

Godolphin Junior Academy

Pupil Premium Strategy 2020 – 2021

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM). An amount is also allocated according to the number of children from service families and an allocation for each pupil who has been 'Looked After' (in care). In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

The funding is allocated to address the current underlying inequalities between disadvantaged pupils (new term for those in receipt of Pupil Premium) and their peers.

The allocation for Godolphin Junior Academy in 2020-2021 is £170,000

The Godolphin Junior Academy has a clear strategic plan for its use of Pupil Premium Funding. We first and foremost focus on quality first teaching for all our pupils, including disadvantaged pupils.

It is imperative that all teachers are aware of the disadvantaged pupils in their class. To ensure achievement for our disadvantage pupils, teachers are required to annotate their plans with the provision for disadvantaged pupils in each lesson; this includes provision for those who have the potential to exceed in their studies. Further to this, all lesson observations should include a focus on the progress of disadvantaged pupils as well as every pupil progress meeting.

We look at the specific needs of our disadvantaged pupils to plot provision to meet these needs. Provision is also based on what has been noted to be effective from regular review.

Measuring impact

The impact of the expenditure of Pupil Premium funding is tracked rigorously by the Senior Leadership Team (SLT) and the impact of interventions is monitored throughout the year. We believe that every single member of staff is responsible for contributing to the progress and achievement of disadvantaged children. However, SLT will lead the strategic overview for whole academy work on Pupil Premium provision.

Our aims:

- To ensure the funding is used for each Pupil Premium child
- To frequently measure the impact of strategies in place
- To design and implement effective strategies to remove barriers to learning.

Summative assessments are sat by the children in years 3 to 6 each term to assess the progress they are making in core subjects: reading, writing, grammar and maths. Ongoing assessments are made of all pupils, including disadvantaged, so we can ascertain attainment and progress in any moment of time.

Termly data review meetings are held with SLT and shared with class teachers to analyse the progress made by the children and the impact of the interventions that are in place in helping t children make progress towards their end of year targets. Team leaders’ schedules involve the tracking and monitoring of progress of all disadvantaged children in their year group ensuring that all avenues are explored to narrow the gap in progress and attainment between disadvantaged pupils and their peers.

The allocated Governor for Pupil Premium meets regularly with the Principal to go through the Pupil Premium strategy for the Academy. Discussions are held on how Pupil Premium funding is allocated, evaluation and impact of the use of the funding. Updates on the Pupil Premium Strategy are also shared with the Academy Council at each meeting.

Current Barriers to Educational Achievement

At Godolphin Junior Academy we have identified the following needs:

- A. For the achievement of disadvantaged pupils to always be (at least) on par to non- disadvantaged pupils (without placing non-disadvantaged pupils at a disadvantage).
- B. More disadvantaged pupils need to achieve ‘exceeding’ in core subjects. Especially in reading and writing.
- C. Higher rates of attendance at least in line with the national averages
- D. Develop learning behaviours such as increased independence, self-motivation or resilience
- E. Target families to support and equip them with the skills to engage learning at home.

Desired Aims and Outcomes

Desired outcomes and how they will be measured		Measure
A	Good progress and attainment	All Disadvantaged pupils to achieve at least expected progress. Disadvantaged pupils to achieve at least national expectations in expected and exceeding age related attainment.
B	Increased percentages of disadvantaged pupils exceeding age related expectation	More disadvantaged pupils to achieve exceeding age related attainment. This should be in line with non-disadvantaged pupils.
D E	Improved learning behaviours for disadvantaged children including those with SEMHD needs	Improved learning behaviours impacting good levels of progress and attainment. Good learning behaviours also demonstrated by targeted disadvantaged pupils are evident through levels of engagement, pupil voice surveys, quality of work in books. Disadvantaged pupils with specific PSED needs show increased participation in class, reduction in behavioural incidents, reduction in friendship/social issues, increased social integration.
C	Regular attendance	Attendance of Disadvantaged children is in line with the national average of 96.1%

