

# Pupil Premium Strategy Statement

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	The Godolphin Junior Academy
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	37% (National Average is 22%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	12 <sup>th</sup> September 2022
Date on which it will be reviewed	31 <sup>st</sup> August 2023
Statement authorised by	Helen Abell, Principal
Pupil premium lead	Harpreet Sangha, Deputy Principal
Governor / Trustee lead	Chris Duffy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,755
Recovery premium funding allocation this academic year	£23,635
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	£249,390

## Part A: Pupil premium strategy plan

### Statement of intent

At Godolphin Junior Academy, we are determined and committed to meet the needs of all children so that they can thrive and be successful. Our school motto is '*Godolphin Grows Success*' and with that our mission is to ensure that irrespective of pupils' backgrounds or challenges, every child in our care will make good progress and attainment in all subject areas. The focus of our pupil premium strategy is to ensure that disadvantaged children can, and will, meet that goal.

Disadvantaged pupils represent 37% of our school which is significantly higher than the National Average (22%). We feel strongly that our disadvantaged pupils should not be viewed as one homogenous group with a collective set of barriers or needs. We recognise that all pupils at our school are individuals and have their own unique set of talents, strengths, gaps, and challenges. Although we identify whole school focus areas, trends and patterns to be targeted and improved, we also have a school approach for all teachers to '*meet needs, not labels*', to '*pitch high*' and to '*scaffold up*.' We know that the key to success for all pupils, and especially our disadvantaged pupils is to be ambitious, provide challenge, use continuous, effective assessment and provide excellent teaching.

Delivering excellent teaching to every class, every pupil, every day is at the heart of our strategy. We will have a particular focus on our disadvantaged pupils so that they are given the provisions they need in order to flourish. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Implementing wider school strategies is also an integral part of our approach. We provide targeted tuition for all pupils, with priority places being allocated to disadvantaged pupils. After school tuition is delivered by trained practitioners, to small groups using a clear approach with carefully selected resources and a set targeted outcome.

Our overall approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure ongoing, high quality CPD is provided to continually develop and improve teaching standards so that all teaching at Godolphin is excellent

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, discussions and observations with pupils have highlighted that there are vocabulary gaps and sentence structure development needs for a significant number of disadvantaged pupils. This is evident across all year groups in KS2.
2	Assessments, discussions and observations in Reading show that a number of pupils have difficulty decoding words and comprehending what they have read. Question level analysis has indicated that pupils find it challenging to summarise what they have read. This is more prevalent among our disadvantaged pupils than their peers.
3	Assessments, discussions and observations in Writing has evidenced that in some cohorts there is an emerging gap in attainment between disadvantaged pupils and their non-disadvantaged peers. This is particularly true for pupils achieving the exceeding standard in Writing.
4	Assessments, discussions and observations in Maths have indicated that in some cohorts there is an emerging gap in attainment between disadvantaged pupils and their non-disadvantaged peers. A particular focus area is Year 6 maths outcomes for disadvantaged pupils at the expected standard and exceeding standard.
5	Attendance data last academic year showed a gap between disadvantaged pupils and non-disadvantaged pupils. Attendance for all was 95.1% and attendance for disadvantaged pupils was 94.3%.  Absenteeism can negatively impact progress. Attendance initiatives will be implemented for all pupils with a focus on improving attendance 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
Improved oral language skills and written sentence structure including use of vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Reading attainment amongst disadvantaged pupils.	End of year Reading outcomes in each year group show that: <ul style="list-style-type: none"> <li>- There is no significant differential in outcome between disadvantaged pupils and non-disadvantaged pupils</li> </ul>

	<ul style="list-style-type: none"> <li>- Disadvantaged pupils achieve above the National Average for All in every year group</li> <li>- Disadvantaged pupils achieve above the National Average for Exceeding in each year group</li> </ul>
Improved Writing attainment amongst disadvantaged pupils.	<p>End of year Writing outcomes in each year group show that:</p> <ul style="list-style-type: none"> <li>- There is no significant differential in outcome between disadvantaged pupils and non-disadvantaged pupils</li> <li>- Disadvantaged pupils achieve above the National Average for All in every year group</li> </ul> <p>Disadvantaged pupils achieve above the National Average for Exceeding in each year group</p>
Improved Maths attainment amongst disadvantaged pupils.	<p>End of year Maths outcomes in each year group show that:</p> <ul style="list-style-type: none"> <li>- There is no significant differential in outcome between disadvantaged pupils and non-disadvantaged pupils</li> <li>- Disadvantaged pupils achieve above the National Average for All in every year group</li> </ul> <p>Disadvantaged pupils achieve above the National Average for Exceeding in each year group</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance for disadvantaged pupils to be at least 96%</p> <p>Persistent absenteeism for disadvantaged pupils to be below the national average and no higher than 8%.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £116,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-structure of Mathematics provision to enable smaller sets and an increased focus on disadvantaged pupils. Most senior and experienced teachers deployed to teach sets who need to sustain or achieve high attainment.</p>	<p>High quality teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>4</p>
<p>Implementation of new leadership: English leader. An experienced leader and outstanding teacher has been appointed to lead English and deliver high attainment and strong progress for all pupils with a focus on disadvantaged pupils.</p>	<p>Ensuring all teachers are well trained in implementing effective comprehension strategies has a high impact on reading outcomes.</p> <p>The English lead will also ensure that assessment is used effectively and every pupil's reading ability is effectively diagnosed. The English leader is provided with leadership time to mentor, coach and guide teachers in delivering effective provision for English.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#conclusion">https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#conclusion</a></p>	<p>1 2 3</p>
<p>CLPE Training in Writing for nine teachers which equates to half of the class teachers. This is to ensure we have invested in high-quality, evidence informed training to directly target provision and outcomes in Writing for all, but</p>	<p>Nine teachers have been enrolled on Writing CPD from CLPE (£1,755). We know that vocabulary is fundamental to pupil's progress in reading, speech and writing. Research suggests that explicit instruction about writing knowledge and knowledge can develop pupil's writing. All teachers will be trained in delivering the school's writing strategy, purpose,</p>	<p>1 3</p>

