



# Pupil Premium Strategy Statement 2024 - 2025

**Reviewed: annually**

This statement details our school’s use of pupil premium and recovery premium for the 2024 to 2025 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	207 (YR- Y6)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2024-25, 2025-26, 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£70,955
Recovery premium funding allocation this academic year	£6235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,190

### Statement of intent

Godley Primary Community 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 engage 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	28% of children who are disadvantaged also have additional learning needs
2	28% of persistent absences are disadvantaged pupils (8 children)
3	50% of disadvantaged children in Year 1 passed the phonics screening check (4/8 children) 62% of disadvantaged children achieved EXS in reading, writing and maths combined, compared to 90% of non-disadvantaged children in school and 66% of non-disadvantaged children nationally.
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 disadvantaged children who are persistently absent from school will decrease (currently 28% of PP are PA)	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 in phonics will close. Attainment of disadvantaged children at the end of KS2 will be in line with national non disadvantaged.	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, recruitment and retention)

Budgeted cost: £30,000

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><b>Examples:</b></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>Opportunities to learn a musical instrument.</p> <p>Local sports people during sports week.</p> <p>Pantomime at school or at the theatre</p> <p>Music concerts/performances</p> <p>Young Voices</p> <p>Caterpillars, and tadpoles</p> <p>Godley Fab Forty</p>	1,3,4
Resources purchased to support the needs of all learners.	<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> <p>SEND resources to maximise learning – e.g. sensory resources, talking tins, fidgets.</p>	1, 3, 4
Whole staff training on Oracy using the Voice 21 programme	<p>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.</p> <p>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 oracy deliberately and explicitly in teaching practices and across your curriculum.</p>	1,3,4

	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.	
Further development of 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"> <li>• 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.'</li> <li>• identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking, and quantifying the process of closing the gap.</li> <li>• identify speech, language, and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.'</li> <li>• have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic</li> </ul>	1,3,4

**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
IILP to support disadvantaged children progress in the core areas of learning. To provide emotional support to children who are disadvantaged.	<p>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</p> <p>Appropriate support delivered for social and emotional needs of children.</p>	1,3
Pastoral support for disadvantaged 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.	Additional targeted support in class 1:1 and group support to meet individual needs	1,3
Additional intervention for disadvantaged children who are not on track for ARE in reading, writing or maths	CT/TA 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: £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 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
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.	1-4
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

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 2023 to 2024 academic year.

Overall Outcomes 2024

Year 6	% Expected Standard +	% Greater Depth	Progress
Reading	86% 74%	38% 28%	No KS2 progress data is available for the years 2023/24 and 2024/25 due to the impact of Covid-19 on KS1 prior attainment data.
Writing	83% 72%	17% 13%	
Maths	93% 73%	38% 24%	
English Punctuation, Grammar, and Spelling	79%	45%	
Combined	79% 60%	10% 7%	

Year 4	Results		
Multiplication Check	Average score	% Full Marks	% Disadvantaged Full Marks
	21	10%	33%

Year 1	% Expected Standard
Phonics Screening	77% (80%)
Year 2	% Expected Standard
Phonics Screening Retake	50%

Foundation Stage	% Good Level of Development
GLD	74% (68%)
Reading	Comprehension – 87% Word Reading – 74%
Writing	77%
Maths	Number – 87% Numerical Patterns – 90%

Year 2 - TA	% Expected Standard +	% Greater Depth
Reading	87%	20%
Writing	80%	10%
Maths	83%	23%

### Disadvantaged/ non-disadvantaged – outcomes 2024

	Reading	Writing	Maths	Combined
Reception Disadvantaged ARE	33%	33%	33%	GLD 33%
Reception Non- Disadvantaged ARE	79%	82%	92%	GLD 79%
End of KS2 – Disadvantaged ARE	63%	63%	75%	63%
End of KS2 - Non- Disadvantaged ARE	91%	91%	100%	91%
End of Year 1 - Disadvantaged	<b>Phonics</b> 60%			
End of Year 1 – non disadvantaged	<b>Phonics</b> 79%			

### Externally provided programmes 2023-2024

Programme	Provider
Music tuition	George Halligan Simon Bennett
PE and Sport	Stockport County
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