

# Pupil Premium Strategy Statement – Goffs Academy

## School overview

Metric	Data
School name	<b>Goffs Academy</b>
Pupils in school	1,527
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£220,000
Academic year or years covered by statement	2020/21-21/22
Publish date	September 2021
Review date	November 2021, February 2022, June 2022
Statement authorised by	Mark Ellis
Pupil premium lead	Mike Toley/Tom Cahill
Governor lead	Jean Holt

## Disadvantaged pupil performance overview for last academic year

Ebacc entry	55%
Attainment 8	45.51
% Grade 4+ in English and maths	60%
% Grade 5+ in English and maths	36%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve above the national average for progress made by disadvantaged Students across all subjects	Sept 22
% Grade 5+ in English and maths	Meet or exceed the National Average for English and Maths 5+	Sept 22
Attendance	Ensure PP attendance is in line with our whole school target of 96.3%	Sept 22
Ebacc entry	To increase the number of PP students entered for EBacc to the same level as non – PP	Sept 22

Reading Ages	To increase the reading ages of PP students whose age-related reading age is significantly below their chronological age	Sept 22
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## Teaching priorities for current academic year

Measure	Activity
<p>Disadvantaged students, regardless of starting point, achieve at least expected progress.</p> <p>This includes a key focus on PP students who gain 4+ in Maths</p>	<p><b>Ensuring Quality First Teaching</b></p> <ul style="list-style-type: none"> <li>• Reviewing curriculum plans to ensure they provide the required support and challenge for all students</li> <li>• Monitoring of teaching and learning through the learning observation system and all other quality assurance processes</li> <li>• Personalised support programmes for any teachers not producing consistently strong lessons</li> <li>• An extensive mandatory teaching and learning CPD programme for all teaching staff including significant invest on fortnightly extended CPD sessions to fully support teaching staff to develop their practice</li> <li>• External CPD courses for subject-specific development, as required</li> <li>• Work in collaboration with the School Improvement Partner to further develop the standard of teaching and learning</li> </ul> <p><b>Additional Support</b></p> <ul style="list-style-type: none"> <li>• Half termly meeting with the Raising Achievement team for every disadvantaged student to monitor progress, identify learning barriers, identify support required</li> <li>• Revision sessions to provide additional support for PP students who are underperforming in English/Maths, to address any gaps in knowledge</li> <li>• Use of the NTP (National Tutoring Programme) for additional support and tutoring</li> <li>• Non-teaching staff mentoring, to provide fortnightly support to PP students and monitor their progress</li> <li>• Targeted after school and holiday sessions to provide additional support for PP students who are under performing</li> <li>• Revision guides and workbooks provided for for all PP students</li> <li>• 'Mark first' policy to ensure PP performance are high profile within subject areas and effectively monitored</li> </ul>
Projected spending	£100,000

## Targeted academic support for current academic year

Measure	Activity
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<p>Ensure disadvantaged students entering Goffs with literacy levels below age-related expectations, close the gap prior to starting KS4</p>	<ul style="list-style-type: none"> <li>• Book loan scheme - all KS3 student are provided with a different novel each half term to ensure PP students are able to access age appropriate texts to effectively develop their literacy</li> <li>• All students will use bespoke vocabulary development book and all staff will adopt a consistent approach in teaching new vocabulary</li> <li>• Literacy Development group for students who require additional curriculum time to focus on literacy</li> <li>• 1:1 support through trained Sixth Form reading mentors</li> <li>• Parental engagement literacy events, to reinforce the expectation of 30 minutes daily reading. Use of literacy log to monitor this</li> <li>• Online programme for form time and home learning – Bedrock Learning to assess and improve vocabulary</li> </ul>
<p>Disadvantaged students, regardless of starting point, achieve at least expected progress</p>	<ul style="list-style-type: none"> <li>• Robust monitoring of student progress across the school with explicit tracking of the progress made by each of the vulnerable groups, including disadvantaged students</li> <li>• Rigorous and robust Venn meetings to monitor the impact of subject-specific intervention</li> <li>• A personalised intervention programme for targeted students including after-school, Saturday, and holiday revision sessions half term and Easter holiday sessions</li> <li>• Non-teaching mentors allocated to selected students to provide support and guidance</li> <li>• Subscription to a series of online resources (GCSEPOD, Hegarty Maths, Tassomai Science) to support students' independent revision</li> <li>• In Year 11, smaller group sizes in English, Maths, and Science, to support our most dis-advantaged students</li> <li>• Use of YCH Careers Advisor to provide additional careers meetings for targeted disadvantaged students</li> </ul>
<p>Projected spending</p>	<p>£40,000</p>

