

Pupil premium strategy statement - Godalming Junior School 2026-2027

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	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 25 to 2027 - 28
Date this statement was published	June 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Adam Samson (Head Teacher)
Pupil premium lead	Kate Wilkinson (SENDCo)
Governor / Trustee lead	Abi Gorringer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,000
Recovery premium funding allocation this academic year	£0
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>	£45,000

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 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
- develop a deep knowledge of pupil's specific situation and the possible implications of this on their access to learning
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure inclusion in wider opportunities offered by school
- ensure inclusion in daily school life offering provision of uniform and school supplies

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 less likely to attain combined KS2 outcomes in reading, writing and maths
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	Records show that children of our disadvantaged families are more likely to be persistently absent from school
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

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
1. Reduction of attainment gap between disadvantaged children and peers.	All children making at least .5 steps of progress from their individual starting points.
2. Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 combined outcomes for disadvantaged pupils will be equal to their peers.
3. 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.
4. Children of our disadvantaged families are more likely to have reduced levels of attendance.	Increase in attendance levels of disadvantaged pupils to 90+%
5. For all children to have access to wider enrichment opportunities.	All children of disadvantaged families attending all school trips and accessing school visitors.
6. 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.
7. 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.
8. For the individual needs of all disadvantaged families to be understood to maximise learning and inclusion.	All disadvantaged children to have an inclusion profile created to highlight particular barriers to learning that they or their family may experience so that these can be addressed.

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: £1,000

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 ensure effective progress, or to teach challenging topics or skills. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, £10,000
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 £4,000

Provision of targeted interventions by HLTA / LSAs	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. 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. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2 £4,000
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW providing support to individual children and families to improve attendance rates, as well as referral to external support agencies	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. 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. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	4 £7,500
Free high quality school meals for all for all children in receipt of PP funding	Studies show that access to high quality meals during the school day affect the attainment, wellbeing and future health prospects of pupils. Individual participant data meta-analysis of the impact of EEF... EEF	2 £14,040
School provides all school branded items of school uniform and PE kit each year School provides all required stationary items as required	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. School uniform EEF (educationendowmentfoundation.org.uk)	6 £1,500

throughout the year		
School provides financial support to all PP children to access wider learning opportunities	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. Physical activity EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	5 £3,000

