

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	Godmanchester Bridge Academy
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	53 (27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	January 2022
Date on which it will be reviewed	Autumn Term 2022
Statement authorised by	Claire Pirrie (Head of School)
Pupil premium lead	Ruby Gardiner
Governor / Trustee lead	Caroline Crowther-Light

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800
Recovery premium funding allocation this academic year	£5800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9000(recovery money carried forward)
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	£68,600

Part A: Pupil premium strategy plan

Statement of intent

In this plan we will refer to those it is aimed at as 'disadvantaged children'. This covers pupils in receipt of the Pupil Premium Funding, pupils on Free School Meals who may not yet have been allocated PP funding and other pupils we feel are vulnerable and require this support (e.g. pupils with a social or family worker).

Our intention is that all pupils at Godmanchester Bridge Academy make good progress and are high attainers. Regardless of a child's background we will have high expectation of the children in our school. We want all staff to be aware of which children are disadvantaged and what the best strategies are to ensure they progress and achieve. Through careful planning, tracking and monitoring, staff will better understand the progress these pupils are making and be better equipped to help them to be successful. It is important that we are aware that pupils who are disadvantaged will come from a diverse range of backgrounds, have very different starting points and could have a number of external factors impacting on them negatively or positively and we must take all of this into account when considering the best support for each individual child. In line with our values: Inspire, Enjoy, Achieve, we also see the value in pupil voice to ensure children from a disadvantaged background do have a positive time in school and that we inspire them to be the best they can be.

Through this strategy we aim to:

- Ensure children make good or better progress
- Get more children at or above age related expectations (ARE)
- Improve the attendance of disadvantaged pupils
- Ensure pupils and their families have the support and resources to be successful and enjoy school

In line with what the Education Endowment Foundations (EEF) suggest, we use a tiered approach to our strategies and spending to address these aims. Further details can be seen in the detailed plan below, but below is an outline of this.

Firstly, we have invested money, time and training in whole class teaching strategies to ensure Quality First Teaching (QFT). We use White Rose Maths, Read Write Inc and The Write Stuff to ensure teachers have a strong base and resources to plan high quality lesson. We also give time to the leaders of these subjects to become experts and to work with other teachers to create a knowledgeable and highly skilled team.

Secondly, all our PP children have an individual profile. This allows their class teacher to carefully track each individual's progress and attainment and plan interventions with

this in mind. Interventions have been carefully selected by the inclusion team to ensure they are evidence based.

Finally, all staff work together to support 'the whole child'. In particular, our Child and Family support worker based in school, supports families to access the support they need, access resources and improve attendance.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	Our data shows that disadvantage pupils' attainment is low. Assessment in December 2021 shows 55% ARE in reading, 23% ARE in writing and 47% ARE in maths. This is also reflected in EYFS with 60% below in Literacy and 20% below in maths.
2 Progress	Our data shows that disadvantage pupils progress is good in reading and maths. Assessment in December 2021 shows 2.3 steps in reading, 1.2 in writing and 2.5 in maths. We would have expect at least 2 steps.
3 Oracy	Our data shows that on entry 40% of disadvantaged pupils were below the expected level in speaking this year. This was from teacher assessment and the NELI assessment. Covid seems to have had an impact on this. Furthermore, observations show that although children may be the expected level through assessment, they often seem to speak less in groups, lack exciting vocabulary and talk less in role plays and games. This can then have a greater impact in the later years when a vaster vocabulary is needed, more emphasis is on reasoning, and they struggle to communicate effectively with their peers and teachers. Furthermore, the 2021 EYFS curriculum is much more heavily weighted in linguistics and therefore children may struggle to meet the Early Learning Goals if their vocabulary is not developed across all areas of the curriculum.
4 SEND	30% of our Pupil Premium children have been identified on the SEND register. means they require additional support, teaching strategies and resources to make progress and achieve and may have one or more barriers to learning.
5 Home Learning	Teacher's feedback shows that many of our pupils do not complete their daily reading and weekly homework tasks. Support from parents is often lacking. During covid closures parents were contacted and offered support, taken work packs where needed and some children invited in. However, they often still did not complete the work, enough of the work or did it without enough support so the standard was below expectations.
6 Social and Emotional Needs	Observations, staff feedback and monitoring of behaviour shows that many of our children have social and emotional needs that often mean they are not ready to learn. This can sometimes result in extreme behaviours meaning they need to leave the classroom to be supported in another environment or lower level causing them distraction from the lesson. In each case pupils are missing valuable learning and often need support with self-regulation.

7 Attendance	There is a gap between disadvantage and non-disadvantaged attendance. They are missing key chunks or days within a sequence of learning.
8 Finances	Our vulnerable pupils often lack the basic equipment they need for school such as drinks bottles, uniform and PE kit. This can stop them feeling ready for the day and part of the class. They also lack some opportunities to access clubs and wider experiences outside of school. This can limit their opportunities to learn new skills as well and their general understanding of the world.

