

## 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
<b>The Godolphin Junior Academy</b>	
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	35% (National is 22%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-21
Date this statement was published	20.09.2021
Date on which it will be reviewed	01.08.2022
Statement authorised by	Dr. Martin Young, CEO
Pupil premium lead	Helen Abell
Governor / Trustee lead	Rafid Jadoon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,325
Recovery premium funding allocation this academic year	£20,735
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	£213,060

## Part A: Pupil premium strategy plan

### Statement of intent

At Godolphin Junior Academy, we strongly believe that high quality first teaching is paramount to the achievement of all pupils. Our aim is to ensure that disadvantaged pupils are provided with the best possible provision and opportunities to achieve as well as their peers. Our ultimate objectives are that every disadvantaged pupil at Godolphin will make at least expected progress across KS2 and that the attainment gap will close.

Our approach in achieving these objectives mirrors the recommendations from the EEF in that it promotes:

- Quality first teaching strategies and best practice
- Additional time and support to allow all children to achieve and succeed
- Wider strategies including a range of extended learning opportunities so that children can participate, achieve and enjoy their education and all that school can offer

Some examples of strategies we implement are:

- Continual staff training on the best approaches for teaching staff to raise standards and improve progress
- Providing a highly trained HLTA in every year group to deliver individual and group learning support
- Specific and personalised interventions led by trained members of staff
- High quality teaching materials to use in group work, interventions and booster groups to carry out diagnostic assessments, set targets and plug gaps in learning
- Reduce financial barriers by subsidising breakfast club, trips, uniform, books and learning materials
- Providing after school tuition led by our entire team of skilled, experienced teachers

### Challenges

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

Challenge number	Detail of challenge
1. Standards in English skills	Limited language skills. This is often due to lack of exposure to vocabulary and also often to due having EAL.
2. Standards in Maths	Cumulative dysfluency has resulted in children having a range of gaps in their Maths knowledge, particularly number, which has slowed their progress and limited their potential achievement.
3. Standards in Reading	Limited ability to decode words and comprehend what they have read.

4. Application of vocabulary	Limited use of spoken and written vocabulary. Difficulty in understanding vocabulary.
5. Attendance	Low attendance rates at schools and some disadvantaged children who are persistent absentees.

## 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
1. Disadvantaged children will achieve in line with Non-disadvantaged children in Reading and Writing. Disadvantaged pupils will make at least expected progress in Reading and Writing across KS2.	<p>End of KS2 assessments will show that disadvantaged pupils have achieved in line with the peers in Reading and Writing both at the expected level and at exceeding.</p> <p>End of year assessments in all year groups will show that disadvantaged pupils have achieved in line with their peers at the expected level and exceeding. The attainment gap will close.</p> <p>Assessments will show that disadvantaged pupils have made expected progress in Reading and Writing.</p> <p>Outcomes in work will evidence that disadvantaged pupils have made progress in Reading and Writing and have been challenged in their work in order to progress further.</p> <p>Evaluation of the impact of interventions will evidence that disadvantaged pupils made accelerated progress due to the personalised and targeted provision in place for Reading and Writing.</p>
2. Disadvantaged children will achieve in line with Non-disadvantaged children in Maths. Disadvantaged pupils will make at least expected progress in Maths across KS2.	<p>End of KS2 assessments will show that disadvantaged pupils have achieved in line with the peers Maths both at the expected level and at exceeding.</p> <p>End of year assessments in all year groups will show that disadvantaged pupils have achieved in line with their peers at the expected level and exceeding. The attainment gap will close.</p> <p>Assessments will show that disadvantaged pupils have made expected progress in Maths.</p>