Total budgeted cost: £45,000

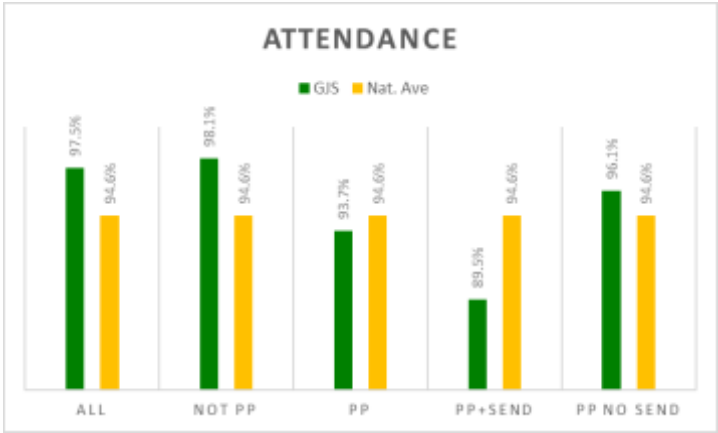
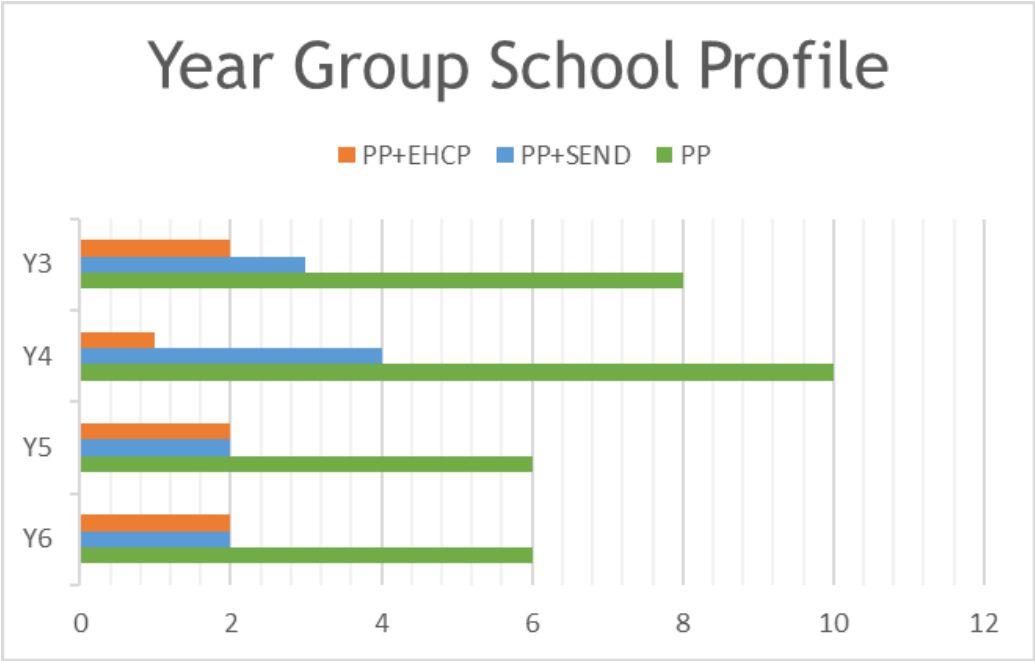
Part B: Review of the academic year 2025 - 26

Outcomes for disadvantaged pupils

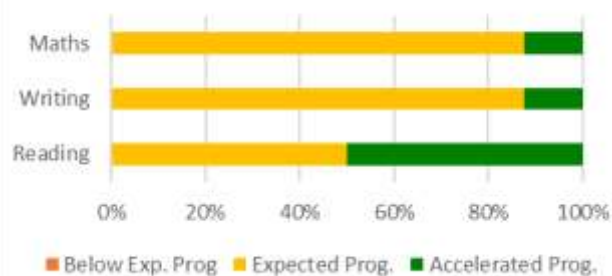
1. Reduction of attainment gap between disadvantaged children and peers. • In Y6 100% PP children made expected or accelerated rates of progress in reading and writing with and over 80% in maths. • The attainment gap between PP children and their non-PP peers is significant in the lower school however it reduces significantly in Y6. • The long-term progress between the current Y6 cohort and their attainment in Y3 shows significant improvement with increased children meeting ARE or above. • Over 60% of our EHCP pupils are also PP and this is particularly seen in the PP+SEND attainment data, however expected and accelerated progress can still be seen in these children. (See accompanying information).
2. Improved reading attainment among disadvantaged pupils. • PP reading attainment by the end of KS2 is comparable with non-PP peers. • PP children are highlighted as focus children and over 70% have received additional support specifically for reading skill development. • PP children are generally not at ARE before Y6 but expected progress is seen and in Y3 accelerated progress. • Teacher assessments for Y6 have over 80% of PP children achieving ARE at the end of KS2. (See accompanying information).
3. Improved levels of social skills and interaction between all pupils. • CPOMS recorded incidents this year have shown that 2% of friendships concerns involved PP children, this is down from 12% last year. Recordings of negative behaviour involving PP children is 22% this year down from 32% last year. • Social interaction between all children at school are closely monitored using CPOMs. Restorative justice is used for all.
4. For all disadvantaged children to be well fed and ready to learn. • Currently no PP children attend breakfast club, however, free spaces remain available if required.
5. For all children to have access to wider enrichment opportunities. • All PP children are offered the chance to access a paid additional school activity. • All school trips and activities are subsidised by 50% for PP children. This included, day trips, residentials, swimming, Bikability, school visitor costs etc. • Addition support has also been sought to provide transport to and from events for parents without a car and funding for parent accommodation to allow PP student to attend residential trip to the IoW.

