

Updated (November 2025) Pupil premium strategy statement – Godmanchester Community Academy 2025-2028

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	402
Proportion (%) of pupil premium eligible pupils	17.6 % (69/402)
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)	2025- 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tess Fielden
Pupil premium lead	Julie Millard
Governor / Trustee lead	Michael Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,768
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2025.</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>	£111,768
Total Budgeted expenditure for this year	£111,768

Part A: Pupil premium strategy plan

Statement of intent

Purpose

This statement outlines how Godmanchester Community Academy (GCA) uses Pupil Premium (PP) funding to improve outcomes for disadvantaged pupils. It consolidates findings from two audits, last year's statement, and trust-wide evaluation, ensuring alignment with statutory obligations and best practice.

Vision & Intent

Ultimate Objective:

All PP pupils achieve outcomes in line with their peers by removing barriers to learning, improving engagement, and strengthening home-school partnerships.

Key Principles – Tiered Approach:

Tier 1: Quality First Teaching

- High-quality teaching, underpinned by adaptive strategies and Cambridgeshire Therapeutic Thinking (CTT) approaches.
- Curriculum challenges PP pupils appropriately with embedded rehearsal, recall, and structured feedback.
- Collective responsibility across leadership, governance, and teaching staff.

Tier 2: Targeted Academic Support

- Small-group tuition, 1:1 interventions, and before-school reading sessions.
- SMART targets tracked through joined-up systems (Arbor, Teams).

Tier 3: Wider Strategies

- Attendance, behaviour, and wellbeing supported through CTT approaches.
- Family engagement via workshops, Pen Portraits, and targeted communication.
- Equal access to enrichment, trips, OPAL lunch system, clubs and roles/responsibilities.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Persistent Absence <ul style="list-style-type: none">• PA gap between PP/NPP has increased by 10.4% to 19.4%; general attendance gap has increased from 2% to 3.2% (23/24 v 24/25)• PP pupils have higher rates of absence, reducing learning opportunities.• Research shows children with high attendance (95–100%) are significantly more likely to meet age-related expectations in reading, writing, and maths. (Education Hub, 2025)• Implication: Reducing absenteeism is essential to prevent structural disadvantage.

2	<p>Academic Attainment Gaps</p> <ul style="list-style-type: none"> • Writing Gap - PP v NPP = 13% • The gap in Reading and Maths is less significant and is narrowing. • National research identifies English/literacy and maths as common gaps for disadvantaged pupils, highlighting the importance of targeted teaching and intervention. (EEF, 2025) • Implication: Timely interventions and high-quality teaching are crucial to close attainment gaps.
3	<p>Parental Engagement</p> <ul style="list-style-type: none"> • Low participation in events/workshops - 66% of PP children low/medium engagement • Limited parental engagement reduces reinforcement of learning at home. • Meta-analyses show a meaningful correlation (effect size ~0.30) between parental involvement and academic achievement. (MDPI, 2025) • Implication: Increasing parent participation is key to improving outcomes and strengthen home school partnership.
4	<p>Pupil Engagement and Wider Barriers</p> <ul style="list-style-type: none"> • PP pupils have limited participation in clubs; pupil voice interviews suggest this is linked to self-esteem issues – Participation gap - PP V NPP = 25 % • Social, emotional, and wellbeing challenges can impede learning and access to enrichment opportunities. • Evidence suggests interventions addressing both academic and personal development have the greatest impact. (EEF, 2025) • Implication: Strategies must address both classroom learning and wider personal development.
5	<p>Data, Target-Setting, and Implementation</p> <ul style="list-style-type: none"> • Need for SMART targets, joined-up tracking, and robust monitoring of interventions. • Optimise PP spending to ensure evidence-based allocation and cost-effectiveness. • Without these systems, interventions risk being ineffective. • Strong leadership and school culture are crucial to achieving intended outcomes (Gov.uk, 2025) • Implication: Implementing SMART targets, robust monitoring, and strategic spending ensures interventions are impactful, measurable, and fully evaluate

