



Pupil Premium Strategy 2020-2021

1. Summary information					
School	Goffs Academy				
Academic Year	2020-2021	Total PP budget (estimated)	£233,000	Date of most recent PP Review	October 2019
Total number of pupils	1467	Number of pupils eligible for PP	TBC upon DfE publication	Date for next internal review of this strategy	October 2020
2. Current attainment					
2020 outcomes:			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2019 national average)</i>	
% achieving EM (4+) /(5+)			65%/45%	72%/49%	
English Progress/Maths Progress			0.23/0.08	0.11/0.11	
Progress 8 score average			0.19 (internal estimate)	0.13	

3. Barriers to future attainment	
In-school barriers	
A.	Aspirations of some (not all) of our disadvantaged students. Goffs admits children from 10 principal wards in a predominantly white working class area where attitudes towards the value of education can be very poor
B.	Literacy levels for a significant proportion of disadvantaged students are well below national average; these students arrive with a significant gap in reading age and vocabulary gap which needs closing
External barriers	



D.	Access to financial support for interventions
E.	Attendance rates / rates of persistent absence for disadvantaged students
F.	Potential impact of school closure on PP students for the next few academic years through lost learning. Early estimates have suggested the gap could have widened by 2 years already due to the period of school closure

4. Outcomes			
	<u>Desired outcomes</u>	<i>Success Criteria</i>	<i>Progress towards these targets for 2020/21 (termly reviews to be made)</i>
A.	All disadvantaged students regardless of starting point make at least expected progress in English and Maths.	P8 scores for disadvantaged students in English & Maths reach 0.15	
B.	Continue to work with our ACE (High ability on entry) disadvantaged students so that they achieve outstanding progress	Progress 8 Scores for High ability students on entry reach 0.15	
C.	Attendance of disadvantaged students is at least in line with the attendance of non-disadvantaged students nationally	The percentage of sessions missed due to absence is below 5% in 2020/2021. The percentage of persistent absence for disadvantaged students decreases to 10% or below.	



D.	Ensure disadvantaged students entering Goffs with well below average literacy levels improve to national averages over KS3	Reading Ages for targeted students improve to in line with national average or higher by the end of the academic year	
E.	All PP students in Year 11 have post 16 outcomes in place which are aligned with their future ambitions	Preferred destinations to be agreed with all students by Christmas 2020	
F.	Impact of Covid closure is minimal on student outcomes.	Students reach minimum standards in core subjects and make progress to post 16 courses.	



5.Planned expenditure					
i. Quality teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>All disadvantaged students regardless of starting point make at least expected progress in English and Maths.</p>	<p>A mixture of approaches is needed rather than just one single action. Key approaches this year will be:</p> <ul style="list-style-type: none"> • Half termly meeting with the RA team for every disadvantaged student. • ATM revision • GLASS – specific tutoring for students before/after school • Peer tutoring (subject to external guidelines) • Mentoring • Targeted holiday and after school sessions • Revision guide books for all PP students • Use of SISRA to improve quality of data analysis • 'Mark first' policy for all subjects • Saturday School <p>Given the current situation, all PP timetables will be reviewed to ensure these give the students the widest curriculum but also the greatest chance of future success. This will include additional time for core subjects where beneficial</p>	<p>Student life chances will be diminished if they are unable to get the basic standards as set out by the government in the school setting.</p>	<p>Identification of key students to be based on data and staff knowledge of students.</p> <p>A school review week is to focus solely on PP students in 2020-21.</p> <p>VENN meetings will ensure PP students remain as a high priority for HoDs.</p> <p>Specific section on all Link Meeting Agendas will look at PP students</p>	<p>Vice Principal - Achievement</p>	<p>Half Termly tracking for progress in subjects – from this, changes will be made as needed to either set groups or actual class sets of needed.</p>