• 100% of children are invited to sign up for extra-curricular sporting events. 73% have signed up for events and all of these children have participated in sporting events in school. • 53% of PP children have signed up for external sporting events of which 36% have represented the school.
6. For all disadvantaged children to have suitable equipment to be included in all class learning • All children can access stationary as required from the school shop.
7. For all disadvantaged children to have suitable uniform so they are part of the school community. • All children are provided with branded uniform as each year.
8. For all disadvantaged families to be accessing school to maximise learning and inclusion. • Following support from the Surrey Inclusion Team 60% of our PP persistent absentees have had significant increases in their attendance rising, on average, by 10% this term. • Close support of a number of GJS staff has provided support to families struggling with high need children to access learning. We currently have one PP child accessing Surrey Online School five days a week with 100% attendance. • Attendance at school for all children is extremely good however 83% of our persistent absentees are PP children, and 60% of these SEND. Attendance level of 96.2% for PP children other than these. • Across the school 95% of PP children who are not SEND are accessing school at 90+%, with 74% attending school 95+%.
Notes: • Number of PP children accessing ELSA / SEMH support - 20% • Number of PP children accessing Inclusion Teacher sessions - 67% • Number of PP children accessing classroom support / intervention - 87% • Number of PP children / families accessing support from HSLW / SENCo - 63% • Number of PP children accessing extra-curricular activities - 37% (100% offered) • Number of PP children receiving school uniform / supplies- 100% • Number of PP children receiving financial support to access school trips etc. - 100%