Planned Strategy for 2020-2021

	Provision	Cost		End of Year Target
A/B	An extra intervention HLTA employed to grow capacity for quality first teaching and reduce class ratio sizes. This extra HLTA will be used purposefully to target small groups and sets. Specifically to raise the achievement of PPG pupils.	Full time teaching in targeted sets and intervention groups.	£25,000	To diminish the difference in outcomes between PP and non PP children. To ensure that attainment for PP children is at least in line with KS2 national outcomes.
A/B	A reading specialist will work two days a week to implement reading strategies, train staff in reading interventions and review and impact on all individual readers. Her focus will be progress for all including disadvantaged children.	Two days of reading intervention and reading tracking and monitoring.	£15,000	PP children will make at least expected progress in reading. Reading attainment for PP children will be in line with the national average. There will be an increase of PP children reaching the exceeding level in reading.
A/B	A HLTA in each year group to support groups in class and carry out small group tuition and booster to accelerate progress.	4 full time HLTAs	£40,000	To diminish the difference between PP and non PP pupils. To accelerate the progress of PP children. To ensure that attainment for PP children is at least in line with KS2 national outcomes.
B	Release for English and Maths leads to provide tailored provision for pupils to exceed in core subjects.	Supply costs	£10,000	To diminish the difference between PP and non PP pupils. To accelerate the progress of PP children by focusing on specific gaps and impacting on them. To ensure that attainment for PP children is at least in line with KS2 national outcomes.
C/E	Tracking and managing the attendance of disadvantaged pupils.	VP to lead on this as part of her role.	£5,000	To ensure that the attendance of PP children is in line with the national average.
D	Employment of a sports coach mentor to work with children who need support with self-	50% of salary spent on mentoring	£10,000	To develop behavior skills, resilience and grow self-esteem so that pupils can

	esteem, behavior, social skills etc.			access learning more positively in lessons.
A	After school 'Wisdom Wednesday' to target needs in learning for disadvantaged pupils and accelerate their progress.	All teaching staff	£20,000	To diminish the difference between PP and non PP pupils in progress and attainment. To accelerate the progress of PP pupils so that they are on track to achieve national expectations.
C	Tracking and working with pupils from disadvantaged families	School counselor	£10,000	To provide specialist support so that pupils can develop resilience skills and access lessons more positively/increase their engagement.
A	Holiday booster, sessions and resources to further support disadvantaged children and their families and plan for progress.	Teaching staff	£5,000	To diminish the difference between PP and non PP pupils in progress and attainment. To accelerate the progress of PP pupils so that they are on track to achieve national expectations.

	Provision	Cost	End of Year Target	
A B D E	Release time for pastoral leads to provide continued training of R Time. This is a whole school behaviour strategy that focuses on relationship building, social skills, positive behaviour and growth mind set.	PSHE Leads	£2,000	To develop relationships, self-esteem and resilience through a set program. This will result in children accessing lessons positively and increasing the engagement.
A B D	Saturday school tuition to target specific children who need support with intervention and access to resources	Selected teaching staff	£5,000	To diminish the difference between PP and non PP pupils in progress and attainment. To accelerate the progress of PP pupils so that they are on track to achieve national expectations.
D	Targeted admission to after school clubs.	Sports Coaches/Extended learning lead	£5,000	Greater participation in extended learning opportunities which will raise confidence and self-esteem.
C D	Breakfast Club	Breakfast club lead	£5,000	Disadvantage pupils are ready to learn.

				To improve punctuality and attendance. To build self-esteem and confidence
D	Uniform	Uniform and equipment	£2,000	To raise self-esteem
A B	To provide resources to help raise standards in English and Maths (CPG Books)	Resources	£3,000	All disadvantaged pupils to make expected progress and some pupils to make accelerated progress.
D E	School trips	Support for families	£3,000	To provide high quality first hand experiences that pupils can draw upon in their learning. To develop confidence and self-esteem.
A B	Purchase Accelerated Reading	(40% of which to support PP children)	£2,000	All disadvantaged pupils to make expected progress and some pupils to make accelerated progress.
A B	Invest in new books for the whole school to boost reading outcomes. These will be bought to engage pupils and cater for a range of abilities.	(40% of which to support PP children)	£3,000	All disadvantaged pupils to be tracked in reading. To make at least expected progress in reading.

Reviewed Expenditure for 2019-20

	Provision	Cost		Impact
A/B	An extra intervention HLTA employed to grow capacity for quality first teaching and reduce class ratio sizes. This extra HLTA will be used purposefully to target small groups and sets. Specifically to raise the achievement of PPG pupils.	Full time teaching in targeted sets and intervention groups.	£25,000	There were no formal end of year assessments due to lockdown but we did assess children as soon as they returned to school in September. Year 4 – No differential in PPG/Non PPG in Reading Minimal differential in PPG/Non PPG for Maths (6%) Year 5 – Slight differential in PPG/NonPPG in Reading No differential between PPG/NonPPG in Maths Year 6 – No differential in outcomes for PPG/Non PPG in Reading and Maths Overall the gap has closed and we currently have one focus area to be particularly aware of which is outcomes for PPG pupils in Year 5 for reading.
A/B	A reading consultant will work one day a week to implement reading strategies, train staff in reading interventions and review and impact on all individual readers. Her focus will be progress for all including disadvantaged children.	1 day a week at £300 p/day	£11,800	Reading results on Accelerated Reader have improved for all children. Overall PPG children have improved their reading age and book level. Reading has stayed in line with national expectations. In September, there was no differential between PPG/Non PPG in reading and 58% of our PPG children passed a mock sats paper on entry to the school year following lockdown. This shows the impact of the work that has been in place for reading.
A/B	A HLTA in each year group to support groups in class and carry out small group tuition and booster to accelerate progress.	4 full time HLTAs	£40,000	September assessments showed that there was no differential between outcomes for PPG pupils and Non/PPG pupils apart from a slight difference for Year 5 reading. This will become a focus area for the school.
B	Release for English and Maths leads to provide tailored provision for pupils to exceed in core subjects.	Supply costs	£12,500	PP attainment is in line with KS2 national outcomes.
C/E	Tracking and managing the attendance of disadvantaged pupils.	VP to lead on this as part of her role.	£5,000	Attendance prior to lockdown had been on track and PPG children were in line with school and national expectations. During lockdown, PPG children were tracked for attendance and completion

