

Updated (December 2024)

Pupil premium strategy statement – Godmanchester Community Academy 2024-2027

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	19% (79/413)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	Annually with final review July 2027
Statement authorised by	Tess Fielden and Emma Smith
Pupil premium lead	Julie Millard
Governor / Trustee lead	Michael Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107, 060
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£107, 060
Total Budgeted expenditure for this year	£107, 060

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 quickly.
- 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.
- Resources provided.
- Family engagement and support is prioritised.

Key Principles:

Godmanchester Academy follows the tiered approach to pupil premium spending.

- **Quality First Teaching: Tier 1:** Spending on improving teaching includes professional development, training, retention and support for both ECT and all teachers. We set challenging work from our ambitious curriculum for all pupils including disadvantaged. Retrieval and recall practice within the classroom further help to embed knowledge and link learning. We have fostered a culture of collective responsibility for these pupils, involving governance, senior leadership, subject leadership, phase leadership, classroom teachers and pastoral care.
- **Targeted Academic Support: Tier 2:** 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, through adaptation including how to link structured one-on-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy. Intervention at point of identification of need is essential.
- **Wider Strategies:** At Godmanchester Community Academy we work with families to help improve attendance and behaviour. Support offered through our staff team means we can intervene earlier reducing the impact of poor attendance or poor wellbeing on our pupil premium families.
- Pupils with barriers to learning because of emotional or social needs are referred for wellbeing support and parents supported where appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Attendance 2023-2024 95.47% (all pupils) Attendance 2023-2024 93.52% (pupils eligible for PPG)

	The gap between disadvantaged and non was 1.95% Persistent absence of whole school 9% PP 4%
2	Attainment Progress and attainment not in line with peers for reading, writing and maths. Mobility is high and double disadvantaged are having an impact on PP outcomes.
3	Behaviour and Attitude Pupils eligible for PPG can lack self-belief, determination, resilience and an urgency to learn. Improving self- motivation and confidence is essential. Limited access to wider life- experiences affects contribution to contextualised learning. Parental support and aspirations need addressing. Allee-Herndon and Roberts (2019) suggested that low-income households typically show reduced capacity for persistence with challenging academic tasks.
4	Wellbeing Specific social, emotional and financial needs that affect pupil's ability to access learning. Children eligible for FSM and with SEND are also particularly at risk of poorer mental health outcomes (DFE 2022). Consistent evidence indicates that Children in Need (CIN) and looked after children have similar trajectories to those with SEND (Factors influencing primary school pupils' outcomes).
5	Oracy Underdeveloped language skills leading to gaps in learning and retention.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All pupils (PP and Non-PP) to achieve 95%+ attendance. Reduce the % of PP children who end the year as PA (below 90%) – diminishing the difference between PP and non-PP.	On average whole school attendance to be 95%+ For PP attendance to be in line with peers. Reduce the PA for PP pupils by addressing the repeated attendance barriers.
PP eligible pupils to achieve Expected Standard in line with peers in reading, writing and maths	Standardised assessments- outcomes demonstrate attainment. Phonics outcomes to be at least in line with national. End of KS2 outcomes to show that more than 65% of disadvantaged children meet the expected standard in Reading, Writing and Maths.
PP eligible pupils are excited about their learning, enjoy developing new skills and challenging themselves.	Improved attitude and evidence of resilience through challenging learning opportunities. All PP pupils access school trips. Supporting families to develop aspirational goals for their children. Pupils to speak with confidence about their personal goals – short term and long term.
Supporting emotional needs of PP families – school, parenting support at home etc. Reducing financial barriers which may impact learning.	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 to be able to confidently recall, speak about and link their learning	Pupils can answer questions about their learning. How it relates to different contexts and subjects. For pupils to be able to hold a conversation and ask questions about a topic.

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

Activity	Evidence that supports this approach	Success Criteria	Cost	Challenge number(s) addressed
<p>Quality First teaching including rehearsal, recall and embedding Adaptive teaching</p> <p>CPD Oracy – CPD</p> <p>Teachers are trained in developing Oracy. Children to recall verbally their learning and be able to speak confidently about a topic</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p> <p>Use of technology to support improving outcomes</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p> <p>https://nationalcollege.com/webinars/guide-to-oracy</p>	<p>Pupils can answer questions about their learning. How it relates to different contexts and subjects.</p> <p>For pupils to be able to hold a conversation and ask questions about a topic</p>		2
<p>Daily 15 minutes 'Read Together' session using high quality, award- winning texts.</p>	<p>The Hart/Risley study showed that children from families with 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 for thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes describes 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 though talk'.</p>	<p>Pupils can answer questions about their learning. How it relates to different contexts and subjects.</p> <p>For pupils to be able to hold a conversation and ask questions about a book.</p>		2 3 5