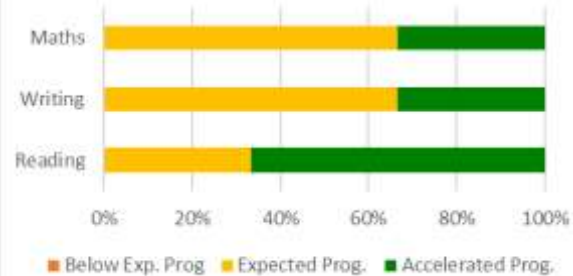
Further information



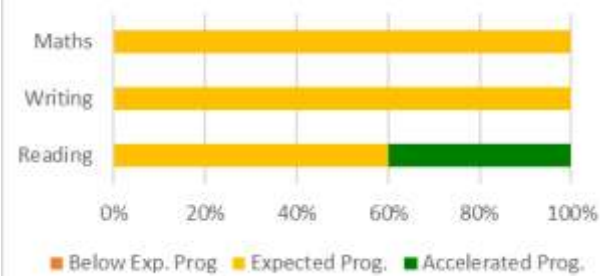
Y3 All PP (8) Progress



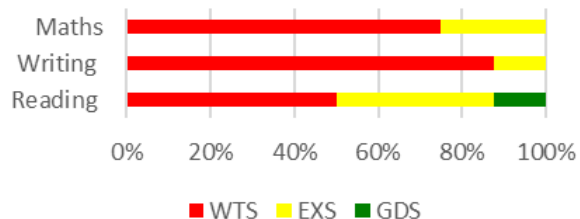
Y3 PP +SEN (3)Progress



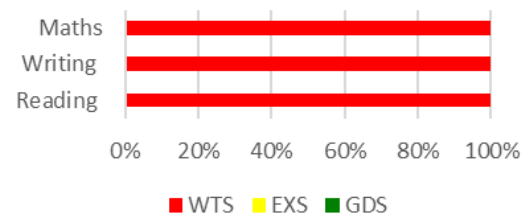
Y3 PP No SEN (5) Progress



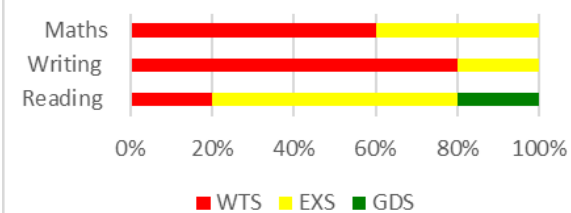
Y3 All PP (8) Attainment



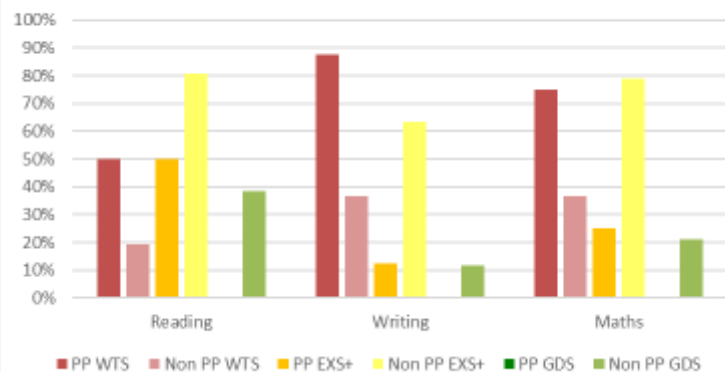
Y3 PP + SEN (3) Attainment



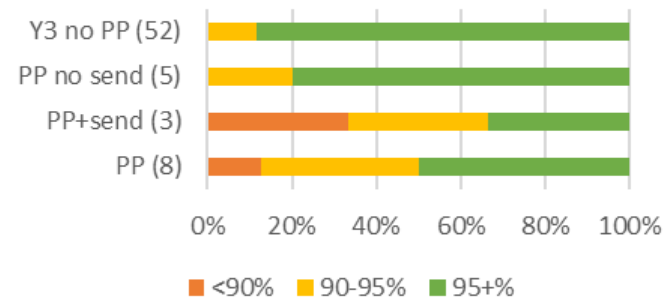
Y3 PP No SEN (5) Attainment



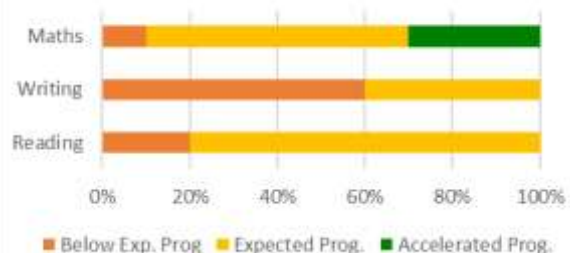