				of remote learning and met the targets set.
D	Employment of a sports coach mentor to work with children who need support with self-esteem, behavior, social skills etc.	50% of salary spent on mentoring	£10,000	Behaviour has been very good as a result of this work. There has been a significant reduction in step 5 sanctions. The number of step 5 sanctions halved in amount from 2018/19.
A	After school 'Wisdom Wednesday' to target needs in learning for disadvantaged pupils and accelerate their progress.	All teaching staff	£20,000	This diminished the difference in outcomes for PPG/Non PPG pupils. The progress of PPG pupils accelerated and PPG pupils were on track to meet national expectations or above.
C	Tracking and working with pupils from disadvantaged families	School councilor	£10,000	To provide specialist support so that pupils can develop resilience skills and access lessons more positively/increase their engagement.
A	Holiday booster, sessions and resources to further support disadvantaged children and their families and plan for progress.	Teaching staff	£5,000	To diminish the difference between PP and non PP pupils in progress and attainment. To accelerate the progress of PP pupils so that they are on track to achieve national expectations.

	Provision	Cost		End of Year Target
A B D E	Continued training of R Time from Greg Sampson. This is a whole school behaviour strategy that focuses on relationship building, social skills, positive behaviour and growth mind set.	PSHE Leads	£2,000	Children access lessons positively and engagement is strong. R Time continued through remote learning and children shared positive feedback and examples.
A B D	Saturday school tuition to target specific children who need support with intervention and access to resources	Selected teaching staff	£5,000	Saturday school did not go ahead in 2020 due to covid19 but instead some tailored work, support and intervention which led to PPG children having successful outcomes.
D	Targeted admission to after school clubs.	Sports Coaches/Extended learning lead	£5,000	There was a greater participation in the autumn term. PPG pupils were targeted and invited to attend clubs.
C D	Breakfast Club	Breakfast club lead	£12,000	The impact of this was that disadvantaged pupils were ready to learn. Breakfast club also helped to improve punctuality and attendance. Children could build self-esteem and confidence

D	Uniform		£3,000	Uniform was provided to several families who needed support. This helped to engage families with GJA and it meant that children could feel confident and ready to learn.
A B	Staff training to use data analysis to inform effective action planning and provision for disadvantaged pupils	CPD costs	£10,000	Use of CPD and data analysis meant that targeted interventions were put in place. This resulted in pupils meeting their targets for expected progress.
A B	To provide resources to support Singapore Maths (raising standards in Maths)	Resources	£6,000	Outcomes for disadvantaged pupils in Maths have been strong across the school. There is no differential between PPG and Non PPG.
D E	School trips	Support for families	£5,000	During 2020 not all trips could go ahead as planned but we did support trips for PPG pupils in the autumn term which resulted in pupils having experiences to enhance their knowledge and understanding. We were planning to support PPG pupils in participating in a residential trip which is something we will plan again for the future.
A B	Employ an English expert and lead to improve outcomes in reading and writing.	Part of teaching role	£12,000	Outcomes for disadvantaged pupils in English has been strong across the school. There is no differential between PPG and Non PPG.
A B	Purchase Accelerated Reading	(40% of which to support PP children)	£2,000	Every pupil, especially PPG pupils are targeted on AR. Every PPG pupil is making progress on AR, is reading at the correct level and is quizzing at least bi-weekly. This is all evidenced and as a result reading outcomes are improving.
A B	Invest in new books for the whole school to boost reading outcomes. These will be bought to engage pupils and cater for a range of abilities.	(40% of which to support PP children)	£4,000	Every PPG pupil has been tracked and guided in their individual reading. Our AR specialist tracks each individual and ensures they are given the right provision to make progress.

