

Pupil Premium Strategy Statement - Godalming Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|----------------------------|
| Number of pupils in school | 240 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-24 to 2025-26 |
| Date this statement was published | June 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Adam Samson (Head Teacher) |
| Pupil premium lead | Kate Wilkinson (SENDCo) |
| Governor / Trustee lead | Abi Gorringe |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £36,695 |
| Recovery premium funding allocation this academic year | £5,770 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ 42,465 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our 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're 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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments and observations indicate higher levels of reduced progress in our disadvantaged child population. |
| 2 | Records show that our disadvantaged children are given reduced opportunities to practice decoding and comprehension skills |
| 3 | Observations show that our pupil premium populations show higher than average levels of mental health issues relating to self-esteem, emotional management and friendship issues |
| 4 | Children of our disadvantaged families are more likely to have inadequate breakfast provision for maximised learning. |
| 5 | Children of our disadvantaged families are less likely to access extracurricular activities including school clubs and trips |
| 6 | Children of our disadvantaged families are less likely to have appropriate school uniform that is clean and well fitting. Children of our disadvantaged families are less likely to have appropriate school supplies to facilitate learning. |
| 7 | Records show that children of our disadvantaged families are more likely to be persistently absent from school. |

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 |
|--|--|
| Reduction of attainment gap between disadvantaged children and peers. | All children making at least .5 steps of progress from their individual starting points. |
| Improved reading attainment among disadvantaged pupils | KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. |
| Improved levels of social skills and interaction between all pupils. | Observable increasing levels of self-esteem, emotional regulation and peer relationships. Reduced entries on CPOMs for friendships concerns. Increased ability to manage and communicate emotions appropriately. |
| For all disadvantaged children to be well fed and ready to learn. | Decreasing numbers of disadvantaged children requiring in school breakfast provision. |
| For all children to have access to wider enrichment opportunities | All children of disadvantaged families attending all school trips and accessing school visitors. |
| For all disadvantaged children to have suitable equipment to be included in all class learning | All children are properly equipped for the school day by accessing school support as needed. |
| For all disadvantaged children to have suitable uniform so they are part of the school community | All disadvantaged children have new, well-fitting and branded school clothes. |

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| For all disadvantaged families to be accessing school to maximise learning and inclusion. | All disadvantaged children are attending school 95%+ in a school environment where they feel comfortable and included. |
|---|--|

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: £1,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------|--|-------------------------------|
| ELSA Training | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 3 |
| ELSA Supervision | | 3 |
| Positive Touch Training | | 3 |
| Attachment / ACES training | | 3 |

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

Budgeted cost: £22,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| All disadvantaged pupils are prioritised to be included in in-class focus groups by Class Teacher. | Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) | 1, 2 |
| Qualified Inclusion teacher provided 3 days per week prioritising disadvantaged families. | Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to | 1, 2, |

| | | |
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| | <p>ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Provision of targeted interventions by HLTA / LSAs</p> | <p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>HSLW providing support to individual children and families to improve attendance rates, as well as referral to external support agencies</p> | <p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> | 7 |
| <p>School provides all school branded items of school uniform and PE kit each year</p> <p>School provides all required stationary items as required throughout the year</p> | <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p> | 6 |

| | | |
|--|--|----------|
| <p>School provides financial support to all PP children to access wider leaning opportunities</p> | <p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> | <p>5</p> |
| <p>School maintains a supply of suitable, healthy breakfast items to ensure children are not hungry.</p> | <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p> | <p>4</p> |

Total budgeted cost: £43,400



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

40% of all PP children have received interventions delivered by our Intervention Teacher.

Of the children accessing instruction by our intervention teacher 36% made expected progress in relevant areas with 27% making accelerated progress.

75% of all PP children have received focused support in class from LSAs.

Children receiving in class teacher led support for core subjects have shown good progress in Years 4 and 6.

In Year 5 all PP pupils also have SEN with some children not making expected progress.

In Year 3 progress is not at the expected rate particularly in relation to writing and reading. Year 3 progress is currently based on KS1 data and starting points have been measured from there. With accurate current data it is hoped that the Year 4 data for this cohort will show increased levels of progress. EHCP application in process for one child.

Four PP children have received ELSA support during the year.

Our ELSA works with both children and families to ensure that strategies learnt are continued at home to support emotional regulation and development.

Our HSLW is working directly with 6 of our PP families.

This support has involved working directly with children or parents to provide guidance towards external agencies and support groups that benefit the family as a whole.

Our HSLW is involved in reporting the attendance records in collaboration with the Local Authority. She is in regular contact with families where attendance is of concern to ensure improving and maintaining attendance levels of PP children.