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance and Persistent Absence</p> <ul style="list-style-type: none"> • Narrow the gap between PP and NPP pupils' attendance (Nov 25 = 4.5%) and reduce PP PA (Nov 24/25 23.3% compared to 3.9% for NPP). 	<ul style="list-style-type: none"> • PP PA gap reduced from 23.3% → ≤16%, closing the gap by 7%. • ≥90% of targeted PP pupils show a ≥5% improvement in attendance. • Weekly monitoring shows sustained attendance improvements in Arbor reports

<ul style="list-style-type: none"> • Ensure PP pupils attend school regularly to fully access the curriculum. 	
<p>Academic Achievement – Writing and Core Subjects</p> <ul style="list-style-type: none"> • Close W attainment gaps between PP pupils and NPP (24/25 = 13%). • Ensure that PP pupils meet or exceed age-related expectations. • 	<ul style="list-style-type: none"> • Writing attainment gap reduced from 13% → ≤8%. • ≥80% of PP pupils meet or exceed individual targets. • Termly assessment data demonstrates consistent progress. • Evidence of targeted interventions linked to classroom teaching is maintained.
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Strengthen home–school partnership and support learning at home by introducing opportunities to learn alongside your child (PP parents targeted) • Increase parental participation in school events, workshops, and access to progress information. 	<ul style="list-style-type: none"> • At least 50% of PP parent participation in family learning events. • Introduce a PP Pen Portraits and share this with all PP parents. • Positive feedback from biannual parent surveys indicating increased engagement and support.
<p>Pupil Engagement and Enrichment</p> <ul style="list-style-type: none"> • Ensure PP pupils actively participate in extracurricular activities and enrichment opportunities. • Improve motivation, engagement, and overall wellbeing. • Increase the number of roles and responsibilities for all pupils. 	<ul style="list-style-type: none"> • 100% of PP pupils participate in at least one club per year. • A marked improvement in PP pupil representation in roles and responsibilities. • Observed improvements in classroom engagement via teacher reports and pupil voice surveys. • Successful launch and sustained participation in PP-exclusive lunchtime club. • CTT embedded in pastoral interventions
<p>Data, Target Setting, and Monitoring</p> <ul style="list-style-type: none"> • Establish clear, SMART, evidence-based targets for all PP pupils. • Joined up tracking • Monitor progress effectively and adjust interventions to maximise impact. 	<ul style="list-style-type: none"> • All PP pupils have individual; measurable SMART targets aligned with curriculum expectations. • Data reviews and triangulated monitoring inform timely adjustments to interventions. • Bi-termly working party meetings ensure full coverage of pupil barriers and evaluate intervention impact.

Activity in this academic year

During the 2025–2026 academic year, we are implementing a coordinated set of interventions targeting attendance, academic progress, pupil engagement, parental involvement, and staff development. These activities are aligned with trust-wide priorities and informed by evidence-based strategies to ensure all Pupil Premium pupils achieve in line with their peers.”

