

Pupil Premium Strategy Statement 2026 - 2027

Reviewed: annually

This statement details our school's use of pupil premium for the 2026 to 2027 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	Godley Primary Community Academy
Number of pupils in school	209 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2025- 2026, 2026-27 and 2027-28
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Suzanne Clawley-Welton
Pupil premium lead	Helen Maxted
Governor / Trustee lead	Jaimie Holbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,467.51
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	£75,467

Statement of intent

Godley Primary Community Academy is committed to improving educational outcomes for disadvantaged pupils so that background does not limit achievement, participation or future opportunity. The strategy is based on diagnostic assessment, attendance information, pupil and family knowledge, and review of provision. Funding is directed to the identified needs of eligible pupils and may also support other vulnerable pupils where this is consistent with the purpose of the grant.

Our approach prioritises:

- high-quality teaching, including sustained professional development and consistent whole-school approaches;
- early identification of barriers and timely, evidence-informed support;
- targeted academic support linked to classroom teaching and assessed need;
- attendance, inclusion, wellbeing and access to wider opportunities;
- high expectations, including appropriate challenge for pupils capable of attaining greater depth; and
- a plan, implement and evaluate cycle, with termly review through pupil progress, attendance and provision monitoring.

The strategy remains responsive. Activity will be adjusted where monitoring shows limited impact or where needs change during the year.

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of disadvantaged pupils also have SEND. 40% of disadvantaged pupils are identified as receiving SEN support or having an EHCP. Assessment and classroom evidence indicate that some pupils require carefully matched adaptation and targeted support to access the curriculum and make progress.
2	Early literacy and phonics development leading to lower reading fluency and reduced access to the curriculum
3	Mathematics attainment and progress, particularly in securing expected and higher standards by the end of Key Stage 2.
4	School knowledge, pupil voice and family engagement indicate that some disadvantaged pupils have less access to cultural, sporting, musical and enrichment opportunities outside school. This can affect curriculum knowledge, confidence, participation and belonging.

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
Disadvantaged pupils with SEND make strong progress from individual starting points and access the full curriculum.	Provision is matched to assessed need and reviewed at least termly. Classroom adaptations and interventions are implemented as planned. Pupil progress and SEND reviews show that pupils are meeting or making secure progress towards individual and curriculum targets. Any pupils not making sufficient progress have provision adjusted promptly.
Disadvantaged pupils will develop secure phonics and early reading skills, improving reading fluency and confidence so they can access the full curriculum and achieve age-related expectations.	The percentage of disadvantaged pupils meeting age-related expectations in phonics and reading will increase. Disadvantaged pupils will demonstrate improved reading fluency, accuracy and confidence in age-appropriate texts. Disadvantaged pupils will access learning across the curriculum more independently, resulting in improved attainment in reading and other curriculum subjects.
Disadvantaged pupils will make strong progress in mathematics, developing secure knowledge and reasoning skills to achieve age-related expectations and, where appropriate, higher standards by the end of Key Stage 2.	The percentage of disadvantaged pupils achieving age-related expectations in mathematics will increase across all year groups. The percentage of disadvantaged pupils achieving the higher standard in mathematics by the end of Key Stage 2 will increase. Disadvantaged pupils will demonstrate improved mathematical fluency, reasoning and problem-solving, resulting in strong progress from their starting points.
Disadvantaged pupils participate fully in enrichment and wider school life.	Participation in trips, clubs, music, sport, residential experiences and leadership opportunities is tracked. Financial or practical barriers are addressed. Disadvantaged pupils' participation increases, and pupil voice indicates that pupils feel included and able to take part.

Activity in this academic year

Teaching

(for example, CPD, recruitment and retention)

