



Pupil Premium Strategy Statement 2021 – 2022

Reviewed: annually

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	Godley Primary Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	44
Academic year/years that our current pupil premium strategy plan covers	2021-22, 2022-23, 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Suzanne Clawley
Pupil premium lead	Helen Maxted
Governor / Trustee lead	Jaimie Holbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,835
Recovery premium funding allocation this academic year	£4998
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	£76,833

Part A: Pupil Premium Strategy Plan

Statement of intent

Godley Primary Academy is committed to providing the best possible education for every individual pupil. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We are determined to ensure that all our pupils are given every opportunity to realise their potential.

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

Godley Primary Academy Principles:

High expectations

Providing a culture where staff set aspirational targets for all children despite social or personal circumstances. We strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Diminishing differences in attainment is high priority. Through rigorous pupil progress meetings, effective communication and high-quality teaching, all staff are involved in identifying pupils with specific gaps in learning or who experience barriers to learning.

Early Intervention

Intervening as soon as gaps or barriers are identified is crucial. Effective baselines are completed on entry into school and effective communication with families helps us to know the children very well. Effective transition systems and information sharing is also key to ensuring early intervention.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

High Quality Teaching and Learning

The biggest factor in high standards of pupil attainment is high quality teaching and learning. We ensure that all pupils receive high quality teaching and ensure consistent application of key elements of teaching and learning through whole school subject approaches, effective planning, progression maps, consistent high-quality feedback, and effective use of formative and summative assessments. High quality professional development is planned throughout the year and is responsive to emerging needs.

Emphasis on Basic Skills

Our focus is on all pupils achieving the highest possible standards in English and mathematics. This may be in the form of high-quality direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place a high importance on the breadth of the curriculum and the experiences planned around these to ensure children have broad opportunities to capitalise on their cultural development.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals.

Plan, do, review is used consistently throughout school with any action put in place to ensure all strategies have a positive impact.

Challenges

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

Challenge number	Detail of challenge
1	Children have had limited experiences through the impact of COVID-19
2	Disadvantaged children with additional needs i.e., SEND/Medical impacts on attainment
3	Disadvantaged children in KS1 (Key Stage 1) and LKS2 not attaining a greater depth.
4	Disadvantaged children not attaining GLD in EYFS (Early Years Foundation Stage) (speech and language)
5	Attendance of disadvantaged children.

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
Increased opportunities to capitalise on experiences for all. E.g., trips, visits, visitors.	Disadvantaged children will have broadened experiences and able to draw on these to develop personally, socially, emotionally, and academically.
Close the attainment gap for attaining ARE in English and maths between disadvantaged and non-disadvantaged children.	% Disadvantaged pupils who attain ARE+ is in-line with non-disadvantaged pupils. *Current year 4
Close the attainment gap at a GD (Greater Depth) level between disadvantaged and non-disadvantaged pupils.	% Disadvantaged children who attain GD is in line with non-disadvantaged
Close the attainment gap in EY between disadvantaged and non - disadvantaged pupils	% Disadvantaged children who attain GLD is in line with non-disadvantaged
To improve attendance of disadvantaged children.	Attendance of disadvantaged children is in line with non-disadvantaged children (97%)

Activity in this academic year

Teaching (for example, CPD (Continuing Professional Development), recruitment and retention)

