectations

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

A.	Poor literacy skills – due to a lack of engagement in prior settings, previous number of exclusions and overall lack of engagement in schooling
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<b>B.</b>	Low attainment on entry due to lack of engagement and home learning environments
<b>C.</b>	Inability to make appropriate social relationships – sue to attachment issues, SCLN and other complex needs
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Social deprivation and lack of positive experiences of school
<b>E.</b>	Mental Health factors affecting parents / carers

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy for Year 7 pupils eligible for PP.	Students to meet 85% of targets set during each term
<b>B.</b>	PP Student engagement in learning increased	Improved PASS scores from baseline and improved attendance
<b>C.</b>	Improved social, communication and interaction of PP students	Increased positive relationships with staff and peers Increase in behaviour for learning as demonstrated through the matrix
<b>D.</b>	PP to be prepared academically, socially and emotionally to access post 16 places in mainstream settings	Examination success - 100% achieving 5A*- G. 100% acceptance onto post 16 courses

You may have more than one action/approach for each desired outcome.

## 5. Planned expenditure

**Academic year**

**2017/18**

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?
1. B/C/D To develop staff awareness of strategies for meeting the needs of students with autism and SEMH	Staff training sessions using Headstart Project. TA training in Sulp, Therapy Dog, Mentoring Counselling Speech and Language, Student focus meetings	Development of use of Goldwyn time, unit time, and breakfast club is needed to implement a more structures activities with the focus on development of social skills  Use of Headstart money to buy, train and use a Therapy Dog in school on a daily basis	Attendance to staff training sessions monitored. Use of Headstart project to support individuals. Planning resources for units and Goldwyn time.  Therapy dog in school	Assistant Head for Pastoral support and Assistant Head of School for Teaching and Learning	Review of pastoral time and Goldwyn time termly  Headstart review evaluation and outcomes
2. A. To identify students individualised needs through baseline	Use of pupil asset to formatively assess individual student needs and develop programme	Previously Wave 3 intervention has been external and this has often proved difficult to implement due to staffing. Intervention has been shown to be ineffective where students are withdrawn from class.  In addition students then struggle to 'catch up' with work missed in class creating further gaps in learning and further anxiety and barriers to learning.	Use of intervention records to report progress Analysis of data , Pupil asset – summative and formative assessment	Assistant Head of School for Teaching and Learning	Dec'17 April'18 June'18

**Total budgeted cost**

£89,613.18

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?
1. A .High levels of progress in literacy for Year 7 pupils eligible for PP	Targeted individualised intervention in year 7 classes Use of HLTAs to run small groups in class as directed by class teachers	We want to offer high quality individualised teaching to all these pupils to drive up results. Key Stage 3 teachers to work closely together to offer a targeted in class program of intervention to meet individual needs.	Short term targets set and monitored in class by class teachers. End of term report to be given to Head of English HOD to oversee resources and scheme development with KS3 lead for English and Assistant Head for Teaching and Learning.	Assistant Head of School for Teaching and Learning	Dec 18
2. B/C/D Student engagement in learning increased	Home /School support through Pastoral Staff BRITA system to target positive learning. Use of pastoral and curriculum mentors to support students. Individual programmes of outside agency support where needed	Increased contact with home to increase positive experiences within school and allow clear lines of communications. Use of BRITA systems and school rewards to increase student's positive experience within school and lessons. Access to therapy such as anger management and counselling.	Boxall and SEAL data, Individualised BRITA points Crosby system records	Assistant Head for Pastoral support and Assistant Head of School for Teaching and Learning	October, March and June 17
<b>Total budgeted cost</b>					£43,614.56
iii. Other approaches					
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?
D. Increased attendance rates	Mini - Flos employed to monitor pupils and follow up quickly on truanies. First day response provision.	We can't improve attainment for children if they aren't actually attending school.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and mentor assigned	Head of Pastoral support	Jan 18

			to each student eligible for PP. Attendance and progress discussed at least fortnightly with Pastoral support and mentor. Meetings to discuss attendance with parents / guardian and explore barriers		
<b>Total budgeted cost</b>					133.227.74

3. Review of expenditure			
Previous Academic Year			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)\
Access to literacy for all	RWI approach	Progress for comprehension- 73% of pupils made progress in their comprehension. 9% made up to 1 years progress.	We will continue to support staff CPD of synthetic phonics programmes and programmes such as NLP spelling strategy  Precision teaching will also be a key focus.
Increased confidence and self esteem.	Dog reading programme	Well being scores increase. Engagement in classroom increase due to higher self esteem. Attendance to classes. (See Pass DATA- Confidence in learning)	This intervention had such an impact the school have decided to invest in their own reading dog for FT support for pupils.
Improve basic number skills and access to Level 1 in Number and measure	Numeracy intervention	Access to Level 1 curriculum.	As the year progresses our aim is to provide intervention in KS3 AND 4
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

Pupils to make progress to SALT targets set for individuals.  Strategies for managing stress	Staff upskilling to meet the needs of SALT children with individual programmes.  Girls Group- yoga and breathing skills	Progress towards individual SALT Targets.  Reduced incidents as girls have strategies to cope with anxiety and stress.	Health service cuts- build in succession plan and back of education staff so that vulnerable pupils do not loose out.  Training for staff anxiety – girls with ASD.
<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)
Wellbeing increased	counselling	17 children have had access to Counselling. The increased levels of wellbeing have meant pupils learning environment is more settled.	SDQ to track counselling progress.

See in conjunction with Learning and Inclusion reports.

<b>4. Additional detail</b>
In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above. Our full strategy document can be found