### Wider strategies for current academic year

Measure	Activity
<p>Increased attendance rates</p>	<ul style="list-style-type: none"> <li>• Immediate calling for absence via designated Attendance Officer in school</li> </ul>

Measure	Activity
	<ul style="list-style-type: none"> <li>• Full pastoral support programmes for students where attendance is an issue including a range of internal and external support</li> <li>• Regular meetings and contact with all disadvantaged students across all year groups, supported by SLT, to ensure attendance figures are driven up</li> <li>• Cheshunt Extended Services (CHEXS) – projects to boost students’ wider resilience and develop a positive mind-set towards attending school</li> <li>• Combined Cadets Force and scheme and Duke of Edinburgh programme to develop confidence and resilience, fully funded for disadvantaged students</li> <li>• Individual contact with families regarding return to school following period of closure</li> </ul>
Further improve parental engagement	<ul style="list-style-type: none"> <li>• Ensure there is regular communication with home about all school events and activities</li> <li>• All parental events letters sent before the event to include confirmation of attendance reply slip, with phone calls to be made for all non-returns</li> </ul>
Student engagement/cultural capital	<p>Disadvantaged students should be able to access any extra-curricular activities that are on offer. To enable this:</p> <ul style="list-style-type: none"> <li>• Budget set aside for activities that require payment to ensure PP students are able to access these activities. PP students will be prioritised for attendance</li> <li>• Extra curricular programme is being developed and widen to encourage greater participation</li> <li>• As above, Duke of Edinburgh Award and Cadets both fully funded for PP students to access</li> </ul>
Projected spending	£90,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure individual staff work with disadvantaged students on specific areas that require development	Specific marking and feedback policy ensures time is built into schemes of learning for such actions to be undertaken.
Targeted support	Ensuring enough time is allocated to each intervention and attendance followed up	Plan programme for the year in advance and create systems to follow attendance that are easy and workable.
Wider strategies	Engaging the families and students in most need	Close working between attendance officer/lead and Place2Be to ensure no gaps between need and support occur.

## Review:

Area of Spending	Outcome
Teaching - £55,00	<p>A significant proportion of the disadvantaged money allowed us to increase staffing in key areas, which in turn led to smaller class sizes for our more vulnerable students. We used this strategy across the school. This was to enable greater contact time between the student and the teacher to ensure progress was made.</p> <p>Research suggests that this strategy of smaller class sizes can have a gain of +3 months, (EEF) and the increased feedback has a gain of +8 months (EEF). Due to the system of 'bubbles' in school due to Covid-19, rather than smaller class sizes, we were able to introduce two teachers to one class instead.</p> <p>This strategy was continued during form time, where English, Maths and Science sessions ran twice a week for 20 minutes, for selected disadvantaged students. In conjunction with other individual student-focused intervention. Research from the Universities of Warwick and Bristol suggest a 2-month gain in progress can be made with such interventions</p>

Area of Spending	Outcome
	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• PP students in English and Maths 4+ was 60%</li> <li>• PP students English achieved 89% at 4+</li> <li>• PP students in Maths achieved 60% at 4+</li> </ul> <p>A key priority for the coming year will be to improve the number of PP students who gain 4+ in Maths.</p>
LSAs - £40,000	<p>The research shows that this strategy of social and emotional learning can have a gain of +4 months (EEF). During the year, five Learning Support Assistants worked with our SEND, disadvantaged and low prior attaining students across all key stages.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Low on Entry Students English achieved 82% at 4+</li> <li>• Low on Entry Students Maths achieved 18% at 4+</li> <li>• Low on Entry Students Maths achieved 18% at 4+</li> </ul> <p>A key priority for the coming year will be to improve the number of Low on Entry students who gain 4+ in Maths.</p>
Year 11 Revision Sessions - £4,000	<p>Our disadvantaged students benefited from timely intervention both during school and in the holidays. Each student received a personalised revision programme for both after school and during holidays, drawn up on the basis of need. In addition, the school ran small group revision sessions during form periods. These additional sessions, across all subjects, ensured students were ready to undertake their assessments. The research</p>