	<p>Outcomes in work will evidence that disadvantaged pupils have made progress in Maths and have been challenged in their work in order to progress further.</p> <p>Evaluation of the impact of interventions will evidence that disadvantaged pupils made accelerated progress due to the personalised and targeted provision in place for Maths.</p>
3. The lowest readers will make accelerated progress	<p>Every reader who is assessed to be reading below their age range will be supported through our 'Better Reading Partners' programme.</p> <p>This proven and systematic approach will accelerate progress and raise attainment for all readers on the programme.</p>
4. The vocabulary gap will close	<p>This will be evidenced through application of vocabulary in written work.</p> <p>Reading results will improve as a result of improved access to vocabulary and comprehension.</p> <p>Vocabulary pre and post unit assessments will evidence that pupils have learnt and remembered words over time.</p> <p>Pupils' verbal skills and use of vocabulary will improve and this will be evidenced in opportunities to discuss, speak, present and perform.</p>
5. Attendance figures will be at least in line with the national average.	<p>Attendance for disadvantaged pupils will be at least in line with the national average for all pupils.</p> <p>There will be no differential in attendance figures between disadvantaged and All.</p> <p>The percentage of persistent absentees will decrease and will fall below the national average.</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: £92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD (£5,000)	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” – EEF Toolkit</i></p> <p>We ensure that we invest in continually improving teaching. We provide a range of external courses, courses across the federation and internal CPD packages to ensure an effective teacher is in front of every class.</p> <p>This year, we will use some of the recovery premium funding to invest in an external provider to train all staff in retrieval practice. This teaching method has been referred to in the updated EIF as a key tool to ensuring pupils can strengthen their memory and remember more over time.</p> <p>We will continue to provide Power of Reading Training from CLPE so that teachers are skilled in delivering reading and writing.</p>	1,2,3,4,5
Additional time for teachers to engage in professional development. Recruitment of cover teacher. (£25,000)	<p><i>“Using the Pupil Premium to improve teaching quality benefits all students” – EEF Toolkit</i></p> <p>At Godolphin, we provide teachers with additional time in their teaching timetable to use for their own professional reading, research and training as well as observe and work with other teachers to share best practice.</p> <p>This additional time gives teachers the opportunity to learn more, develop more and get better to provide our pupils with the most effective teaching.</p> <p>We have employed an additional cover teacher to enable this.</p>	1,2,3,4,5
High quality HLTAs deployed in every year group as additional teaching support. (£50,000)	<p><i>“Spending money on improving teaching might include professional development, training and support for early career teachers and recruitment and retention.” - EEF</i></p> <p>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.</p>	1,2,3,4
National College Library (£2,000)	The EEF states that CPD for teachers should be prioritised. As part of our CPD resources and	1,2,3,4,5

	opportunities, we purchased the National College CPD library for every member of staff to access. This has meant that staff can access evidence-informed CPD to improve their knowledge and practice.	
Leadership Development/Release Time (£5,000)	<p>The EEF guidance states that schools can make a difference and that central to this is effective teaching. In order to continually develop teachers, and ensure that they have opportunities to be mentored, coached and see good practice, we have invested in the development of leaders across the school.</p> <p>We provide a half day release time for middle leaders each week and we also provide a half day release time for subject leaders each term. We use our funding to enable this release time.</p> <p>This additional time for leaders means they can effectively monitor teaching and learning and continually improve teaching by implementing strategies. This results in strong teaching and learning provision across the school.</p>	1,2,3,4,5
Reduced Maths Sets (£5,000)	<p>In order to ensure our teachers have the tools to deliver the best possible lessons which involves ongoing carefully diagnosis of learning and responsive teaching, we have reduced the size of Maths sets across the school.</p> <p>Senior leaders and HLTAs all teach Maths so that specific groups can be targeted better. This also means that the most experienced teachers are in the classroom to ensure outstanding provision and share best practice with colleagues.</p>	2

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

Budgeted cost: £80,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal 'Catch-Up' Tutor and Reading Specialist (£20,000)	<p><i>'Evidence consistently shows the positive impact that targeted academic support can have.'</i> – EEF</p> <p>We have appointed 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>	1,2,3
Intervention BRP (£5,000)	<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.</p> <p>Every adult reader who is involved in this programme is trained to deliver this and their impact is monitored.</p>	3

	Every member of support staff, alongside all leaders are involved.	
Wisdom Wednesday Interventions (£25,000)	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 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.	1,2,3,4
Speech and Language Assistant (£5,000)	We employ a full time speech and language assistant to deliver interventions to pupils who require support in their oral, expressive and receptive language.	1,4
Assistant SENco (£5,000)	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.	1,3,4
Saturday School (£6,000)	In the spring term, we deliver a Saturday School tuition service which runs for three hours every Saturday morning. We have spaces for 100 children to attend and in previous years this has been fully attended. Teachers deliver the tuition programme. We use funding to cover the cost of teachers working Saturdays to provide targeted tuition for catch up.	1,2,3,4
Maths IXL (£2,500)	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.	2
CGP Resources (£10,000)	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.	1,2,3,4
Insight Tracking (£2,000)	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.	1,2,3,4,5

