



Pupil premium strategy statement

Considering best practice advice from the DFE and EEF, Godmanchester Community Academy now publishes a longer-term Pupil Premium Strategy Statement which is reviewed annually. The impact will be reviewed annually and any concerns addressed. The impact of socio-economic issues and, in addition, the COVID-19 pandemic will need to be addressed in the long term.

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.

School overview

Detail	Data
School name	Godmanchester Community Academy
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022, 2023 and 2024
Statement authorised by	Tess Fielden and Richard Bakker
Pupil premium lead	Tess Fielden
Governor / Trustee lead	Darren Seymour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,975
Recovery premium funding allocation this academic year	£7,975
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	£81,950



Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objective:

All pupils eligible for pupil premium funding will achieve in line with their peers. This includes academic achievement and progress across the broad spectrum of subjects covered in the primary curriculum, including but not limited to reading, writing and mathematics as well as personal development including attendance and punctuality.

How will this be achieved?

- Barriers to learning are identified.
- Research and evidence based practices are utilised across the school.
- Targeted support is offered to pupils linked to academic progress, social, mental and emotional wellbeing, behaviour and attendance.
- Resource is provided.
- Family engagement and support is prioritised.

Key Principles:

Godmanchester Community Academy follows the tiered approach to pupil premium spending.

Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths
2	Language skills
3	Life experiences
4	Parental support and aspiration
5	General wellbeing, focus and readiness to learn

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.

Intended outcome	Success criteria
Pupils eligible for pupil premium funding make the same progress as their peers in reading, writing and maths.	Progress data from KS1-KS2 for pupils eligible for pupil premium funding is the same or better than that of their peers in reading, writing and maths.
Attainment for pupils eligible for pupil premium funding is in line with their peers in reading, writing and maths.	Any attainment gap between pupils eligible for pupil premium funding and their peers decreases year on year until there no longer exists a difference.
Parents and the school work collaboratively to support pupils eligible for pupil premium.	Pupils eligible for pupil premium funding will access the same provision as their peers. Parents and families of pupils eligible for pupil premium feel supported and are engaged with the school.
Pupils eligible for pupil premium funding access a range of life experiences.	Pupils eligible for pupil premium funding attend trips and experiences offered by the school, providing them with a wider range of life experiences.
Pupils eligible for pupil premium funding develop their language and oracy skills.	The attainment and progress for pupils eligible for pupil premium funding is the in line with that of their peers in reading, writing, phonics and maths.
Pupils eligible for pupil premium funding experience good mental health and general wellbeing.	Pupils eligible for pupil premium are in school and ready to learn.



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,000 + £2,000= £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual schedule of CPD for all staff using evidence-based approaches and external speakers/conferences where possible.	<p>The EEF Guide to The Pupil Premium states that: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p> <p>FFT research shows that one of the most effective strategies for pupils is high quality teacher input.</p> <p>The EEF's Attainment Gap Report states that 'Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.'</p>	1 2
Daily 15 minutes 'Read Together' session using high quality, award-winning texts.	<p>The Hart/Risley study showed that children from families with a low-income are exposed to 30 million fewer words than their peers from families with higher incomes by the age of 3.</p> <p>Therefore, opportunities where pupils eligible for pupil premium funding can be exposed to varied and new vocabulary are vital.</p> <p>EEF's 'Improving Literacy in KS1' report states that: 'Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than talking to children.'</p> <p>'Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk.'</p> <p>'Conversations are the ideal context for the development of children's language and thinking. Dialogic encounters can confirm a child's understanding or feelings, while others elaborate and extend knowledge.'</p>	1 2 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,000 + 16,000 = £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a system of immediate afternoon	The EEF's 'Improving Literacy in KS1' report states: 'Collect high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on	1 2