	intended outcome, modelling, scaffolding and assessment. <a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#conclusion">https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#conclusion</a>	
Increased release time for teachers to collaborate and develop the quality of teaching across the school. (Power of Three Phase Two)	High quality teaching is the most important lever schools have to improve outcomes for their pupils. In order to continually develop teachers and drive improvement in the quality of teaching use an in house approach called 'The Power of Three'. This is where three teachers carry out peer observations and evaluate performance to focus on delivering outstanding provision.  This year, teachers will meet six times a year instead of three times.	1 2 3 4
Purchase a DFE validated phonics programme and provide training for teachers.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 3
Employing an additional teacher for Year 3 so that class sizes are reduced to 22 pupils p/class.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.	1 2 3 4
High quality HLTAs deployed in every year group as additional teaching support.	At Godolphin, we recruit a highly skilled HLTA in each cohort to assist with teaching, support pupils and target individual support. This quality provision enables teachers to identify, assess and plug gaps in learning.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535</a>	1 2 3 4
Release time for teaching staff to develop through National Professional Qualifications.	Eleven teachers are completing NPQ qualifications including: three NPQLT, one NPQLBC, two NPQSL, two NASENCO, two NPQH and one NPQEL.  The impact of this will be have a staff team of highly skilled, well-trained, evidence-informed practitioners who can impact positively on pupil outcomes.	1 2 3 4

National College Library	CPD is prioritised and all staff have access to the National College CPD library. This means all staff can access CPD to improve their knowledge and practice.	1 2 3 4 5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £92,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal tutor and reading specialist	<p>‘Evidence consistently shows the positive impact that targeted academic support can have.’ – EEF</p> <p>We have a tutor who is an experienced, qualified teacher to lead interventions across the school. This will ensure interventions are systematic, targeted, personalised and of a high quality.</p>	1 2
BRP intervention	<p>This is a one-to-one intervention that is delivered across the whole school to our lowest readers. This programme ensures that all readers who are reading below their age range have a regular, quality, consistent intervention in place to improve their progress. Every adult reader who is involved in this programme is trained to deliver this and their impact is monitored.</p> <p>Every member of support staff, alongside all leaders is involved in this systematic programme of intervention.</p>	1 2
Additional phonics sessions	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Wisdom Wednesday Tuition Sessions	<p>Targeted Academic Support is recommended by the EEF as a proven strategy to improve attainment. At Godolphin, we use directed time to enable every teacher to work with a</p>	1 2 3 4

	small group to plug gaps in their learning. This after-school tuition is of a high quality because it is led by teachers who know their pupils and where their gaps are. Disadvantaged pupils are prioritised.	
School-led Tuition	School led tuition will be re-introduced to focus on small groups of pupils who require targeted intervention to catch up and attain well in all subject areas. We will use the school-led tuition grant to fund this, plus some PPG funding in order to pay teachers the set hourly rate.	1 2 3 4
Maths IXL	We use Maths the online programme IXL to target specific areas of maths for pupils so that they can practise at home and focus on the gaps they need to secure to make more progress in Maths.	4
CGP Resources	Our targeted support groups are well resourced and for our catch up and booster groups we purchase CGP resources so that we have quality, appropriately pitched materials to work from.	2 4
Saturday School	In the spring term, we deliver a Saturday School tuition service which runs for three hours every Saturday morning. We have spaces for 120 children to attend and in previous years an average of 100 children have attended each week.  Class teachers deliver the tuition programme. We use funding to cover the cost of teachers working Saturdays to provide targeted tuition for catch up.	2 4
Insight Tracking	We have purchased a new data tracking system which is more effective for analysing pupil performance, tracking groups, and tracking attendance. This insight will enable teachers to target specific children and plug gaps in learning and attendance. This year staff will be provided with training in how to use the provision tracking element of Insight.	2 3 4 5
Specialist interventions from speech and language assistant and assistant SENCO	We employ a full time speech and language assistant to deliver interventions to pupils who require support in their oral, expressive and receptive language.	1 2 3