Y3 Attainment Gap to Non-PP Peers



Y3 Attendance 2025 - 26



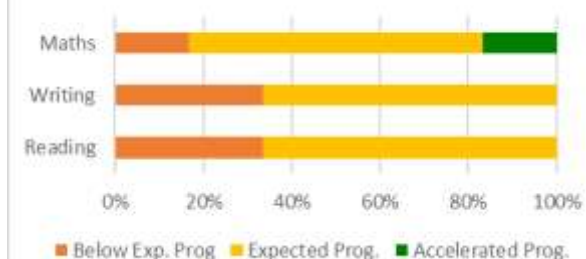
Y4 All PP (10) Progress



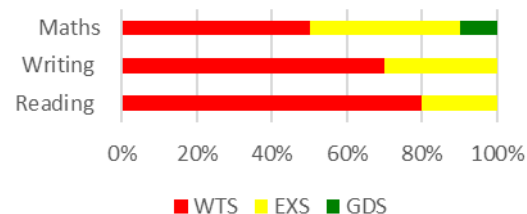
Y4 PP +SEN (4) Progress



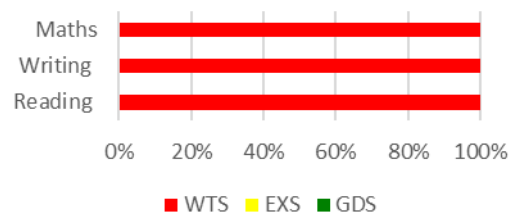
Y4 PP No SEN (6) Progress



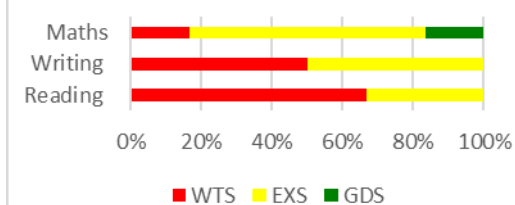
Y4 All PP (10) Attainment



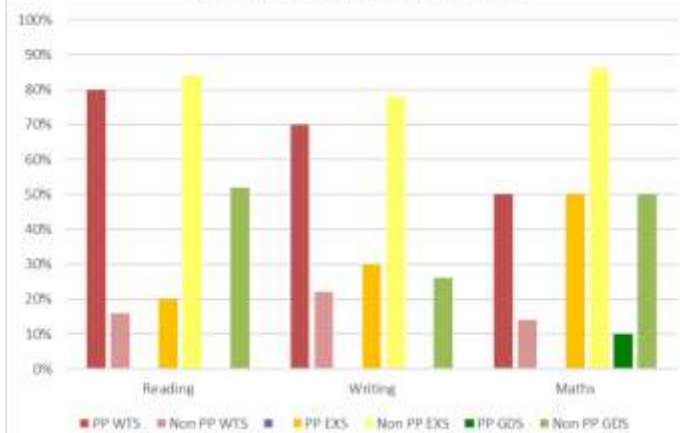
Y4 PP + SEN (4) Attainment



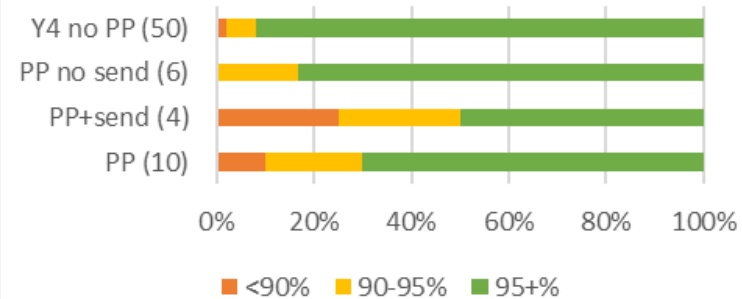
Y4 PP No SEN (6) Attainment



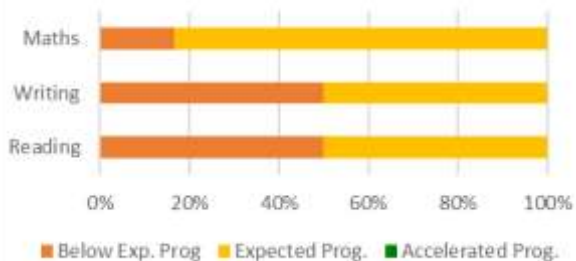