<p>catch-up in all year groups through 1:1 or small group intervention.</p> <p>Utilise 'distance marking' to identify pupil's current capabilities.</p>	<p>exactly what pupils need to progress. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well.'</p> <p>'Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted support'</p> <p>EEF recommends that schools should 'use structured interventions to provide additional support' when pupils need to catch up' whilst also stating in their Attainment Gap Report that 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p>	
<p>Establish small group vocabulary and reading interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>EEF's 'Improving Literacy in KS1' report states that: 'Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than talking to children.'</p> <p>'Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk.'</p> <p>'Conversations are the ideal context for the development of children's language and thinking. Dialogic encounters can confirm a child's understanding or feelings, while others elaborate and extend knowledge.'</p> <p>The EEF toolkit states that 'studies of oral language interventions consistently show positive impact on learning including on oral language skills and reading comprehension.' They also report that 'All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.'</p> <p>The EEF's 'Improving Literacy in KS1' report states: 'Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support'</p>	<p>1 2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,000 + 15,000 + £8,000 = £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion team including a play therapist and pastoral support to address children's social and emotional concerns and wellbeing</p>	<p>Social and emotional wellbeing is a high priority. The DfE state that 'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.'</p> <p>PTUK have 'research, policies and activities showing between 77% and 84% positive change' in children based on the implementation of Play Therapy.</p>	<p>1 5</p>



<p>School based family-worker to support families with acute need including attendance</p>	<p>EEF report that 'parental engagement is consistently associated with pupils' success at school' and that parental involvement programmes are often associated with reported improvements in school ethos or discipline.</p> <p>The EEF Teacher Toolkit also found that 'Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.'</p>	<p>3 4 5</p>
<p>Financial support towards trips, visits, events and extra-curricular clubs</p>	<p>With reference to residential trips, EEF reports that 'adventure learning consistently shows positive benefits on academic learning.' There is also evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.</p> <p>EEF's 'Improving Literacy in KS1' report states that: 'Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk.'</p>	<p>1 2 3 4 5</p>

Total budgeted cost: £80,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The impact of the national lockdown and closure of schools has meant that many of the intended outcomes of the previous strategy are hard to measure. Performance measures have not been published for 2020 to 2021, and 2020 to 2021 results cannot be used to hold schools to account. However, standardised teacher administered tests were still carried out and so results are still available as an evaluation tool.

End of KS2 Teacher Assessments, June 2021	Working below	On track for ARE+	On track for GD	Expected progress (KS)
Reading	9/58 16%	49/58 84%	11/58 19%	47/58 81%
PP Reading	3/10 30%	7/10 70%	1/10 10%	7/10 70%
Writing	13/58 22%	45/58 78%	5/58 8%	46/58 79%
PP Writing	2/10 20%	8/10 80%	0/10 0%	8/10 80%
Maths	12/58 21%	46/58 79%	14/58 24%	46/58 79%
PP Maths	3/10 30%	7/10 70%	1/10 10%	9/10 90%
Combined		70%	9%	
PP Combined		60%	0%	

These results show that pupils eligible for pupil premium funding made equal or better progress across the key stage in both writing and mathematics in comparison to their peers. Progress in reading was however less positive, with fewer pupils eligible for pupil premium funding making the expected progress in comparison to their peers.

In terms of attainment, a difference still exists between pupils eligible for pupil premium funding and their peers in both reading and mathematics; however, these pupils' outcomes in writing were broadly in line with their peers.

These results indicate that the intended outcomes of the previous strategy linked to progress in reading, writing and mathematics were not met; however, it must be noted that the period of school closure and remote learning impacted heavily on this.



The school does not have data linked to phonics to use to understand if and how this intended outcome was achieved.

GLD, June 2021	
All	68%
PP All	64%

The percentage of pupils eligible for pupil premium funding was not above the last published national average from 2019 (71%). This was however also true for pupils not eligible for pupil premium funding.

The switch to remote learning meant that laptops and equipment were provided to all pupils requiring them. This ensured that all pupils were able to access live lessons with their class teachers each day, regardless of whether they were eligible to attend school or not. In addition to this, the use of online platforms to support pupil's learning, such as, Accelerated Reader, TT Rockstars, Spelling Shed and Mathletics were readily utilised throughout this period.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Mathletics	3P Learning
Spelling Shed	Ed Shed
TT Rockstars	Maths Circle
Letter-Join	Green and Tempest