

Godolphin Junior Academy

Pupil Premium Strategy 2019 – 2020

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 2019-2020 is £205,391

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.

Pupil Progress Meetings are held with each class teacher termly to analyse the progress made by the children and the impact of the interventions that are in place in helping the

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 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 2019-2020

	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 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	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	£12,500	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-esteem, behavior, social skills etc.	50% of salary spent on mentoring	£10,000	To develop behavior skills, resilience and grow self-esteem so that pupils can

				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 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	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	£12,000	Disadvantage pupils are ready to learn.

				To improve punctuality and attendance. To build self-esteem and confidence
D	Uniform		£3,000	To raise self-esteem
A B	Staff training to use data analysis to inform effective action planning and provision for disadvantaged pupils	CPD costs	£10,000	The impact of interventions is effectively monitored and acted upon to ensure all pupils make at least expected progress.
A B	To provide resources to support Singapore Maths (raising standards in Maths)	Resources	£6,000	All disadvantaged pupils to make expected progress and some pupils to make accelerated progress.
D E	School trips	Support for families	£5,000	To provide high quality first hand experiences that pupils can draw upon in their learning. To develop confidence and self-esteem.
A B	Employ an English expert and lead to improve outcomes in reading and writing.	Part of teaching role	£12,000	All disadvantaged pupils to make expected progress and some pupils to make accelerated progress.
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)	£4,000	All disadvantaged pupils to be tracked in reading. To make at least expected progress in reading.

Reviewed Expenditure for 2018-19

	Provision	Cost		Impact
A/B	1:1 teacher to work with underperforming disadvantaged children in all core subjects and accelerate their progress to at least age related standard.	2.5 days a week	£25,000	This 1:1 work took place in Year 3 and the differential is now fractional between PP and ALL. It is actually our PPG children who have achieved slightly better. Year 3 July 2019: Reading All = 77% Reading Dis = 79% Writing All = 68% Writing Dis = 70% Maths All = 78% Maths Dis = 82%
A/B	Teaching and learning specialist to be employed permanently to improve teaching and learning and pupil outcomes in phase 3 and 4. Particularly outcomes for the disadvantaged.	Part of salary to focus and impact on outcomes for disadvantaged children	£10,000	The gap has closed between PPG and ALL across Years 3 and 4. All subjects are on track. The only area that we would like to see even further improvement was Year 4 Dis Reading. Year 4 Reading All = 80% Year 4 Reading Dis = 78% There is hardly any differential but this is still a target areas for us to address even further.
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 attainment for Dis has improved. Y3 = 79% Y4 = 78% Y5 = 73% Y6 = 79% This is significantly above the national average. Progress for Reading Dis is strong.
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	The gap has closed in each year group. Implementation of HLTAs has been one of our most successful strategies.
B	Release for English and Maths leads to provide tailored provision for pupils to exceed in core subjects.	Supply costs	£20,000	Time was provided to implement white rose and TT Rockstars in Maths as well as Accelerated

				Reader and Power of Reading in English. These strategies and good use of staff CPD were crucial in us achieving good reading and writing results.
C/E	Tracking and managing the attendance of disadvantaged pupils.	VP to lead on this as part of her role.	£5,000	Attendance for ALL and attendance for PPG children is still a focus for the school. Our overall attendance figure last year was below the National Average. Our PPG children in particular will be a focus for 2020/21.
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 and social skills are a strength of the school. The inclusions and pastoral team are also a strength. This was all noted in our June 2019 Ofsted report.
A	After school 'Tuition Tuesday' to target needs in learning for disadvantaged pupils and accelerate their progress.	All teaching staff	£20,000	This intervention and use of time was key to securing the attainment and progress figures we did. Access to experience teachers in focused intervention for PPG children helped to close the gap.
C	Tracking and working with pupils from disadvantaged families	School councilor	£10,000	Families have been supported with access to resources, uniform and support services to equip children with the correct support they need to access learning.
A	Holiday booster, sessions and resources to further support disadvantaged children and their families and plan for progress.	Teaching staff	£5,000	Accelerated progress for PPG pupils. Year 6 were a particular focus for this intervention. Figures for Dis were: R = 79% W = 96% M = 83% Significantly above National Average in all areas.

	Provision	Cost	Impact
--	-----------	------	--------

A B D E	Implementation of R Time: a whole school behaviour strategy that focuses on relationship building, social skills, positive behaviour and growth mind set.	PSHE Leads	£2,000	Improved behavior, concentration and social skills have led to improved outcomes.
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 was exceptionally well attended by PPG Pupils. End of year results for Dis were significantly above the national average.
A	Parent classes 'School Links' to develop parent skills in English which will enable them to support more at home and raise confidence in the family.	Cost of provision	£5,000	Enabling parents to have the skills to support learning at home has helped to close the gap in progress and attainment.
D	Targeted admission to after school clubs.	Sports Coaches/Extended learning lead	£5,000	PPG children are targeted and invited to clubs. Clubs are funded for our PPG pupils to enable them to have access to extended learning and as a result make more progress.
C D	Breakfast Club	Breakfast club lead	£12,000	Funded breakfast for PPG has helped with attendance, punctuality and providing children with a healthy breakfast to be in a good frame of mind to learn.
D	Uniform		£3,000	Uniform has been provided for some PPG pupils to aid with their confidence and inclusion in school.
A B	Staff training to use data analysis to inform effective action planning and provision for disadvantaged pupils	CPD costs	£10,000	Rigorous data tracking has informed good use of intervention to cl
A B	To provide resources to support Singapore Maths (raising standards in Maths)	Resources	£6,000	Year 3 and Year 4 had strong outcomes in Maths attainment as a result.
D E	School trips	Support for families	£5,000	Ensuring that our PPG children are supported in having access to a range of trips, visits and workshops.

A B	Employ an English expert and lead to improve outcomes in reading and writing.	Part of teaching role	£12,000	Writing attainment in Year 6 for PPG was 96% and for GDS PPG it was 34%. Incredibly high due to our English strategy.
A B	Purchase Accelerated Reading	(40% of which to support PP children)	£2,000	Reading outcomes at end of KS2 were 79% EXP and 28% GDS for PPG This is above National average for All.
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	This contributed t the excellent attainment and progress results in reading.