Y4 Attainment Gap to Non-PP Peers



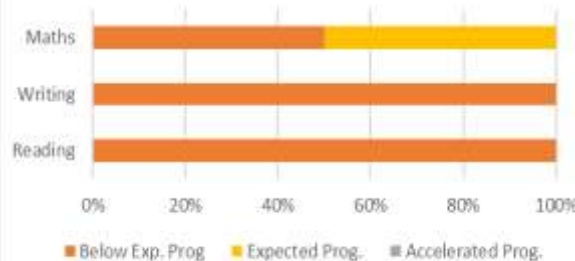
Y4 Attendance 2025 - 26



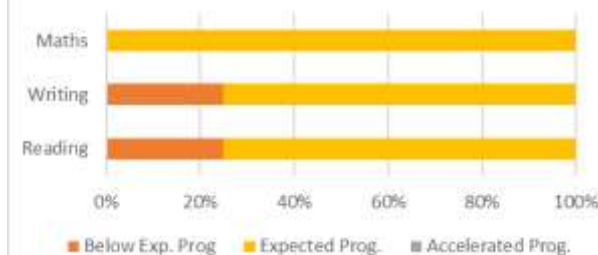
Y5 All PP (6) Progress



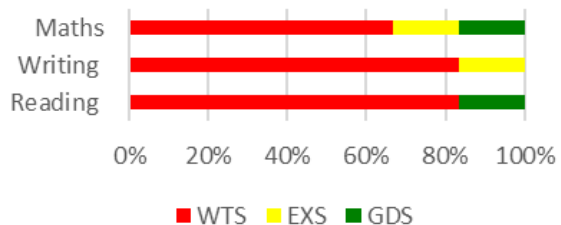
Y5 PP+SEN (2) Progress



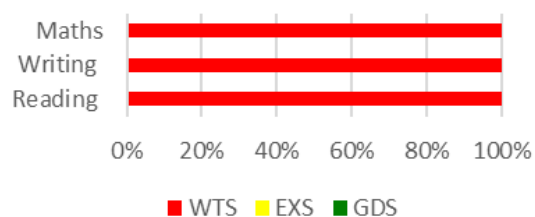
Y5 PP No SEN (4) Progress



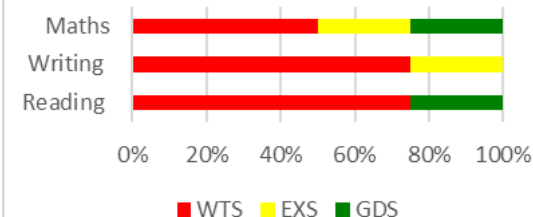
Y5 All PP (6) Attainment



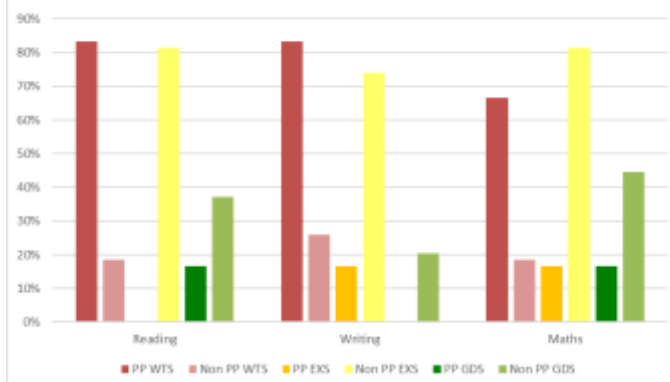
Y5 PP +SEN (2) Attainment



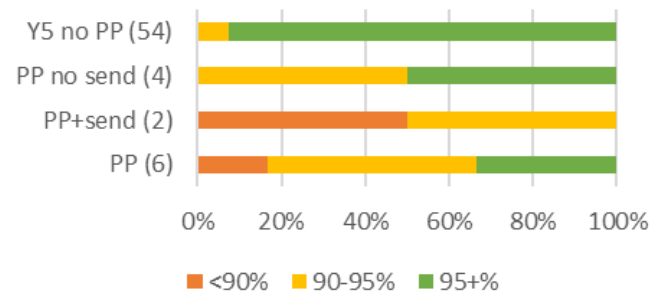
Y5 PP No SEN (4) Attainment