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

Budgeted cost: £40,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Intervention (£1,000)	We ensure that we always have a member of staff who is ELSA trained and they have the time and resources to carry out this intervention. As the EEF approach to pupil premium spending states, pupils need to	1,2,3,4,5

	have the emotional support they require to be successful in their learning.	
Godolphin Geckos - A social skills and positive play support group (£2,500)	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 (£5,000)	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 (£5,000)	GJA has recruited 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 (£5,000)	GJA promote attendance and regularly teach children about the importance of good attendance. We have implemented a range of initiatives and use funding to continually encourage and celebrate good attendance at school.	5
Extended Learning Support (£5,000)	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
GJA Success Days (£3,000)	In order to increase participation in extended learning, once a term, GJA will host a 'Success Day' where teachers provide a carousel of different clubs and activities for pupils to try and challenge themselves. This is to bring opportunities to children and ignite their aspirations. We use funding to ensure the day is fully resourced and accessible to all pupils, particularly our disadvantaged pupils.	1,2,3,4,5
Teachers delivering afterschool extra-curricular clubs (£5,000)	One of our aims is to increase the options on our extra-curricular club menu because we know that learning goes beyond the walls of the classroom. So that pupils have more options available to them and are more likely to gain a place in a club we have encouraged teachers to deliver clubs after school. Teachers delivering clubs means that they know the children and can provide	1,2,3,4,5



	high quality provision in an area of their expertise. 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.	
Breakfast Club Support (£4,000)	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 (£2,500)	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 (£2,000)	This year, for the first time, we have a residential trip opportunity. We will fund 50% of the cost of the 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
Wellbeing Tool: Bounce Together (£560)	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.	

**Total budgeted cost: £213,060**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021 as end of KS2 SATS were not taken. However, Godolphin did administer previous SATS papers to evaluate what pupil performance would have been at end of KS2.




#### **2021 End of KS2 Attainment**






	Expected+ ALL	Expected+ DIS	Exceeding ALL	Exceeding DIS
Reading	78%	79%	37%	36%
Writing	83%	74%	32%	27%
Maths	77%	71%	32%	33%
Grammar	84%	79%	46%	33%

Our end of KS2 data showed that as a result of our pupil premium strategy, pupils had achieved in line or above national expectations in these core areas. Pupils had also achieved in line with their peers across all subject areas. Furthermore, our disadvantaged pupils achieved well despite the challenges of the pandemic and a national lockdown. This demonstrates that our approach had a positive impact and enabled children to achieve.

Our last set of published data was in 2019 and our disadvantaged children met the targets set out in our strategy as a result of the initiatives we implemented. On the next page is a summary of how disadvantaged pupils performed in 2018/19.

## Progress of Disadvantaged Pupils 20218/19

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>0.84</b>	<b>3.37</b>	<b>1.50</b>
Confidence interval 	-1.1 to 2.8	1.6 to 5.2	-0.2 to 3.2
Number of disadvantaged pupils	38	38	38
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils 	0.32	0.27	0.37
<b>Switch comparator</b> 			

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>0.84</b>	<b>3.37</b>	<b>1.50</b>
Confidence interval 	-1.1 to 2.8	1.6 to 5.2	-0.2 to 3.2
Number of disadvantaged pupils	38	38	38
Disadvantaged pupils with adjusted scores	0	0	0
National average for disadvantaged pupils 	Like-for-like  <b>-0.62</b>	Like-for-like  <b>-0.50</b>	Like-for-like  <b>-0.71</b>

In 2018/2019 the percentage of disadvantaged pupils at Godolphin achieving the expected standard in Reading, Writing and Maths was 79% (national average for non-disadvantaged was 71%).

In 2018/19 the percentage of disadvantaged pupils at Godolphin achieving the higher standard was 21% (national average for non-disadvantaged was 13%)

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning
Times Tables Rockstars	TT Rockstars
IXL Maths	IXL
Wellbeing, Bounce Together	Bounce Together
The Power of Reading	CLPE
Insight Tracking	James Pembroke, Insight Tracking
Blue Sky Performance Management	Blue Sky Performance Management
Active Movement	Active Movement
Safeguarding, CPOMS	CPOMS

## Further information

Our progress figures from previous years demonstrate the excellent success which has been historically achieved at The Godolphin Junior Academy. This has continued over the last two years despite the challenges of the Covid19 pandemic. These figures demonstrate our effective use of our PP funding to deliver transformative outcomes for pupils.

We are analytical about the learning needs of our pupils, the development needs of our staff and the effectiveness and quality of our curriculum. Therefore, we continually evaluate and adjust our strategy each year to ensure our standards remain high and teaching in every classroom is highly effective.