Tier 1 – Quality First Teaching

Budgeted cost: **£16,000**

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Success Criteria</u>	<u>Cost</u>	<u>Challenge number(s) addressed</u>
<p><u>Staff CPD: Adaptive Teaching & “So What?” Reflection Model</u></p> <ul style="list-style-type: none"> - Adaptive teaching CPD (Feb 2026) - CPA “So What?” model (May 2026) -CTT Integration - Induction for new staff on PP strategies High Impact PP Strategies Staff CPD half termly 	<p><i>EEF (2021): High-quality teaching disproportionately benefits disadvantaged pupils (+6 months progress).</i></p> <p><i>EEF (2022): Effective professional development improves pedagogy and retention.</i></p> <p>Cambridgeshire Therapeutic Thinking</p> <p><i>EEF (2021), Effective Professional Development Guidance Report:</i></p>	<ul style="list-style-type: none"> - Lesson observations show evidence of adaptive and SEL practice. - PP pupils make expected or better progress across core subjects. - Staff self-evaluation evidence increased confidence supporting PP pupils. <p>PP pupils make expected or better progress in core subjects as a result of staff implementing high-impact strategies learned through half-termly CPD.</p>	£8000	1 2 4 5
<p><u>Oracy & Rehearsal Training</u></p> <ul style="list-style-type: none"> -Oracy assemblies -small group oracy work 	National College Oracy Guides	Pupils can articulate learning confidently; recall key concepts and use subject vocabulary effectively	£2000	2
<p><u>Daily 15-min ‘Read Together’ session</u></p>	Hart/Risley Study; EEF Literacy KS1	Pupils can discuss texts and vocabulary; improved comprehension	£2000	
<p><u>Embedding Writing Targets into Core Curriculum</u></p> <ul style="list-style-type: none"> - Pen Portrait targets shared with teachers and parents - Retrieval and recall practice embedded in lessons 	EEF (2022): Explicit writing instruction and structured feedback improve attainment.	<ul style="list-style-type: none"> - ≥80% PP pupils meet or exceed writing targets. - Writing gap reduces from 13% → ≤8%. 	£4000	2 5

Tier 2 – Targeted Academic Support

Budgeted cost: **£55,000**

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Success Criteria</u>	<u>Cost</u>	<u>Challenge number(s) addressed</u>
<u>Small-Group Writing Interventions (3x Weekly)</u> - Delivered by trained TAs - Linked to class learning	<i>EEF Toolkit: Small group tuition = +4 months progress.</i> <i>EEF (2021): Linking intervention to classroom teaching increases impact.</i>	- Writing gap reduces by $\geq 5\%$. - 80% PP pupils make sustained termly progress in writing.	£30,000	2 5
<u>SMART Target Setting & PP Dashboard</u> - Audit and update PP targets - Launch PP data dashboard (Dec 2025) - Termly reviews of pupil progress	EEF Implementation Guidance: Data tracking and early identification of need improve impact fidelity.	- SMART PP targets for all pupils. - Termly data reviews show consistent progress. - PP progress gap narrows across subjects.	£3000	5
<u>Before-school Reading Interventions</u>	EEF One-to-One Tuition	-100% PP pupils reach reading targets. -- phonics at/above national average	£22,000	2

Tier 3 – Wider Strategies

Budgeted cost: **£41,000**

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Success Criteria</u>	<u>Cost</u>	<u>Challenge number(s) addressed</u>
<u>Improve Attendance & Reduce Persistent Absence</u> - Individual Attendance Plans - Weekly parental check-ins - Attendance incentives - PP Lunchtime Club to build engagement	<i>DfE (2023): Improving school attendance guidance.</i> <i>EEF (2021): Parental engagement improves attendance and wellbeing.</i>	- PA gap reduces from 19.4% \rightarrow $\leq 12\%$. - $\geq 90\%$ of targeted pupils show $\geq 5\%$ attendance improvement. - Sustained improvement evidenced via Arbor data.	£8,000	1 4

<p><u>Parental Engagement Programme</u> - “2 Can Learn” workshops (Dec 2025, May 2026) - Family learning events - Pen Portraits shared via Arbor</p>	<p><u>EEF (2021): Parental engagement interventions linked to +3 months progress.</u></p>	<p>- <u>PP parent participation increases by ≥50%.</u> - <u>100% PP parents access Pen Portraits.</u> - <u>Positive feedback from ≥80% respondents.</u></p>	<p><u>£2,500</u></p>	<p><u>3</u></p>
<p><u>Enhance Pupil Engagement & Wellbeing</u> - <u>PP-exclusive lunchtime club</u> - <u>Engagement systems</u> - <u>Digital reading/homework tracking</u> - <u>Termly pupil voice surveys.</u> - <u>Pastoral Lead TA</u> <u>OPAL lunchtime system</u></p>	<p><u>EEF (2022): Social and emotional learning and enrichment improve behaviour and motivation.</u></p>	<p>- <u>100% PP pupils attend ≥1 enrichment activity.</u> - <u>Pupil voice evidence improved engagement and belonging.</u></p>	<p><u>£30,000</u></p>	<p><u>4</u></p>
<p><u>Optimise PP Spending</u> - <u>Audit 2024–25 underspend</u> - <u>Reallocate to evidence-based interventions</u> - <u>Report cost-effectiveness to governors termly</u></p>	<p><u>EEF (2021): Strategic resource allocation increases value for money and impact.</u></p>	<p>- <u>Full PP budget aligned to evidence-based interventions.</u> - <u>Governors receive termly impact reports.</u> - <u>Audit actions fully implemented.</u></p>	<p><u>£500</u></p>	<p><u>6</u></p>