	We employ an assistant senco who delivers specific interventions in early reading and writing across the school so that our lowest attainers can catch up to their peers.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of school minibus intervention to collect a case load of pupils in the morning and bring them to school. The focus will be persistent absentees, particularly any disadvantaged persistent absentees.	Intervention will be delivered in a targeted way and evaluated at set review points.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	5
ELSA Interventions provided across the school by two trained ELSAs.	Pupils need to have the emotional support they require to be successful in their learning – EEF.	1 2 3 4 5
Godolphin Geckos - A social skills and positive play support group.	A team of staff lead a lunchtime pastoral provision group that teaches children how to interact, share, problem solve and play. This results in pupils' well-being being supported and ensures they are prepared for afternoon learning.	1 2 3 4 5
Mental Health First Aiders	At Godolphin we continually find training for staff to have Mental Health training so that a team of staff can support pupils and ensure they are emotionally ready for learning.	1 2 3 4 5
Learning Mentor	GJA has a part time learning mentor to provide individual, targeted support for pupils to support them with their behaviour. This support enables children to be prepared for learning to apply the skills they have learnt in their mentoring sessions.	1 2 3 4 5
Attendance Initiatives	GJA promote attendance and regularly teach children about the importance of good attendance. We have implemented a range of initiatives and	5

	use funding to continually encourage and celebrate good attendance at school such as short term attendance rewards, certificates and termly rewards.	
Extended Learning Support	We provide a range of extended learning opportunities and target disadvantaged pupils to attend so that they can develop confidence in their learning across the curriculum. To increase access to these opportunities we target specific pupils and invite them and reduce the cost of the club or trip. We analyses data to ensure that our club provision is well accessed by our disadvantaged pupils.	1 2 3 4 5
Increasing the amount of extra-curricular clubs delivered by teachers.	We aim to increase the options on our extra-curricular club menu because we know that learning goes beyond the walls of the classroom. For pupils to have more options available to them and to be more likely to gain a place in a club, we have encouraged teachers to deliver clubs after school. In exchange for teachers delivering clubs after school for a full term we provide time in lieu. We use funding to cover this release time. Our priority for attendance at after school clubs is disadvantaged children.	1 2 3 4 5
Breakfast Club Support	Breakfast Club is fully funded for our disadvantaged pupils so that they can arrive at school and have a healthy breakfast followed by extra-curricular activities. This means that pupils are feeling physically and emotionally prepared for learning.	1 2 3 4 5
Uniform Support	When required, we provide financial support with school uniform for pupils so that pupils feel included and proud of themselves. This confidence prepares children to engage in their learning and succeed.	1 2 3 4 5
Residential Trip Opportunity	We fund 50% of the cost of the residential trip for every PPG pupil that would like to attend. This is to enable pupils to develop their team building skills, social skills, resilience, problem solving and have high quality outdoor learning opportunities.	1 2 3 4 5
Well-being tool: Bounce Together	We have purchased an online wellbeing tool for pupils, staff and governors so that we can survey our whole school in a range of areas to assess their wellbeing and then implement further strategies. Wellbeing is valued at GJA as this prepares children socially and emotionally to learn. This tool is child-friendly and accessible to all pupils.	1 2 3 4 5

**Total budgeted cost: £225,755**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Last academic year (2021-2022) was the year that end of KS2 assessments resumed after being paused for two years due to the covid19 pandemic. School results will not be published nationally, but schools are able to compare how they performed in comparison to the national averages which have been provided.

Disadvantaged pupils achieved well in their end of term assessments and attained above the national average for 'all pupils' in each subject area for the expected standard and the exceeding standard. There was no significant differential between the attainment of disadvantaged pupils and their non-disadvantaged peers.

There are two tables below. The first table shows how 'all pupils' performed in the 2022 KS2 assessments and the second table shows how disadvantaged pupils performed in comparison. There are areas in which disadvantaged pupils have outperformed their non-disadvantaged peers, such as meeting the exceeding standard in Reading and Writing.

<b>ALL</b>	<b>EXP+</b>	<b>EXP+ National</b>	<b>GD</b>	<b>GD National</b>
<b>Reading</b>	90%	74%	39%	28%
<b>Writing</b>	84%	69%	30%	13%
<b>Maths</b>	87%	71%	44%	22%
<b>SPAG</b>	90%	72%	45%	28%
<b>Combined RWM</b>	76%	59%	17%	7%

<b>DIS</b>	<b>EXP+</b>	<b>EXP+ National</b>	<b>GD</b>	<b>GD National</b>
<b>Reading</b>	83%	74%	43%	28%
<b>Writing</b>	77%	69%	40%	13%
<b>Maths</b>	83%	71%	37%	22%
<b>SPAG</b>	83%	72%	43%	28%
<b>Combined RWM</b>	69%	59%	17%	7%

Last academic year, attendance for disadvantaged pupils was 94.3% compared to 95.1% for non-disadvantaged pupils. This is a significant gap and a lower figure that we have targeted for attendance (96% for disadvantaged) which is why attendance is a focus area in our strategy.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Insight Tracking	Insight Tracking
Bounce Together	Bounce Together