Provisional budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained professional development, coaching and monitoring to strengthen high-quality teaching, adaptive practice, assessment and feedback for disadvantaged pupils, including pupils with SEND.	High quality CPD for all staff provided through school, ELT trust or other agencies ensure teachers are fully equipped with the necessary knowledge and skills to ensure learning is maximised for all, including disadvantaged children.	1,2,3
Curriculum-linked trips, visits, visitors and enrichment are planned to build knowledge, vocabulary, aspiration and participation. Access for disadvantaged pupils is monitored and supported.	Disadvantaged children may have limited experiences which limits their ability to make links, relate to certain aspects of learning and experience the wider world. Examples: Careers fair. Trip to the farm/park/zoo/theatre/library/art gallery visitors into school to enhance the curriculum. Opportunities to learn a musical instrument. Local sports people during sports week. Pantomime at school or at the theatre Music concerts/performances Young Voices Caterpillars, and tadpoles Godley Fab Forty	1,2,3,4
Targeted resources and assistive technology are provided where assessment identifies a barrier to curriculum access or learning at home.	Resources specific to need removes barriers to learning. Extra resources purchased to enhance collaborative learning and use of practical, hands-on learning. SEND resources to maximise learning – e.g. sensory resources, talking tins, fidgets.	1, 2, 3
Continue the whole-school Voice 21 oracy programme, including staff development, agreed classroom routines, monitoring and targeted support for pupils whose spoken language limits access to learning.	Voice 21 is the UK's oracy education charity. They collaborate with schools to transform the learning and life chances of young people through talk. This sustained approach weaves oracy into the school's DNA, ensuring current and future students have access to a high-quality oracy education. It provides comprehensive training and support to teachers and leaders to embed	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	oracy deliberately and explicitly in teaching practices and across your curriculum. This means that students in your school, including those who would otherwise miss out, will develop the oracy skills they need to thrive in school and beyond. Together, Voice 21 Oracy Schools are making society a fairer, more equitable place where everyone learns how to use their voice.	
Continue Launchpad for Literacy and Wellcomm in Early Years and Key Stage 1 to identify language and literacy readiness gaps, inform teaching and deliver targeted support.	Launchpad for Literacy is all about children, the skills they have and the skills they need for all aspects of literacy. It is a systematic, skill-based approach enabling you to: • improve outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the 'bottom-up.' • identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking, and quantifying the process of closing the gap. • identify speech, language, and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.' • have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic	1,2

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

Budgeted cost:

£15,000 Inclusion and Intervention project lead (IILP)

£10,000 Teacher Assistant intervention

Total - £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time-limited, structured small-group and one-to-one support in reading, writing, mathematics and speech and language, linked to classroom teaching and selected through assessment.	English and maths support tailored to needs of specific children through 1:1 or small group work with a focus on Speech and Language in EY and KS1 Appropriate support delivered for social and emotional needs of children.	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual attendance and pastoral support for disadvantaged pupils with persistent or emerging absence, including regular contact, barrier analysis, family support and multi-agency work where needed.	1:1 pastoral and family support where necessary. Daily check in on attendance and welfare. Home visits where required.	2,3,4
Additional targeted support for disadvantaged pupils with SEND, matched to individual plans and reviewed with the SENDCo and class teacher.	Additional targeted support in class 1:1 and group support to meet individual needs	1,2,3
Targeted teaching for disadvantaged pupils not on track to meet age-related expectations or individual end-of-year targets, alongside appropriate stretch for pupils capable of greater depth.	CT/TA targeted support will have a positive impact on attainment and progress in a specific area of need.	1,2,3

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

Provisional budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children who have special learning needs to be assessed by the Ed Psych if necessary. Support from ELT with EHCP assessments or referrals and advisory teacher assessments	Children with specific needs have access to targeted support to increase progress	1
Specialist musicians will work with all children. Disadvantaged children may be targeted for instrumental tuition or other musical groups.	Children who access pupil premium will have the opportunities to experience high quality music provision and the opportunity to learn an instrument.	4
Opportunity to learn a musical instrument through Rocksteady Music Group	Children who access pupil premium will have the opportunities to experience high quality music provision and the opportunity to learn and instrument.	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities funded for pupils who access PP funding.	Children who access pupil premium to have the opportunity to take part in extra-curricular activities	4
Some trips funded for pupils who access PP where appropriate	Children can go on school trips and educational visits.	4
School will fund Cool Milk for children who access PP funding	Disadvantaged children will be offered a drink of milk everyday funded by school	4
School fund some of the total cost of the Year 6 residential for children who access PP funding	Disadvantaged children will have the opportunity to attend the Year 6 residential funded by school.	4
School fund uniform for families who access PP funding	Families who access pupil premium funding will have support with purchasing uniform where necessary.	4
PP lead/SENCO given release time to plan, do and review	Pupil Premium lead teacher will have a good overview of the needs of all disadvantaged children across school and provide suitable support where appropriate.	1,2,3,4

Provisional total budgeted cost: £75,467

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Disadvantaged - Formative and Summative Assessment Report 2025-2026

Academy: **School**

Collection point: Autumn/Spring/**Summer** (please highlight)