	‘Conversations are the ideal context for the development of children’s a language and thinking. Dialogic encounters can confirm a child’s understanding or feelings, while others elaborate and extend knowledge.’			
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>Academic progress of pupils eligible for pupil premium funding in line with their peers</p> <p>Academic attainment of pupils eligible for pupil premium funding in line with their peers.</p> <p>Pupil voice</p>		<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Success Criteria	Cost	Challenge number(s) addressed
<p>Before school daily reading intervention for pupils identified to be academically behind their peers.</p> <p>Attainment Monitoring each half-term. PP attainment and progress data against non -PP.</p> <p>Discuss strategies with class teachers in Pupil progress meetings for PP</p> <p>Inform and involve parents to improve buy-in.</p> <p>Recognise and address double disadvantage.</p>	<p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>EEF – One to One tuition</p> <p>The Hart/Risley study showed that children from families with 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>Targeting gaps in knowledge strategy.</p> <p>Some schools are not making sure that all children learn the foundational knowledge that they will need later. This makes it harder for children to learn at key stage 2.</p> <p>When schools identify weaknesses in children’s knowledge, skills and behaviour, they do not always consider carefully enough how the curriculum or teaching approaches might need to be adapted to compensate.</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p>	<p>100% of PP pupils reaching academic target in reading.</p> <p>Reading attainment of PP pupils in line with non-pupil premium pupils.</p> <p>Phonics data for pupils eligible for pupil premium funding at or above at national average.</p>		2

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Success Criteria	Cost	Challenge number(s) addressed
Attendance Monitoring of whole school attendance and vulnerable groups (PP) especially identifying those at risk of PA.	EEF Present Project – ongoing ‘Understanding the use of attendance and family liaison officers as a school level strategy to improve attendance school choices’	Attendance of all of our pupils continues to be in line with the national average of 95%		
<p>Behaviour and Attitude</p> <p>Audit PP goals and ambitions.</p> <p>Measure Pupils self-efficacy in achieving those goals.</p> <p>Identify those pupils who could need to build resilience</p> <p>Identify those pupils who could be inspired by a visit/ excursion</p> <p>Relate interests to real contexts and career opportunities.</p> <p>Promote ambition by sharing experiences of gifted and able pupils and /or people in our community.</p> <p>Communicate with parents regarding the influence their aspirations have on their child’s aspirations.</p> <p>Wellbeing</p> <p>Promote subsidies and up to 50% off school trips for PP pupils</p> <p>Offer of one free staff run club per half term</p>	<p>Persistence and resilience have also been linked to attainment outcomes. Lam and Zhou (2011) perseverance of effort was significantly related to academic achievement.</p> <p>Research indicates that a child’s ambition and aspirations are impacted by their perception of their parent’s aspirations for them.</p> <p>https://nationalcollege.com/guides/build-emotional-resilience</p> <p>Parents aspirations play a significant role in the formation of their child’s aspirations. Sewell and Shah 1968, Zimmerman 2018</p> <p>Evidence of positive correlation between children’s health and their attainment.</p> <p>Growing interest in children’s mental health (Factors influencing primary schools’ pupils’ educational outcomes May 2024 - Educational and outcomes Panels study).</p> <p>Vasilopoulos and Ellefson (2021) identified an indirect effect of physical activity on pupil’s academic achievement. Physical activity can nurture emotional wellbeing and improve behaviour regulations.</p>	<p>Parent questionnaires show families feel supported with their children’s wellbeing.</p> <p>Continued high attendance of all pupils (95%+) across school.</p> <p>Behaviour monitoring shows increased resilience in school.</p> <p>Numbers of Stage 2 & 3 behaviour incidents logged on Arbor reduced.</p> <p>Pupils eligible for pupil premium funding continue to receive opportunities to experience new things.</p> <p>At least 50% of pupils eligible for pupil premium funding to attend at least one extra-curricular club</p>		<p>3</p> <p>4</p>

<p>Liaison with staff team on parenting/ home life/ food voucher/ school uniform</p> <p>Referral to SENCO team</p> <p>Referral to outside agencies</p> <p>Referral to Younited if appropriate</p> <p>Hold workshops/coffee mornings on parenting matters (technology, sleep</p> <p>To look after staff wellbeing to raise staff retention</p>	<p>Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.</p> <p>EEF – Collaborative Learning Approaches</p> <p>A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning.</p> <p>EEF – Three Keys to Unlocking positive learning behaviours</p> <p>Cultural capital is understood to contribute to ‘getting on in life’ or ‘social status’, i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.</p> <p>Early Education – Cultural Capital</p> <p>EEF – Guest Blog, Learning about Culture</p> <p>Staff feel happy, confident and supported to carry out their role effectively.</p> <p>https://www.gov.uk/government/publications/teacherwellbeingat-work-in-schools-and-furthereducationproviders/summary-andrecommendations-teacherwellbeing-research-report</p>	<p>Evidence of increased staff wellbeing through staff pulse surveys</p>		
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Total budgeted cost: £107,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance – September 2023 – July 2024