Current attendance level of PP children is 93.7%, national average is 93.7%. Attendance during 2021-22 was 91%

Our HSLW co-ordinates our school Food Bank contacting families regularly to check on needs and provide food parcels as necessary.

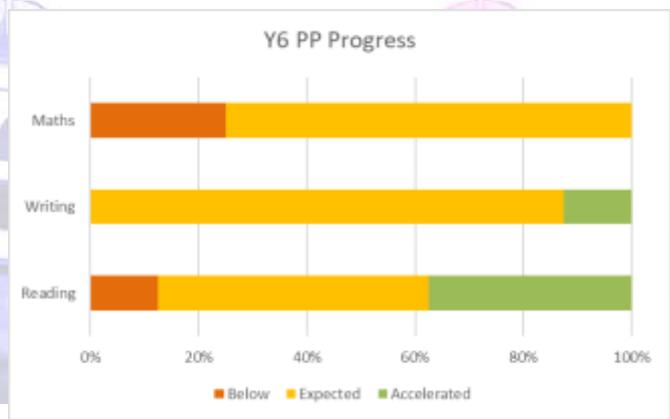
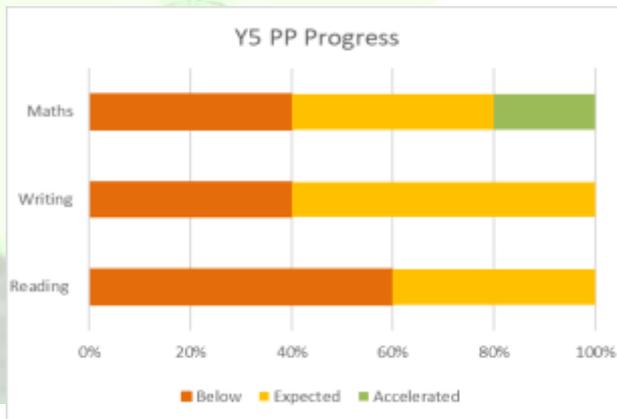
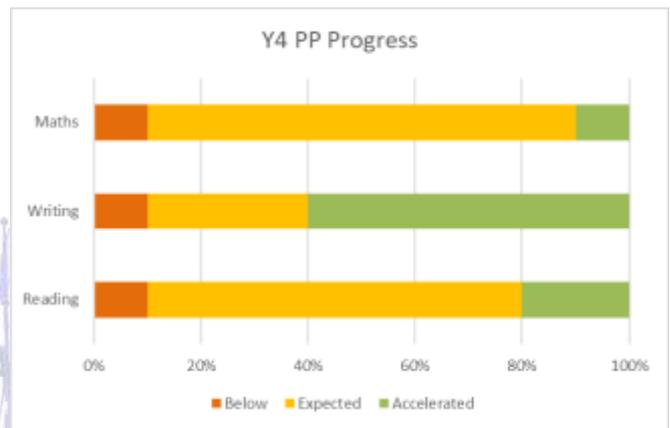
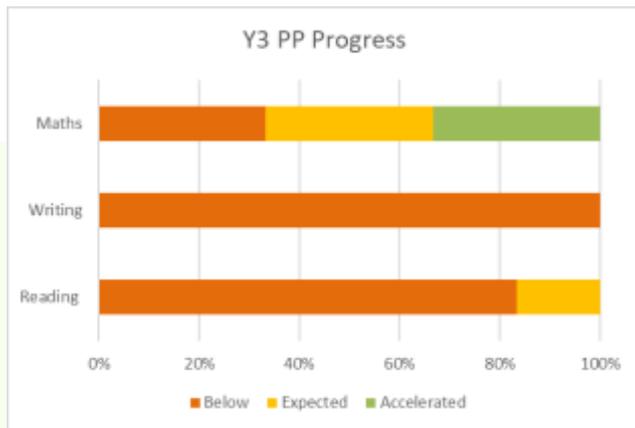
PP funds were used to ensure the inclusion of 14 families in residential activities, school trips, access to sports clubs and music lessons. This has allowed for full inclusion in the school curriculum.

PP funds were used to ensure all children have suitable school uniform and school stationery supplies. PP funds were used to purchase Year 6 leaver's hoodies for PP children. This has allowed for full inclusion in the school curriculum.

Three PP children have accessed healthy breakfast / snacks.

PP funds were used to provide ELSA supervision training to maintain our ELSA status to be able to continue to support vulnerable pupils and families.

Attachment Disorder and positive touch training provided to meet the needs of specific children.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils



Further information