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training enabling all staff to cater for the needs of all children including those who access PP funding	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.	2,3,4
Trips, visits, and visitors are arranged to enhance learning and broaden experiences.	<p>COVID-19 has impacted on the activities and experiences that many children would normally have had. Disadvantaged children may also have limited experiences which limits their ability to make links, relate to certain aspects of learning and experience the wider world.</p> <p>Examples:</p> <p>careers fair</p> <p>trip to the farm/park/zoo/theatre/library/art gallery visitors into school to enhance the curriculum.</p> <p>Music day to raise the profile of music throughout – musicians into school</p> <p>Local sports people during sports week.</p> <p>pantomime at school</p> <p>Godley noise concert</p> <p>chicks, caterpillars, and tadpoles</p>	1
Resources purchased according to needs of specific children.	<p>iPads/laptops loaned to disadvantaged children to support home learning.</p> <p>Resources specific to need removes barriers to learning.</p> <p>Extra resources purchased to enhance collaborative learning and use of practical, hands-on learning.</p>	2,3,4
Implement Nuffield Early Language Intervention programme in Reception to improve spoken language development	20-week programme targeted at children with poor spoken language. 3 x 30-minute sessions per week. Training and resources provided	4
Use the tutoring programme to support specific pupils in English and maths. (Academic mentor)	A partly government funded programme to provide extra group or 1:1 tutoring to support children with English and maths.	2,3

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

Budgeted cost: £18,000 (IILP (Inclusion and Intervention project lead) intervention) £ 10,000 (TA (Teacher Assessment) intervention) = £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
IILP (Intervention, Inclusion, Project Lead) to support children who access PP with English and social and emotional care	Extra Literacy 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.	2,3
IILP to support children who access PP with Maths and social and emotional	Social and/or maths support tailored to the needs of specific children through 1:1 or small group work	2,3,4
Additional intervention for disadvantaged children who are not on track for ARE in reading and writing	Targeted support will have a positive impact on attainment and progress in a specific area of need	2,3,4

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children who access PP 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	2
Specialist musician will work with all children and children who access PP may be targeted for instrumental tuition or other musical groups.	Children who access PP will have the opportunities to experience high quality music provision and the opportunity to learn and instrument.	1,3
Some extracurricular activities funded for pupils who access PP funding.	Children who access PP to have the opportunity to take part in extra-curricular activities	1,3
Some trips funded for pupils who access PP where appropriate	Children can go on school trips and educational visits.	general well-being
School will fund Cool Milk for children who access PP funding	All PP children will have a drink of milk everyday funded by school	3,4
School fund some of the total cost of the Year 6 residential for children who access PP funding	All PP children will have the opportunity to attend the Year 6 residential.	1
School fund uniform for families who access PP funding	Families who access PP funding will have support with funding uniform where necessary.	general well-being

PP lead/SENCO given release time to plan, do and review	PP lead teacher will have a good overview of the needs of PP children across school and provide suitable support where appropriate.	1,2,3,4
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Total budgeted cost: £75,000

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.

Overall Teacher Assessed Outcomes 2020-21

2021 Enquire Learning Trust Predictions



Academy: Godley Primary Academy

Year 6	Expected Standard	Higher Standard
Reading	77%	10%
Writing	77%	13%
Maths	77%	42%
Combined	74%	3%

Year 2	Expected Standard	Greater Depth
Reading	73%	3%
Writing	70%	3%
Maths	77%	13%
Combined	70%	3%

Year 1	Expected Standard
Phonics Screening	69%

Foundation Stage	Good Level of Development
	70%

PP/ NON-PP – TA outcomes 2020-21

	Reading	Writing	Maths
Reception PP ARE	50%	25%	50%
Reception Non-PP ARE	88%	88%	96%
Year 1 PP ARE	57%	71%	71%
Year 1 Non-PP ARE	63%	54%	72%
Year 2 PP ARE	71%	62%	63%
Year 2 Non-PP ARE	77%	72%	81%
Year 3 PP ARE	33%	33%	33%
Year 3 Non-PP ARE	85%	85%	90%
Year 4 PP ARE	87%	75%	75%
Year 4 Non-PP ARE	66%	66%	76%
Year 5 PP ARE	50%	50%	67%
Year 5 Non-PP ARE	75%	70%	75%
Year 6 PP ARE	64%	73%	64%
Year 6 Non-PP ARE	85%	80%	85%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
none	
none	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

COVID-19 – regular check in phone calls, support with resources at home, electronic devices loaned to disadvantaged pupils, resources packs delivered