All Pupils	Non-PP Pupils	PP Pupils
95.47%	95.93%	93.52%

Attainment Data – Summer 2024

Maths (EXS+)

Year Group	All Pupils	PP Children	Non-PP Children	Gap
Whole School	75.6%	69.8%	79.6%	9.8%
Year 1	61%	37.5%	64.7%	27.2%
Year 2	64.9%	44.4%	68.8%	24.4%
Year 3	84.7%	86.7%	84.1%	+2.6%
Year 4	87.5%	77.8%	89.4%	11.6%
Year 5	80%	83.3%	79.2%	+4.1
Year 6	80%	58.3%	85.4%	27.1%

Reading (EXS+)

Year Group	All Pupils	PP Children	Non-PP Children	Gap
Whole School	74.2%	66%	76.1%	10.1%
Year 1	54.2%	37.5%	56.9%	19.4%
Year 2	64.9%	33.3%	70.8%	37.5%
Year 3	84.7%	86.7%	84.1%	+2.6
Year 4	89.3%	88.9%	83%	+5.9%
Year 5	83.3%	66.7%	87.5%	+20%
Year 6	73.3%	50%	79.2%	29.2%

Writing (EXS+)

Year Group	All Pupils	PP Children	Non-PP Children	Gap
Whole School	67.7%	58.5%	69.7%	11.2%
Year 1	55.9%	37.5%	58.8%	21.3%
Year 2	61.4%	33.3%	66.7%	33.4%
Year 3	76.3%	80%	75%	+5%
Year 4	76.8%	88.9%	74.5%	+14.4%
Year 5	68.3%	41.7%	75%	33.3%
Year 6	73.3%	58.3%	77.1%	18.8%

EYFS Autumn 2023 Speech and Communication Data

	All Children	PP Children	Non-PP Children
Listening, Attention and Understanding	88.1%	85.7%	88.5%
Speaking	89.8%	100%	88.5%

Pupil premium Impact (2023-2024)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria	2023-2024 Review
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 premium funding is the same or better than that of their peers in reading, writing and maths.	<p>KS2 Reading Pupils Eligible for PP: Making at least expected progress: 50%</p> <p>Peers: Making at least expected progress: 79.2% making a difference of 29.2%</p> <p>KS2 Writing Pupils Eligible for PP: Making at least expected progress: 58.3%</p> <p>Peers: Making at least expected progress: 77.1% making a difference of 18.8%</p> <p>KS2 Maths Pupils Eligible or PP: Making at least expected progress: 58.3%</p> <p>Peers: Making at least expected progress: 85.4% making a difference of 27.1%</p>

		By the end of KS2, pupils eligible for PP are not making the same or better progress than 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 is no longer exists a difference.	KS2 Reading Gap for expected progress is 29.2% KS2 Writing gap fo expected progress is 18.8% KS2 Maths Gap for expected progress is 27.1% At the end of KS2, a gap still exists within Reading, Writing and Maths.
Parents and the schoolwork 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. This is shown by responses on Dojo and attendance at Parents Evening.	35 PP eligible children were offered school-funded places on sports/extra-curricular clubs. 10 PP eligible children attended clubs that required no funding. 65% of PP families attended Parent Consultation evenings or were phoned individually by class teacher if they were unable to attend
Pupils eligible for pupil premium funding will access a range of life experiences	Pupils eligible for pupil premium will attend trips and experiences offered by the school, providing them with a wide range of life experiences, in the form of varied enrichment opportunities.	78 % of families received 50% reduction in the cost of 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 vocabulary, speaking and communication related attainment and progress for pupils eligible for pupil premium funding is in line with that of their peers, across the curriculum.	At the end of KS2, progress and attainment for pupils eligible for pupil premium is not in line for Reading, Writing and Maths. EYFS Autumn 2023 Speech and Communication Data shows PP eligible pupils in line with non PP pupils with an increase of 11.5% for Speaking but not for Listening, Attention and Understanding with a gap of 2.8%
Pupils eligible for pupil premium funding experience good mental health and general wellbeing.	Pupils eligible for pupil premium are in school ready to learn. This includes a Spring Term survey; attendance is above 95% for the majority pupils.	Pupils Eligible for PP 2023-24 attendance: 93.52% Peers 2023-24 attendance: 95.92% with a gap of 2.41% . 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 2024-2025.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerate Reader	Renaissance
Mathletics	3P Learning
Spelling Shed	Ed Shed
TT Rockstars	Maths Circle
Sounds Write	Sounds Write
Access Art	Access Art
Language Angels	Nubridge Publishing Limited
Kinetic Letters	Kinetic Letters