



Godalming Junior School

Pupil Premium Grant Expenditure 2013-14

For the financial year 2013-14, schools were allocated additional funding based on numbers of Free School Meals pupils to be used to support interventions and provision already in place or to provide additional provision where a need was apparent.

Godalming Junior School decided to use this funding in the following ways:

Overview of the School

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	218
Total number of pupils eligible for PPG	10
Total amount of PPG received	£26,100

Nature of Support

- a. To fund the cost of a Home School Link Worker (15 hrs extra per week)
- b. To provide financial support for children who meet the criteria to ensure funding of curricular activities such as swimming, off-site visits, on-site visitors and residential trips were attended
- c. To fund a qualified teacher who directed focus groups:
 - i. Class teacher intervention lessons: to accelerate learning of targeted pupils
 - ii. Higher Level Teaching Assistant lead intervention groups targeting reading skills
 - iii. Higher Level Teaching Assistant lead intervention groups targeting writing skills

Impact of PPG spending

Evaluation of spending for the academic year 2013-14 shows

- a. Four PP children worked with the Home School Link worker plus as a result of this spending, the school as a whole benefited from the increased presence of the HSLW on site. FSM children worked weekly with the HSLW for a range of reasons including social and emotional issues. HSLW logs record improvement over time in areas such as raised self-esteem.
 - b. Four children were supported in accessing funds to pay for residential, extra-curricular clubs, school visits and visitors. As a result of this spending, these children's self-esteem has increased and we ensured that they had access to an enriched curriculum. They were able to participate in a range of activities developing their skills and confidence as singers, dancers and sports people. Their ability to work as team members and as leaders also improved considerably. The resulting self-esteem carried over into every day school life and learning across the curriculum.
 - i. Our Year 2014 SATS results show that our qualified teacher focus interventions are effective with 91%, 81%, 93% achieving level 4 from their KS1 starting points.
 - ii. 2 PP children plus 2 others worked with the reading recovery teacher, all identified by in-house assessment as making less than expected progress. As a result, individual children received 6 intensive reading recovery sessions which diagnosed reasons for reduced progress and provided intensive support in these areas. Teachers subsequently received accurate and developmental information about the sessions undertaken and support for follow-up planning and teaching strategies to carry progress back into the classroom.
- In reading, the 2 PP children identified in Summer term achieved an accelerated 1 sub level of progress by the end of 2014. Of the other 2 identified, 1 made 2 sub levels of progress during summer term. In writing, of the 6 PP children identified for HLTA intervention in Spring term, 1 made 2 sub-levels of progress and 4 out of the 5 made 1 sub-level of progress.

Headteacher

September 14