Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

Goldwyn School Overview 2021-2022

School Name:	Goldwyn School
Number of Pupils on roll	190 (Autumn 2021 Pupil Census)
Number of pupils (%) eligible for Pupil premium funding	105 (55%)
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Review dates:	5.9.22 / 3.1.23
Statement Authorised by:	Kerry Greene
Pupil Premium Lead:	Sarah Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,246.42
Recovery premium funding allocation this academic year	£25,810.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	128,056.42

Part A: Pupil premium strategy plan Statement of intent

<u>Identified barriers to educational achievement</u>

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

• Social and Emotional Mental Health needs and resilience

• Anxiety and school avoidance- attendance

• Behaviour – pupils with specific social and emotional needs which affect their learning

• Access to equipment

• Extending the most able

• Access to language and communication

• Access to curriculum and readiness to learn

• Life Skills and peer expectations

• Access to extra-curricular activities – educational experiences such as trips, after school clubs, music lessons and participation in physical activities

• Parental engagement with school – especially regarding attendance and access to information and training

• Literacy skills

Challenges

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

Challenge Number	Detail
1	Anxiety and emotional literacy support- to break barriers in engaging in school- both attendance and in class active engagement To support social and emotional understanding, closing gaps in understanding. The focussed work to improve social interactions and development of peer relationships such as Social use of language development- Intervention.
2	Behaviour for learning additional targeted support. To direct targeted work to increase inclusion work and enhance engagement within the school environment (socially and with all learning opportunities).
3	Reading support- a gap that has widened due to pandemic- access to resources
4	Engagement in community activities- enrichment and a sense of belonging – multi agency approach
5	Targeted intensive teaching support to close gaps

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.

- **Students develop their emotional resilience.**
- **Students are able to participate successfully and confidently in groups.**
- **Students recognise when they are becoming emotionally unregulated and use appropriate strategies to de-escalate themselves.**
- **Students have the literacy skills required to access the curriculum.**

Intended outcome	Success Criteria
Address Anxiety and barriers to attendance at school To support social and emotional understanding closing gaps in understanding. The focussed work to improve social interactions and development of peer relationships such as Social use of language development- Intervention	Targeted intervention work to monitor and track the progress- ELSA/Boxall Mentors and Cathy Cresswell approach
Behaviour for learning –positive culture enhanced and maintained throughout the school	Learning walks to reflect the purposeful environment and learning centred culture within the school (internal learning walks, governor learning walks and identified specialists – minimum total of 8 in the academic year to show strong behaviours for learning as a key characteristic). Positive responses in relevant pupil questionnaires.
Reading support- close gap that has widened due to pandemic- access to resources	Reading resources to promote positive response to reading. Targeted reading interventions to demonstrate impact (TBT/Dog reading/ DEAR)
Engagement in community activities- enrichment and a sense of belonging – multi agency approach	Pupils accessing specific pathways and intervention to show the greatest progress in this area (progress being sustained).Pupil questionnaire/ Community feedback- IQM
Targeted intensive teaching support to close gaps	Precision teaching methods to demonstrate measurable impact. Department teachers to be able to target intervention and measure success

Pupil premium strategy outcomes 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Emotional Well-being Support **£116,912**	The specialist skills of staff and the increase in their training means that that positive empathic and supportive relationships have been maintained and strengthened over this challenging time. Large compliment of Pastoral staff are able to spend time talking with students and parents about strategies to help manage their anxiety and situations they find challenging. A range of 'therapeutic' approaches are integrated into the school day by staff with skills in CBT, SFBT, Counselling skills, Restorative Approaches, ELSA, Friends, SULP etc.	1,2,4
Counselling & Therapies **£66,970**	Students from all sites have benefited from regular professional counselling sessions from 3 independent practitioners we work with. As a result of these interventions students are happy to come to school and know that they can rely on support being available for them: attendance at the main sites has averaged between 80-85%	
Extended Off-Site Provision **£64,806**	Some of our most vulnerable students have found the return to full-time provision in school very challenging, due to the additional anxieties generated by the lockdown and its impact on their family circumstances. By extending our off-site provision offer, we have been able to ensure that all students were able to take their targeted qualifications. Goldwyn tutors and the use of trusted external tuition providers, enabled tuition to take place in the home. In addition, students showed an increased confidence in working online. Teams lessons and learning platforms such as SAM learning, My Maths and Pearson Online have helped to boost learning in an individual and targeted format.	1,3,5

Outdoor Forest Education **£10,874**	Forest School, on the school site, alongside a wide variety of outdoor educational activities, provided a 'safe' learning environment for students to rebuild their social confidence. As a result, students experienced positive interactions with each other and were able to transfer these relationships back into their classroom learning environments.	1,2,4
Literacy Intervention (0.5fte SDO) **£16,426**	Targeted interventions to increase engagement and confidence. See progress in Part B	2,3,5
Numeracy Intervention (0.5fte TA) **£9,894**		

Part B: Review of outcomes in the previous academic year

Over the last 18 months we have, sadly, seen some more serious effects of the pandemic on the mental health of our students. There has been an increase in anxiety induced behaviours, such as self-harming, drug use, suicidal ideation and aggression. Our pastoral staff, mentors and social prescriber have effectively sought appropriate individual support and made referrals to a larger than ever range of agencies and providers.