Area of Spending	Outcome
	<p>shows that the strategy of after school sessions can have a gain of +2 months (EEF).</p> <p>An addition to this was that of our Saturday school that had a focus on our most able and the Grade 4 border. Due to Covid, the number of sessions completed was minimal and therefore the impact hard to ascertain in terms of grades.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• 70% of PP students attended Y11 revision sessions</li> <li>• PP students in English and Maths 4+ was 60%</li> <li>• PP students in English achieved 89% at 4+</li> <li>• PP students in Maths achieved 60% at 4+</li> </ul>
<p>Goffs Learning After School Support Sessions (GLASS) £4,000</p>	<p>As with the academic year 2019/20, Goffs continued to run small group morning and afternoon sessions for PP students. The focus was performance in English and Maths with sessions running from mid-September until Christmas before starting up again after our return in March</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged students in English and Maths 4+ was 60%</li> <li>• Disadvantaged students in English achieved 89% at 4+</li> <li>• Disadvantaged students in Maths achieved 60% at 4+</li> <li>• English and science also maintained the percentage of students gaining a 5+</li> </ul>

Area of Spending	Outcome
	<p>A key priority for the coming year will be to improve the number of students who gain 4+ in Maths.</p>
<p>GCSEPOD and Tassomai Subscriptions £7,000</p>	<p>Both GCSEPOD and Tassomai are online subscriptions, that are provided to all students for free. They provide students with revision support through information and low stake testing.</p> <p>Use of GCSEPOD was lower in 2020-21 than in previous academic years. Due to the prevalence of online lessons due to the pandemic, the school prioritised 'offline' sources of revision where possible. As a result, the impact of GCSEPOD was limited.</p> <p><b>Tassomai</b></p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Overall (estimated) progress for disadvantaged students in Science has increased markedly from 2019</li> <li>• PP student performance increased by 4% to 33% at EBACC Science 5+ measure</li> </ul> <p>A key focus of 2021/22 will be to ensure that all PP students are regularly accessing these platforms.</p>
<p>On-Line Tutoring – The National Tutoring Program £6000</p>	<p>39 Year 11 Pupil Premium students took part in the National Tutoring Program on our return to face to face education. The students were allocated subjects based on the autumn data with English and maths being prioritised. The structure and quality of sessions ensured student engagement was high.</p> <p><b>Impact</b></p>

Area of Spending	Outcome
	<ul style="list-style-type: none"> <li>• The average increase in grades from the autumn data to final result for the students was 0.56 grades per subject</li> <li>• Disadvantaged students in English and Maths 4+ was 60%</li> </ul> <p>Following the success of the program for the Year 11, a further 30 Year 10 students have started with a further 23 booked in for Autumn Term 2021</p>
<p>External Support – Fix Up and Elevate education £6,000</p>	<p>All students in Year 10 received two intervention sessions with Elevate Education, and one full day of intervention with Fix-up Education. This early intervention has helped to prepare the students for starting Year 11.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• A survey of all 239 students in Year 10 showed that 99% of students would recommend the Elevate Education sessions to other students</li> <li>• 99% of students felt that the time spent in the study skills session and the time management session was time well spent</li> <li>• 67% of PP Year 10 students were predicted to achieve 4+ in English and Maths, in summer 2021</li> </ul>
<p>Formal Mock Examinations £3000</p>	<p>Our students in Year 11 had one full mock examination period in the autumn term. Students in the Sixth Form also sat a full suite of mocks at this time. We also provided students with past paper packs (Year 11) that saw them take home a full set of papers at the end of the autumn term.</p> <p>Additional resources were provided to ensure students were fully prepared for adapted assessments which were used to determine teacher assessed grades.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Overall, 72% of PP students in Y13 met their minimum standard</li> </ul>

Area of Spending	Outcome
Individual Support Meetings £3,500	<p>Direct and individual time with any student is vital for their progress. For disadvantaged students, this is of even greater importance. As a consequence of this, all disadvantaged students in the year were given three extra progress meetings with members of the school's raising achievement team. Parents were also invited to the reviews to ensure all parties knew how progress could be made. An extra evening for all students was also run that focused on how to revise. Parents of Pupil Premium students were all called prior to the evening. Alongside this, an early review with SLT was offered to all students and parents</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• 98% of PP students surveyed in a student voice believed the school supported them effectively</li> <li>• Y11 PP students achieved overall positive estimated progress</li> </ul>
Attendance Officer & Pastoral Support £37,773	<p>Numerous strategies have been employed by the school to close the gap between PP and non-PP students. Strategies of note include parental engagement via letters; meetings and home visits; County referrals, and potential use of fines as a last resort. Importantly, students were fully engaged in this process of improving their attendance – all work involved them so as to ensure they, parents and students understood what actions were needed and why. External professionals were also consulted for advice as soon as the need arose. Support also includes subsidising students' travel to support attendance and good punctuality.</p> <p>During the National Lockdown from January to March 2021, the attendance of Pupil Premium students was monitored on a daily basis. If students did not attend their online lessons, immediate contact was made to assess the situation. If this did not result in the</p>