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
Improve progress in Reading, Writing and Maths for pupils in KS1 and KS2.	All pupils will make at least the expected 2 steps progress per term.
Oracy skills will be improved for disadvantaged pupils.	Outcomes for the Speaking ELG will be inline with national data. Observations, monitoring and discussions will evidence pupils using a broader range of vocabulary in English and other subjects across the curriculum.
Increased engagement with homework.	RAG rated tracking will show an increased number of pupils engaging in reading and homework tasks.
Improved well-being and self-regulation.	Observations, monitoring and discussions with the inclusion team and wider staff will show pupils are better able to self-regulate, they spend more time in class or in a safe space learning and there are less disruptions for their peers.
Increased attendance.	The attendance gap is reduced between disadvantaged children and non disadvantaged.
The impact of family finances on pupils learning and experiences is reduced.	Monitoring shows that any families financial situation is not impacting on their access to school including trips, clubs, uniform and resources.

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: £ £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and embed the use of The Write Stuff ensuring all teachers and TAs (including new staff) and trained and supported to deliver quality first teaching. This will involve the English lead running CPD, purchase of online training and resources and funding release time to follow the English lead to work with staff.	<p>The Jane Considine 'The Write Stuff' approach encapsulates many recommendations from the EEF research projects into improving literacy in KS1 and KS2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>'Some examples include their recommendations to: 'Teach writing composition strategies through modelling and supported practice' 'Develop pupils' language capabilities'</p>	1 2 3 4
Develop and embed the use of Read, Write Inc for phonics (EYFS/KS1) and spelling (Year 2/KS2) ensuring all teachers and TAs (including new staff) and trained and supported to deliver quality first teaching. This includes the purchase of the online training and resources, development days with the RWI representative, time out for the RWI lead to coach staff weekly and whole staff training.	<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>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1 2 4
Develop and embed the use of White Rose	The EEF states that, "Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with	1 2 4

Mastery Maths approach ensuring all teachers and TAs (including new staff) and trained and supported to deliver quality first teaching. This will involve the maths lead having time out to support and plan with staff, deliver training and the purchase of supporting resources. We will also benefit from support and training from The Maths Hub.	traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.” They state that this is crucial for closing the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Use NFER testing and analysis tools to unpick specific areas of difficulties.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1 2 4
Plan in and teach specific vocabulary across the curriculum, include this in planning/knowledge organisers.	https://educationendowmentfoundation.org.uk/news/eef-blog-when-is-a-word-not-a-word Linked to sharing texts/reading/ context teaching of vocab	3
Retrieval Quizzing/cold and gold tasks	Effective granular assessments, like retrieval quizzes, can hold the attendant benefit of being low stakes, which can help teachers re-establish teaching the school curriculum without the potential stresses that can attend mock exam type assessments https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2	

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Bridge It session- same day intervention	Afternoon catch up sessions are becoming increasingly common place in schools as they allow feedback to be given in a timely manner and for the misconceptions to	1 2

to feedback to pupils and pick up on misconceptions from the morning's lesson	be addressed whilst the children still have a good memory of the lesson. The NCETM say, "Same day intervention is designed to enable pupils to "keep up" rather than "catch up". It should address any points in the lesson that were not understood in order that all pupils are ready for the next lesson. The aim is that misconceptions are "nipped in the bud" at the point where they occur. More deep rooted difficulties should be addressed through a structured intervention programme which provides pupils with additional learning opportunities."	4
RWI intervention – one to one daily tutoring for 10mins focused on phonics	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF also state that, "On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1 2 4
NELI intervention- daily group or individual session focused on language	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
Other interventions targeted for specific needs include: Fizzy fingers, ERT, Echo Reading, Power of 2, Success at arithmetic, Speed Up, SNIP and 5 Minute Box.	<p>In the case of all the following interventions they have been specifically chosen by the inclusion team. We have resources and expertise within the school to train staff.</p> <p>EER evidence states that, "In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching".</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 2 3 4

Engaging with the National Tutoring Programme to small group tuition for pupils whose education has been most impacted by the pandemic. At least 60% of the pupils who receive tutoring will be disadvantaged. This tutoring will include reading and writing sessions with the specialist tutor.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 2 3 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child and family support worker, pupil premium lead and teaching staff to form positive relationships with vulnerable families to offer access to parenting support, financial support, resources and to encourage them to engage with school (e.g. homework and parents evenings).	“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5 8

Funding will be available to purchase items or pay for trips when needed.		
Child and family support worker to work with families to improve attendance and follow protocol where attendance falls below standard (letters, meetings etc). The school will be led by DFE guidance.	Increased monitoring time will allow more timely action, ensuring children are not missing school time unnecessarily. In the past parents engaging in this process has encouraged them to take note and improve their child's attendance. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	7
Support and counselling to be provided for pupils by Mel Chubb (councillor) and our school Child and Family support worker.	We know from experience and from Maslow's Hierarchy of Need that children need to feel safe, secure and value themselves to be in a position to learn and be challenged.	6
NEST room to be run to support pupils with their Social and Emotional needs and provide a safe space for pupils to learn.	Again, linked to Maslow. We have also seen evidence in our school of a nurture type room working well to allow children a safe space with specialist staff. The focus is now also on ensuring these children are able to use this space to access their education.	6

Total budgeted cost: £ 70,000