Total budgeted cost: £112,000

Monitoring & Evaluation

- Termly reviews against SMART targets and challenge areas.
- Triangulated data: attendance, attainment, and wellbeing via Arbor & Teams dashboards.
- Governor oversight: termly reporting on progress and expenditure.
- Pupil Voice & Pen Portraits: co-created with pupils to inform next steps.
- CTT implementation monitored through learning walks, pastoral logs, and staff reflections.
- Staff CPD impact measured via lesson observations and self-evaluation.

Pupil Premium Budget 2025–26

Tier / Area	Focus	Budgeted Cost
Tier 1 – Quality First Teaching & CPD	Adaptive teaching, oracy, CTT, “So What?” reflection, writing targets	£16,000
Tier 2 – Targeted Academic Support	Small-group writing, SMART targets, PP dashboard, before-school reading	£55,000
Tier 3 – Wider Strategies	Attendance, parental engagement, PP clubs, wellbeing, CTT integration	£41,000
TOTAL BUDGETED EXPENDITURE		£112,000

Conclusion

Godmanchester Community Academy demonstrates a strong, evidence-based commitment to supporting disadvantaged pupils. Through a tiered approach addressing attendance, attainment, parental engagement, and wellbeing, the school aims to close the disadvantage gap entirely by 2028.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance – September 2024 – July 2025

All Pupils	Non-PP Pupils	PP Pupils
95.35%	95.94%	92.54%

Gap 3.4%

Attainment Data – Summer 2025

Maths (EXS+)

Year Group	All Pupils	PP Children	Non-PP Children	Gap
Whole School	78.5%	65.8%	81.8%	16
Year 1	70.2%	50%	72.4%	22.4
Year 2	78.6%	30%	89.1%	59.1
Year 3	69.3%	53.8%	74.4%	20.6
Year 4	84.7%	82.4%	85.7%	3.3
Year 5	88.9%	88.9%	88.9%	0
Year 6	81.7%	80%	82.2%	2.2

Reading (EXS+)

Year Group	All Pupils	PP Children	Non-PP Children	Gap
Whole School	76.5%	69.9%	78.2%	8.3
Year 1	63.2%	50%	64.7%	14.7
Year 2	66.1%	60%	67.4%	7.4
Year 3	71.4%	61.5%	74.4%	12.9
Year 4	86.4%	88.2%	85.7%	-2.5
Year 5	90.7%	88.9%	91.1%	2.2
Year 6	83.3%	66.7%	88.9%	22.2

Writing (EXS+)

Year Group	All Pupils	PP Children	Non-PP Children	Gap
Whole School	65.7%	56.2%	68.2%	12
Year 1	59.6%	33.3%	62.7%	29.4
Year 2	57.1%	50%	58.7%	8.7
Year 3	55.4%	38.5%	60.5%	22
Year 4	66.1%	58.8%	69%	10.2
Year 5	81.5%	88.9%	80%	-8.9
Year 6	76.7%	67.7%	80%	12.3

EYFS Progress 2025 Speech and Communication Data

	All Children	PP Children	Non-PP Children
Aut - Communication and language	76.4%	70%	79.6%
Summer-Communication and language	95.5%	100%	93.8%

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
Little Wandle	Little Wandle Learning Trust
Access Art	Access Art
Language Angels	Nubridge Publishing Limited
Kinetic Letters	Kinetic Letters
OPAL	Outdoor Play and Learning (OPAL) CIC

