



Pupil Premium Strategy Statement 2023 – 2024

Reviewed: annually

This statement details our school’s use of pupil premium and recovery premium for the 2023 to 2024 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	211 (YR- Y6)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2023-24, 2024-25, 2025-26
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£68,780
Recovery premium funding allocation this academic year	£6235
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	£75015

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, implement, evaluate (PIE) 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	27% of children who are disadvantaged also have additional learning needs
2	17% of persistent absences are disadvantaged pupils (8 children)
3	25% of disadvantaged pupils achieved EXS at the end of KS2, compared to 80% school not disadvantaged and 61% national not disadvantaged (4 children)
4	Limited experiences outside of school for disadvantaged pupils

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 children with SEND will make rapid progress towards their individual targets and in core areas of learning.	Children who are disadvantaged with SEND will be targeted in class and suitable intervention will be planned and delivered. These groups will be closely monitored and pupil progress meetings. These children will make accelerated progress towards their individual targets in core areas of learning.
Attendance of disadvantaged pupils will improve. % of PP who are persistently absent from school will decrease (currently 17% of PA – 8 children)	Regular monitoring of attendance of PP children. Discussed at SMT meetings and pupil progress meetings. Effective pastoral support for families where necessary.
The gap between pupil attainment at the end of KS1 will close. Attainment of disadvantaged children will be in line with national non disadvantaged (61%)	Regular monitoring and assessment of these groups of children. Suitable intervention and support in place. Track previous children through school to ensure catch up in following years.
Increase experiences for all children including those who are disadvantaged to support with other areas of learning and well-being.	Well planned trips and visitors for all children will close the gap between experiences of PP and non-PP children. Trips and visitors will enhance learning and improve general well-being and opportunities.

Activity in this academic year

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

Budgeted cost: £24,000

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.	1 and 3
Trips, visits, and visitors are arranged to enhance learning and broaden experiences.	<p>Disadvantaged children may 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 or at the theatre</p> <p>Godley noise concert</p> <p>Chicks, caterpillars, and tadpoles</p> <p>Godley fab forty</p>	1,3,4
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>	1, 3, 4
Implement Launchpad for Literacy to develop oracy skills.	<p>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:</p> <ul style="list-style-type: none"> • 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 	1,3

	<p>possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.'</p> <ul style="list-style-type: none"> • have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

£19,134 Inclusion and Intervention project lead (IILP)

£10,000 Teacher Assistant intervention £29,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
IILP to support children who access PP with English and social and emotional care	<p>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.</p> <p>Appropriate support delivered for social and emotional needs of children.</p>	1,3
IILP to support children who access PP with maths and social and emotional	<p>Extra maths support tailored to the needs of specific children through 1:1 or small group work.</p> <p>Appropriate support delivered for social and emotional needs of children.</p>	1,3
Pastoral support for PP children who have low attendance.	<p>1:1 pastoral and family support where necessary.</p> <p>Daily check in on attendance and welfare.</p> <p>Home visits where required.</p>	2
Additional intervention for children who are disadvantaged with SEND.	<p>Additional targeted support in class</p> <p>1:1 and group support to meet individual needs</p>	1,3
Additional intervention for disadvantaged children who are not on track for ARE in reading, writing or maths	<p>CT/TA targeted support will have a positive impact on attainment and progress in a specific area of need.</p>	2,3,4

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

Budgeted cost: £20,000

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	1
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.	4
Extra-curricular activities funded for pupils who access PP funding.	Children who access PP 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	All PP children will have 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	All PP children will have the opportunity to attend the Year 6 residential.	4
School fund uniform for families who access PP funding	Families who access PP funding will have support with funding uniform where necessary.	1-4
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

Total budgeted cost: £73,134

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 2022 to 2023 academic year.

Overall Outcomes 2023

Year 6	% Expected Standard +	% Greater Depth	Progress
Reading	83%	30%	0
Writing	80%	7%	-0.3
Maths	83%	17%	-1.5
English Punctuation, Grammar, and Spelling	83%	43%	
Combined	73%	3%	

Year 2	% Expected Standard +	% Greater Depth
Reading	83%	14%
Writing	76%	10%
Maths	83%	14%

Year 1	% Expected Standard
Phonics Screening	90%
Year 2	% Expected Standard
Phonics Screening Retake	33%

Foundation Stage	% Good Level of Development
GLD	62%

Disadvantaged/ Non-Disadvantaged – outcomes 2023

	Reading	Writing	Maths	Combined
Reception Disadvantaged ARE	80%	80%	80%	GLD 60%
Reception Non- Disadvantaged ARE	67%	58%	71%	GLD 58%
End of KS1 - Disadvantaged ARE	50%	50%	50%	25%
End of KS1 - Non- Disadvantaged ARE	88%	80%	88%	80%
End of KS2 – Disadvantaged ARE	100%	90%	90%	80%
End of KS2 - Non- Disadvantaged ARE	75%	75%	75%	70%
End of KS2 - Disadvantaged Exp Progress	+0.06	+0.05	-1.41	
End of KS2 – Non-Disadvantaged Exp Progress	+0.03	-0.89	-1.82	

Phonics Year 1 – Disadvantaged	0 2 children with additional needs	
Phonics Year 1 – Non- Disadvantaged	95%	
Phonics Year 2- Disadvantaged	33% 1/3 PP passed	
Phonics Year 2 – Non- Disadvantaged	33% 1/3 non PP passed	

Externally provided programmes

Programme	Provider
National Tutoring Programme	Tutor Trust

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