<p>Continue to work with our ACE and disadvantaged students so that they achieve outstanding progress</p>	<p>This will see the continuation of:</p> <ul style="list-style-type: none">• Targeted mentoring through the most able programme. This will provide students with regular meetings with the AAP responsible for ACE as well as providing students with exemplar materials and past paper packs.• Sixth form tutoring (if allowed) & mentoring 1-2-1 sessions will be used.• Targeted revision (small groups of 10) in English/Maths/Science focusing on key areas of weakness driven through Question Level Analysis of November mock examinations• Differentiated Study Leave Programme, including assigning our ACE students a study room• Saturday School	<p>EEF shows positive impact for Peer to peer mentoring and after school support</p> <p>The top users of GCSEPOD for the past 3 years have had a strong correlation with positive progress</p>	<p>Fortnightly Link meetings between the VP and AAP will take place to monitor implementation.</p>	<p>Vice Principal – Achievement</p> <p>Associate Assistant Principal – ACE</p>	<p>Review of data after each data drop to ensure student progress is being made.</p>
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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?
Ensure disadvantaged students entering Goffs with well below average literacy levels close the gap prior to starting KS4	<p>As with all areas of improvement, a blended approach will be required for all students to follow:</p> <ul style="list-style-type: none"> • All students will use bespoke vocabulary development book and all staff will adopt a consistent approach • Literacy Development Group; students have adapted timetable to intensely focus on improving literacy levels • 1:1 support and mentoring by KS3 English Co-ordinator • Parental engagement literacy events • Subscription to selected audiobooks and weaving in dedicated literacy skill practice into ATM sessions • Introduction of reading lists, literacy logs and literacy schemes of learning to include 500 words project as well as public speaking to develop oracy. 	<p>Research shows the negative impact of not reducing the vocabulary gap early on future attainment. Given the more robust qualifications at KS4 and KS5 it is essential our students can access the full curriculum from the start of the Key Stage</p>	<p>Progress will be assessed through reading age tests as well as holistically looking at progress scores across core subjects. The Assistant Principal will meet fortnightly with the SENCO and literacy co-ordinators to monitor the implementation and effectiveness of these strategies</p>	<p>Assistant Principal SENCO Literacy Co-ordinators KS3 English Co-ordinator</p>	<p>Fortnightly meetings will review progress of literacy development</p>



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?
Increased attendance rates	<ul style="list-style-type: none"> • First day calling for absence and designated attendance officer in school with specific responsibility for attendance • Full pastoral support programmes for students where attendance is an issue including • Regular meetings and contact with all disadvantaged students across all year groups to ensure attendance figures are driven up. A number of these meetings will be supported by the Senior Leadership Team • Cheshunt Extended Services (CHEXS) - a number of projects 	Achievement of disadvantaged children will not improve if they do not regularly attend school. NfER briefing for school leaders identifies addressing attendance as a key step.	<p>Direct line management of attendance officer by Associate Assistant Principal</p> <p>Daily and Weekly monitoring of attendance</p> <p>Attendance and progress discussed at least fortnightly in vulnerable student meetings between Director of Learning, Attendance Officer and appropriate SLT Link</p>	<p>Vice Principal – Behaviour & Safeguarding</p> <p>Attendance Officer</p> <p>Associate Assistant Principal - Pastoral</p>	Weekly information and monthly reviews of any wider issues



	<p>students can get involved with to boost their wider resilience and develop a positive mind-set towards attending school</p> <ul style="list-style-type: none">• Combined Cadets Force scheme to develop confidence and resilience• Individual contact with families regarding return to school following period of closure				
Effective use of covid catch up funding.	<p>Due to lockdown, an estimated £80,000 will be made available to the school (£80 per student in years 7-11)</p> <p>Whilst this money is not specifically for PP students, it will help in the targeted support we can offer these students in areas such as –</p> <ul style="list-style-type: none">• Mentoring and feedback• Increased tuition• Attendance support	Evidence indicates that disadvantaged students will, on average, be impacted most by the school closure period.	Once strategies have been implemented, regular link meetings with the VP responsible for the funding will take place with all other senior leaders running interventions.	VP achievement	Link meetings



	<ul style="list-style-type: none">• Careers advice and support• ACE activities.• Literacy drive• Wellbeing support• <p>The EEF has already produced a report on effective strategies post lockdown, which will inform how the most appropriate support can be implemented for Goffs.</p>				
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