Area of Spending	Outcome
	<p>attendance improving, a home visit was made. At the school's insistence, and as part of the school's work to drive up PP outcomes, a number of students attended the in-school provision for the remainder of the closure period.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Attendance during the lockdown for Pupil Premium students increased from 80% to 92% daily, with an average across the whole period of 89%</li> <li>• The attendance gap (between PP and non PP students) was 2.7% (reduced from 2.9% in 2019-20)</li> </ul>
<p>External Support: Place2Be Counselling &amp; Cheshunt Extended Services (CHEXS) £46,904</p>	<p>A proportion of the Pupil Premium money goes to buying support for our students from external agencies. This includes counselling and mental health support through Place2Be; external workers working with the families and students, and also projects that are run by the extended services provider CHEXS, which help boost self-confidence and improve attendance and behaviour. The research shows that this strategy of social and emotional learning can have a gain of +4 months (EEF). It is important to note that the impact of this work is not always shown through exam outcomes.</p> <p><b>CHEXS</b></p> <p>44 PP students participated in CHEXS programmes during the 2020-21 academic year; these students were referred for behavioural/social-emotional reasons, or with the aim of improving attendance. All the students have commented that the sessions boosted their self-belief, and the majority of students referred for behavioural reasons are no longer at risk of exclusion. In addition, CHEXS provided support for 5 families through their outreach worker. This positively</p>

Area of Spending	Outcome
	<p>impacted on student wellbeing and engagement with school. Student voice focused on their improvements in teamwork, determination, resilience, effort, leadership and motivation.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Staff and parental feedback commented on how students' self-reflection and awareness improved throughout the course of the programme</li> <li>• PP students who participated in CHEXS programmes demonstrated an improvement in attendance</li> </ul> <p>Place2Be has provided long term 1:1 counselling for a number of disadvantaged students over the course of 2020-21. Support was expanded last year to include staff, parent &amp; family counselling support. Feedback on the impact here focused on improved relationships and understanding.</p> <p>The support of Place2Be continued throughout lockdown via telephone support focusing on child anxiety and bereavement.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Over 373 Place2talk drop-in sessions were provided to support students across all year groups</li> <li>• Due to sensitive nature of this support it is harder to quantify impact, but informal student and parent feedback praised this support</li> </ul>
<p>Extra-Curricular Subsidies &amp; Individual Financial support requests £4,500</p>	<p>The EEF suggests that participation in Arts and Sports can facilitate learning by up to an additional 2 months progress.</p> <p>Subsidising extra-curricular opportunities, as well as targeting funding based on bespoke individual need, not only increased some</p>

Area of Spending	Outcome
	<p>disadvantaged students' 'cultural capital,' but also worked to establish a positive relationship between that student, their family and the school. For example in Summer 2021, all Y10 PP students were fully funded to take part in the Duke of Edinburgh Award.</p> <p>Included within this cost is a subsidy for the Cadets programme, allowing a number of disadvantaged students to participate in weekly sessions. Students also received some individual mentoring and sports coaching, where deemed appropriate.</p> <p>Each half term, Directors of Learning surveyed disadvantaged students in their respective year groups to identify any barriers to learning. In order to overcome these, resources specific to each student's particular needs were purchased.</p> <p>This involved the purchasing of headphones, software programmes, reading books, transport and uniform as needed.</p>

### Summary of impact:

<p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>• Overall, 62% of Year 11 disadvantaged students achieved 4+ in both English and Maths; this is a 7% increase on 2019 results</li> <li>• Estimated progress achieved by disadvantaged students in the following subjects was over and above that of their non-disadvantaged peers - Biology, Drama, Economics, Italian, Media Studies, Music and Photography.</li> <li>• All of our Year 11 disadvantaged students gained the qualifications necessary to access the next stage of their education, whether it be staying at our Sixth Form, studying at the local college, or gaining an apprenticeship</li> </ul>
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<p><b>Year 13</b></p>	<ul style="list-style-type: none"> <li>• Estimated Overall L3VA reached increased from 0.20 to 0.26</li> <li>• 89% of Pupil Premium grades received at A Level/L3 BTEC were on or above target, up from 80% in 2019/20 and 50% in 2018/19</li> <li>• 62% of Pupil Premium students from Year 13 have university places for the coming year</li> <li>• Bursary funding enabled students to purchase educational books, laptops, I pads, uniform, pay for lunch, travel and school visits. Such funding contributed to the 72% of Y13 PP students achieving their minimum standard</li> </ul>