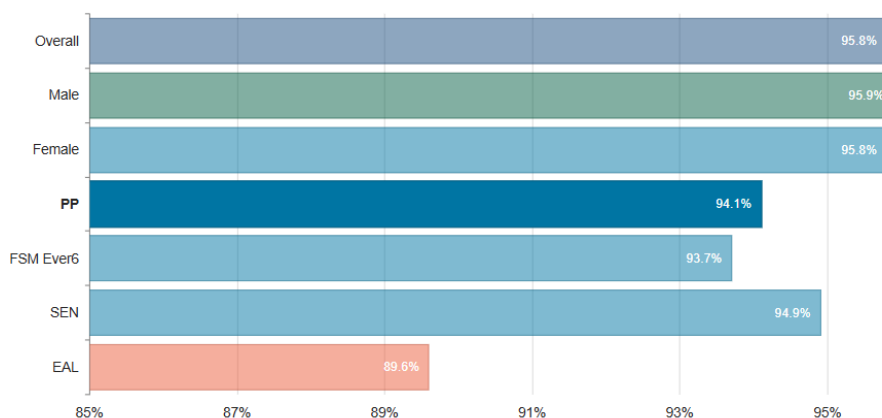
Y6	Formative						Summative					
	Autumn on track		Spring on track		Summer on track		Autumn Prediction for EOY		Spring Prediction for EOY		Statutory data	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
Reading	78%	22%	78%	11%			78%	22%	78%	11%	78%	0%
Writing	78%	0%	78%	0%			78%	0%	78%	0%	67%	0%
Maths	78%	11%	78%	0%			78%	11%	78%	0%	78%	0%
Science	89%	11%	89%	11%			80%	11%	89%	11%	89%	11%
RWMC	78%	0%	78%	0%			78%	0%	78%	0%	78%	0%

Y1 PSC	Formative			Summative		
	Autumn on track	Spring on track	Summer on track	Autumn Prediction for EOY	Spring Prediction for EOY	Actual EOY
PSC	33%	33%		67%	67%	67%

EY - GLD	Formative			Summative		
	Autumn on track	Spring on track	Summer on track	Autumn Prediction for EOY	Spring Prediction for EOY	Actual EOY
GLD	33%	50%		33%	50%	67%

Attendance:

Groups



Strengths and Impact 2025-2026

- Disadvantaged pupils are achieving well across the school, with outcomes indicating that many are meeting age-related expectations despite the challenges often associated with disadvantage.
 - In EYFS, disadvantaged children achieved particularly strong outcomes in **Communication and Language** and **Personal, Social and Emotional Development**, demonstrating good readiness for learning and effective early support.
 - The majority of disadvantaged pupils achieved the expected standard in **Reading, Writing and Mathematics combined** at Key Stage 2, reflecting the positive impact of teaching and targeted interventions.
 - Disadvantaged pupils achieved well in reading, with attainment remaining broadly strong and enabling pupils to access the wider curriculum successfully.
 - The attainment gap between disadvantaged and non-disadvantaged pupils is relatively small in several areas, demonstrating the school's commitment to equity and inclusion.
 - Disadvantaged pupils are well supported to engage with learning and, in many cases, achieve outcomes that are comparable to national expectations.
 - The school's focus on early identification and intervention is helping disadvantaged pupils to secure key foundations in learning and make progress through the curriculum.
 - Overall, the outcomes demonstrate that disadvantaged pupils are benefiting from targeted support and are achieving positive academic outcomes across a range of subjects.
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Key Next Steps

1. **Strengthen early literacy and phonics provision**
 - Further accelerate reading development for disadvantaged pupils through targeted phonics interventions, additional reading opportunities and enhanced parental engagement.
2. **Improve progress and attainment in mathematics**
 - Implement focused support to address gaps in mathematical fluency, reasoning and problem-solving, particularly for disadvantaged pupils at risk of falling behind.
3. **Increase the proportion of disadvantaged pupils achieving greater depth**
 - Provide greater challenge, adaptive teaching and targeted enrichment opportunities to ensure more disadvantaged pupils attain higher standards, particularly in writing and mathematics.

Externally provided programmes 2026 - 2027

Programme	Provider
Music tuition	Rocksteady Music School; Simon Bennett
Oracy	Voice 21
Early language and literacy	Launchpad for Literacy, Wellcomm
Social and emotional support	Healthy Hyde

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a