



Updated (Sept 2022) Pupil Premium Strategy Statement 2021-2024

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 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.

2022-2023 School overview

Detail	Data
School name	Godmanchester Community Academy
Number of pupils in school (Sept 2022)	393
Proportion (%) of pupil premium eligible pupils (Sept 2022)	63 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was first published	September 2021
Date on which it will be reviewed	Sept 2022, 2023 and 2024
Statement authorised by	Tess Fielden and Richard Bakker
Pupil premium leads	Tess Fielden and Polly Desmond
Governor / Trustee lead	Stephen Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-2023)	£83,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£83,980



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 (July 2024)**, 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 2022-2023

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: £5,000 + £2,000= £7,000

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: £22,000 + 16,000 = £38,000

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 + 20,000 + £8,000 = £40,000

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</p>	<p>EEF report that 'parental engagement is consistently associated with pupils' success at</p>	<p>3</p>



<p>families with acute need including attendance</p>	<p>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>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: £84,000



Part B: Review of outcomes in the previous academic year (2021-2022)

Pupil premium allocation (2021-2022)

	Activity	Anticipated Spend	Amount Spent	Under or Over Spend
1a	CPD	£11,000	£5,000	0
1b	Curriculum Resources (books) Family Worker		£6,000	0
2a	Catch Up TA Support (32 hours per week)	£35,000	£23,000	£3000 overspend
2b	Language and Vocabulary TA Support (21 hours per week) HLTA Language and Vocabulary Intervention (5 hours per week)		£16,000 £4,500	£4,300 overspend
3a	Inclusion Worker	£36,000	£8,400	0
3b	Family Worker		£19,000	0
3c	Financial support for trips, clubs and consumables		£8,000	£600 underspend
		£82,000	£89,900	No carry forward: staffing/curriculum budget utilised to absorb overspend

2021-2022 Pupil Premium Grant Funding



- Financial Support (Consumables)
- Family Worker
- Inclusion Worker
- Catch Up TA Support (32 hours)
- Language and Vocabulary TA Support (21 hours)
- HLTA Language and Vocabulary Intervention (5 hours)
- CPD



Pupil premium impact (2021-2022)

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

Intended outcome	Success criteria	2021-2022 Review
<p>Pupils eligible for pupil premium funding make the same progress as their peers in reading, writing and maths.</p>	<p>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.</p>	<p>KS2 Reading Pupils Eligible for PP: Making at least expected progress: 6/7 86% ↑ Peers: Making at least expected progress: 44/52 85%</p> <p>KS2 Writing Pupils Eligible for PP: Making at least expected progress: 7/7 100% ↑ Peers: Making at least expected progress: 44/52 85%</p> <p>KS2 Maths Pupils Eligible for PP: Making at least expected progress: 5/7 71% ↓ Peers: Making at least expected progress: 47/52 90%</p> <p>By the end of KS2, pupils eligible for PP are making the same or better progress than their peers in Reading and Writing but are making less progress than their peers in Maths.</p>
<p>Attainment for pupils eligible for pupil premium funding is in line with their peers in reading, writing and maths.</p>	<p>Any attainment gap between pupils eligible for pupil premium funding and their peers decreases year on year until there no longer exists a difference.</p>	<p>KS2 Reading Pupils Eligible for PP: Working at expected standard: 6/7 86% ↑ Exceeding expected standard: 1/7 14% ↓ Peers: Working at expected standard: 41/52 79% Exceeding expected standard: 17/52 33%</p> <p>KS2 Writing Pupils Eligible for PP: Working at expected standard: 7/7 100% ↑ Exceeding expected standard: 0/7 0% ↓ Peers: Working at expected standard: 34/52 65% Exceeding expected standard: 4/52 8%</p> <p>KS2 Maths Pupils Eligible for PP: Working at expected standard: 5/7 71% ↓ Exceeding expected standard: 0/7 0% ↓ Peers: Working at expected standard: 44/52 85% Exceeding expected standard: 9/52 17%</p> <p>At the end of KS2, a gap still exists within Maths but pupils eligible for PP have achieved in line with their peers if not better in Reading and Writing.</p>
<p>Parents and the school work collaboratively to</p>	<p>Pupils eligible for pupil premium funding will access</p>	<p>Family worker supported 52 families across the academic year. 38 of these family were eligible for PPG. Of these 38, 11 families (20 children) were</p>



support pupils eligible for pupil premium.	the same provision as their peers. Parents and families of pupils eligible for pupil premium feel supported and are engaged with the school.	issues food bank vouchers, 20 families (28 children) were offered school-funded places on sports/extra-curricular clubs and 15 families received offers of school uniform, coats, shoes or PE kit. 16 Christmas Hampers were handed out to families eligible for PPG. All parents attended Parent Consultation evenings or were phoned individually by class teacher if they were unable to attend.
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.	20 families (28 children) were offered school-funded places on sports/extra-curricular clubs. All families received 50% reduction in the cost of all trips and visits. 11 families received full funding for all trips and visits. With the exception of the Year 6 residential and Year 6 Young Voices all pupils attended all other trips and visits. Pupils eligible for PPG receive early-bird invitations to clubs – invitations are put forward by class teachers, family worker and SLT.
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 and phonics	Whilst at the end of KS2, progress and attainment for pupils eligible for pupil premium is in line or better than their peers in Reading and Maths, the same trend is not currently true for attainment in phonics. Phonics Screen Check Pupils Eligible for PP: Working at expected standard: 8/14 57%↓ Peers Working at expected standard: 36/45 80% Due to previous school closures, progress within phonics has not been calculated.
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.	Pupils Eligible for PP 2021-22 attendance: 92.82%↓ Peers 2021-22 attendance: 95.04% Attendance is lower of pupils eligible for PPG than their non-eligible peers. Attendance continues to be a focus within our PPG strategy and will become a higher priority during academic year 2022-2023.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Mathletics	3P Learning
Spelling Shed	Ed Shed



TT Rockstars	Maths Circle
Letter-Join	Green and Tempest
Sounds Write	Sounds Write