



## GOLDWYN SCHOOL PUPIL PREMIUM FUNDING REPORT 2020/21

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 is funding 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:**  
**Number on roll: 160**  
**Pupil Premium budget allocation:**

<b>Total PP pupils</b>	91
<b>LACs Kent</b>	6
<b>LACS's other</b>	3
<b>Post looked after</b>	6
<b>FSM</b>	66
<b>Service Children</b>	0

### 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 most able
- 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

See below for detailed breakdown of total budget of £100,125.43. This report is uploaded to our website.

**Use of Pupil Premium -2020/21****Cost****IMPACT**

Read specific interventions (With therapy dog) – (0.5fte KR3 ) -

£9,600

Progress for comprehension-In English, **89%** of Goldwyn Ashford and Folkestone students made Good or Outstanding progress between KS3 & 4 (Goldwyn Criteria) in 2018/19; 81% of students made Good or Outstanding progress across the whole of Goldwyn.

Literacy Intervention (0.5fte SDO)

£14,600

In maths, **83%** of Goldwyn Ashford and Folkestone students made Good or Outstanding progress overall (Goldwyn Criteria); 78% of students made Good or Outstanding progress across the whole of Goldwyn.

Numeracy Intervention (0.5fte TA)

£9,600

Soft landing and tutor time to plan effective researched interventions and strategies for vulnerable pupils (EEF)

Progress meeting training and planning intervention

£2,000

19 children have had access to Counselling. The increased levels of wellbeing have meant pupils learning environment is more settled. Students are able to regulate emotions to avoid escalation

Counselling & Therapies -  
Staff delivery and bought-in professional services

£55,000

Lego Therapy (0.2fte TA)

£3,800

Specialist Training has meant that staff in every site can offer the specific targeted intervention but also the strategies are used across other lessons- meaning students are learning to transfer skills. 94% of students on targeted intervention made progress.

Home school support- through BRITA working and sharing success. Parent  
CBT course run 8 sessions by specialist

£2,500

Increased attendance for 6 students. Raised wellbeing for 70% of targeted students.

AEN Manager (1fte)

£37,800

Facilitating and modeling interventions for transference of skills. Monitoring progress- facilitating progress role.

Mentor (1fte)

£56,600

Mental Health First aider to support pupils emotional development. De-escalation and champion role. 12 students have been re-engaged and cop has been avoided

Emotional Literacy Support for pupils to explicitly learn about their  
emotions and be able to process them

counselling/ CBT/ Art therapy/ PAT and Music are used to support  
our most vulnerable pupils. We use Lego therapy and Zones of  
Researched intervention by Psychology body. Students barrier  
has been inability to understand and control these emotions  
Readiness to learn/ emotional wellbeing ACEs evidence-

Total expenditure

£191,500

The school uses additional funding including “Headstart” to ensure the best possible  
offer for our students.

Achieving 5 x 9-1 (equivalent)		2016	2017	2018	2019	2020
% of Pupil Premium	<b>Goldwyn School</b>	<b>37%</b>	<b>57%</b>	<b>61%</b>	<b>58%</b>	<b>76%</b>
	Ashford	(6) 87%	100%	100%	100%	86%
	Folkestone	11%	25%	NA	100% (1)	67%
	Plus	0	0%	30% (3)	27% (3)	73%
% of Non - Pupil Premium	<b>Goldwyn School</b>	<b>29%</b>	<b>36%</b>	<b>50%</b>	<b>79%</b>	<b>58%</b>
	Ashford	(5) 83%	100%	100%	75%	86%
	Folkestone	11%	0%	33% (1)	100%	100% (1)
	Plus	0	17%	27%	75%	18%

#### Annual Progress 2019-20

<b>English</b>	<b>Vulnerability</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
% students achieving Some progress (1-5 paps)	<b>Whole Goldwyn</b>	<b>75%</b>	<b>67%</b>	<b>No data - lockdown</b>
	Pupil Premium	68%	67%	
	ASD	80%	68%	
	C in C	60%	56%	
	Girls	74%	79%	
	Boys	80%	64%	
	High Achievers	80%	86%	
% students achieving Good progress (2018 – 6 paps)	<b>Whole Goldwyn</b>	<b>55%</b>	<b>40%</b>	<b>No data - lockdown</b>
	Pupil Premium	47%	51%	
	ASD	58%	43%	
	C in C	50%	22%	
	Girls	58%	33%	
	Boys	53%	43%	

	High Achievers	29%	75%	
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Maths	Vulnerability (2017/2018/2019)	2018	2019	2020
% students achieving Some progress (1-5 paps)	<b>Whole Goldwyn</b>	<b>71%</b>	<b>84%</b>	<b>No data - lockdown</b>
	Pupil Premium	72%	82%	
	ASD	74%	85%	
	C in C	77%	80%	
	Girls	87%	84%	
	Boys	78%	83%	
	High Achievers	75%	100%	
% students achieving Good progress (2018 – 6 paps)	<b>Whole Goldwyn</b>	<b>43%</b>	<b>67%</b>	<b>No data - lockdown</b>
	Pupil Premium	44%	66%	
	ASD (	40%	69%	
	C in C	54%	50%	
	Girls	80%	68%	
	Boys	36%	68%	
	High Achievers	57%	86%	