This picture is evidenced nationally by both the EEF and the DFE data reporting (below) As a school serving the most disadvantaged pupils we are incredibly proud of the 'whole child progress' we have been able to nurture in our students re-engaging them into education and addressing Mental Health needs exacerbated by the pandemic.

The Impact of COVID-19 on Learning: A review of the evidence (EEF report)

- COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from **disadvantaged backgrounds**.
- There is **evidence that the attainment gap between disadvantaged students** and their classmates has grown.
- Recent research shows **particularly negative impacts for pupils in KS3** (DfE, 2021, 2022).
- Most evidence shows that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts.
- Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the **effect on pupil wellbeing**. There is also emerging evidence that suggests the pandemic has negatively **impacted children's mental health**.

The existing equity gap is a big concern

Achievement gap in months, average reading and numeracy, 2020 projection

extra COVID-19 gap
regular gap

Year 3 — 12
Year 5 — 17
Year 7 — 26
Year 9 — 33
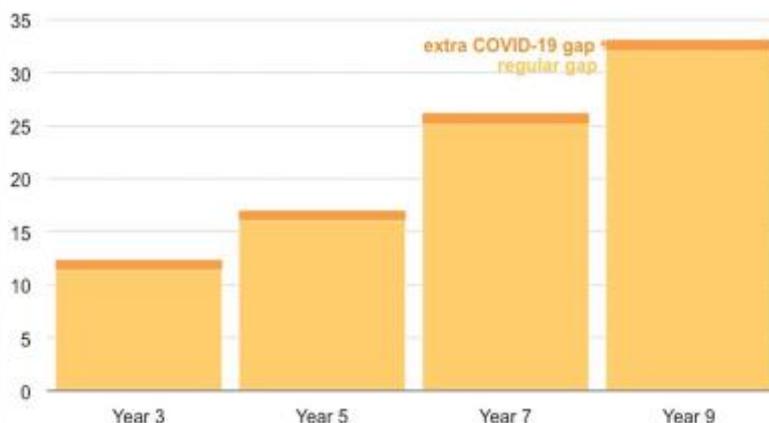
Source: Grattan analysis of NAPLAN data 2010-19, using estimates from Education Endowment Foundation literature review (2020)

Pleasingly, across all Goldwyn School Pathways, there is common ground in progress for non-Pupil Premium and Pupil Premium students in both maths and English.

Vulnerable Groups

56% of Non ASD pupils made progress in English, 49% ASD pupils made some progress in Maths

•100% CinC made progress in English. (currently only three CinC on roll).•46% girls made progress in English, compared with 54% of boys

Our strategy to raise students' literacy levels has, this year, centred on increasing engagement and confidence. Mini-libraries have been set up in classrooms, the canteen and Hubs/tutor rooms, allowing students to access a wide selection of fiction and non-fiction reading materials. Acquisition and use of subject specific language has involved teachers in all subjects making this a focus within the learning and the classroom environment. English Literature GCSE was introduced for the first time at Goldwyn Ashford, really capturing the interest of Year 10 students. Play reading in Goldwyn Time and a visit to the theatre motivated students with reading and communication.

100% gained a pass however the school will target students to enhance these grades in the next academic year.

Headline Attainment Data 2021-2022

Pupil Premium – 95% made progress in English
Non-Pupil Premium – 93% made good progress in English

Pupil Premium – 95% made progress in Maths
Non-Pupil Premium – 94% made progress in Maths

Attainment Data Headlines

% of students who achieved 5x (9-1)		*2018*	*2019*	*2020*	*2021*	*2022*
Number of Students	*Goldwyn School*	*38*	*38*	*40*	*37*	*32*
	Ashford	*14*	*15*	*14*	*15*	*15*
	Folkestone	*3*	*4*	*4*	*12*	*9*
	Plus	*21*	*19*	*22*	*10*	*8*

% of Pupil Premium	*Goldwyn School*	*61%*	*58%*	*76%*	*69%*	*77%*
	Ashford	*100%*	*100%*	*86%*	*88%*	*100% (7)*
	Folkestone	*NA*	*100% (1)*	*67%*	*56%*	*100% (4)*
	Plus	*30% (3)*	*27% (3)*	*73%*	*80%*	*40% (2)*
% of Non - Pupil Premium	*Goldwyn School*	*50%*	*79%*	*58%*	*83%*	*86%*
	Ashford	*100%*	*75%*	*86%*	*100%*	*88% (8)*
	Folkestone	*33% (1)*	*100%*	*100% (1)*	*100%*	*83% (5)*
	Plus	*27%*	*75%*	*18%*	*69%*	*% (5)*

Leavers destinations

98% of students have secured an onward destinations to higher education or apprenticeships.