

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	443
Proportion (%) of pupil premium eligible pupils	40.2% (National Average is 25.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	1 st September 2023
Date on which it will be reviewed	31 st August 2024
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	£244,440
Recovery premium funding allocation this academic year	£25,760
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	£244,440

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 40% of our school which is significantly higher than the National Average (26%). 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	<p>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.</p> <p>From the analysis of attainment data we have identified that more disadvantaged pupils could achieve greater depth in reading at the end of Key Stage 2. We aim to further develop and enhance the range of challenging reading material available to pupils and monitor this rigorously through our data tracking software.</p>
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	<p>Attendance data last academic year showed a gap between disadvantaged pupils and non-disadvantaged pupils. Attendance for all was 94.9% and attendance for disadvantaged pupils was 94.5%. This gap is steadily closing since the previous year but we aim to ensure there is no difference in attendance between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Absenteeism can negatively impact progress. Attendance initiatives will be implemented for all pupils with a focus on improving attendance for disadvantaged pupils.</p>

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

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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	High quality teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	4
Increased hours for reading specialist to impact on English outcomes. We have now employed our reading specialist to increase days from two days p/week to three days.	The English lead will ensure that assessment is used effectively and every pupil's reading ability is effectively diagnosed. The English leader is provided with leadership time to guide teachers in delivering effective provision in reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#conclusion	1 2 3
Implementation of class texts for every pupil to enhance reading provision and improve outcomes.	This year, every pupil will have their own copy of the class text to follow and refer to. This will enable children to revisit vocabulary, themes and devices in their reading lessons. As well as this, the initiative '20 by 2024' will be introduced which encourages pupils to read a wide range of challenging novels by the end of the academic year and widen their literary diet.	1 2 3
Increased release time for teachers to collaborate and develop the quality of teaching	High quality teaching is the most important lever schools have to improve outcomes for their pupils. In order to	1 2

across the school. (Power of Three Phase Two)	<p>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.</p> <p>This year, teachers will meet six times a year instead of three times.</p>	<p>3</p> <p>4</p>
Purchase a DFE validated phonics programme and provide training for teachers.	<p>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.</p> <p>Train every teacher and teaching assistant in phonics provision.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>2</p> <p>3</p>
Providing whole school maths training from a maths specialist to improve the quality of maths provision.	<p>Two twilight training sessions will be delivered by a specialist maths consultant to all teachers and TAs. This will ensure teachers are well informed and teaching high quality maths based on the latest evidence-based research.</p> <p>We have also enabled three teachers to participate in a 4 day primary maths programme delivered by the BBO Maths hub.</p>	<p>4</p>
Purchasing a range of maths resources so that maths lessons are practical, purposeful and hands on.	<p>We have spent £5,000 on maths resources to ensure every stand of maths, for every level of need has the necessary concrete resources available to support learning.</p>	<p>4</p>
High quality HLTAs deployed in every year group as additional teaching support.	<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> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
Release time for teaching staff to develop through National Professional Qualifications.	<p>This academic year we have one teacher accessing the NPQLT programme, one accessing the NPQSL programme and another member of staff on the NASENCO programme.</p> <p>Investing in the development of staff is one of the greatest levers to improve outcomes for learners.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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
Implementing the Teacher Walk Thru CPD series.	Teacher CPD and monitoring schedules have been aligned with Sherrington's Walk Thrus so that the development of teaching and learning is an ongoing process. As a result, outcomes for pupils will improve.	1 2 3 4 5
Implementing a PPG Working Party.	Providing release time for a weekly working party to meet and review outcomes for disadvantaged pupils from that specific week. This short feedback cycle ensures next steps are actioned to drive progress and attainment.	1 2 3 4 5

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading specialist	'Evidence consistently shows the positive impact that targeted academic support can have.' – EEF We have a dedicated reading teacher 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.	1 2
BRP intervention	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. Every member of support staff, alongside all leaders is involved in this systematic programme of intervention.	1 2
Additional phonics sessions	Phonics approaches have a strong evidence base indicating a positive	2

	<p>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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
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 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.</p>	<p>1 2 3 4</p>
Maths IXL	<p>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.</p>	<p>4</p>
SATS Companion	<p>We have purchased a SATS-style questioning tool to help with plugging attainment gaps with supplement questions. The tool can also enhance planning and lessons with challenging, high-pitched questions.</p> <p>Effectively-pitched homework can also be set for all pupils and targeted pupils. As a result gaps will close and outcomes will improve.</p>	<p>1 2 3 4</p>
SHINE Intervention	<p>SHINE allows teachers to access a detailed breakdown of pupil gaps and resources to address these and meet needs.</p>	<p>1 2 3 4</p>
Increased Flash Academy licenses	<p>We have increased from 30 to 45 licenses to EAL pupils which targets their precise needs and enables them to make progress across the curriculum.</p>	<p>1 2 3</p>
CGP Resources	<p>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.</p>	<p>2 4</p>
Insight Tracking	<p>We have purchased a new data tracking system which is more effective for analysing pupil performance,</p>	<p>2 3 4</p>

	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.	5
Specialist interventions from speech and language assistant, inclusion assistant and assistant SENCO	<p>We employ a full time speech and language assistant to deliver interventions to pupils who require support in their oral, expressive and receptive language.</p> <p>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.</p> <p>We employ an inclusion assistant who delivers EAL interventions to pupils on our EAL caseload.</p>	1 2 3

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

Budgeted cost: £44,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of walking bus 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.	<p>Intervention will be delivered in a targeted way and evaluated at set review points.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	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' wellbeing 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 use funding to continually encourage and celebrate good attendance at school such as short term attendance rewards, certificates and termly rewards.	5
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 analyse 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,	1 2 3

	social skills, resilience, problem solving and have high quality outdoor learning opportunities.	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: £244,440

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Last academic year (2022-2023) was the second year of KS2 assessments resuming after being paused for two years due to the covid19 pandemic. Last academic year, school results were published nationally, and schools were 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.

ALL	EXP+	EXP+ National	GD	GD National
Reading	82%	73%	30%	%
Writing	89%	71%	38%	%
Maths	79%	73%	40%	%
SPAG	81%	72%	52%	%
Combined RWM	72%	59%	18%	%

DIS	EXP+	EXP+ National	GD	GD National
Reading	77%	73%	21%	%
Writing	81%	71%	30%	%
Maths	66%	73%	32%	%
SPAG	74%	72%	47%	%
Combined RWM	64%	59%	17%	%

Externally provided programmes

Programme	Provider
Insight Tracking	Insight Tracking
Bounce Together	Bounce Together
IXL Maths	IXL
SATS Companion	SATS Companion
SHINE Intervention	Hodder Education
Teacher Walk Thru	Teacher Walk Thrus