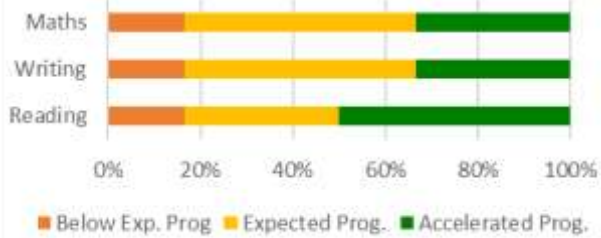
Y5 Attainment Gap to Non-PP Peers



Y5 Attendance 2025 - 26



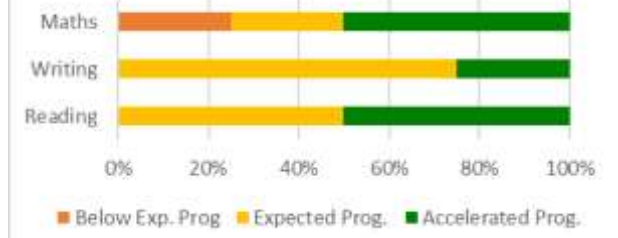
Y6 All PP (6) Progress



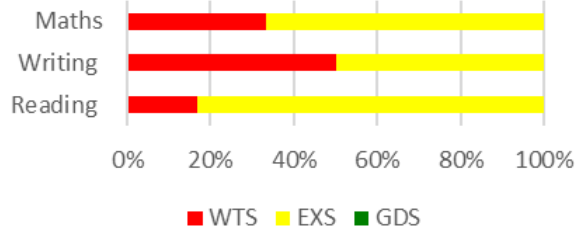
Y6 PP + SEN (2) Progress



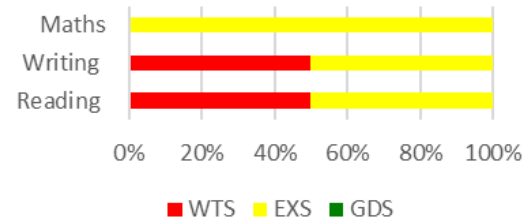
Y6 PP No SEN (4) Progress



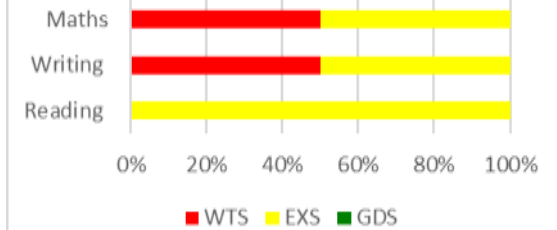
Y6 PP All PP(6) Attainment



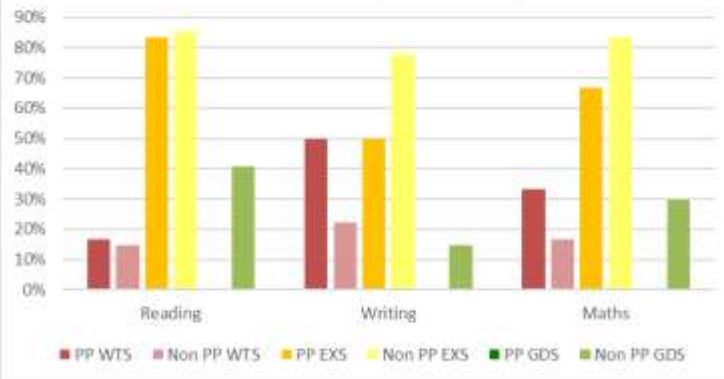
Y6 PP +SEN (2) Attainment



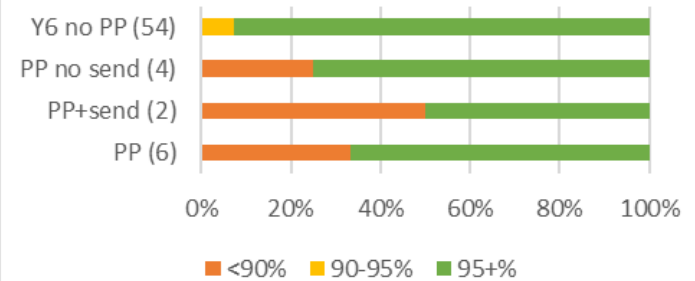
Y6 PP no SEN (4) Attainment



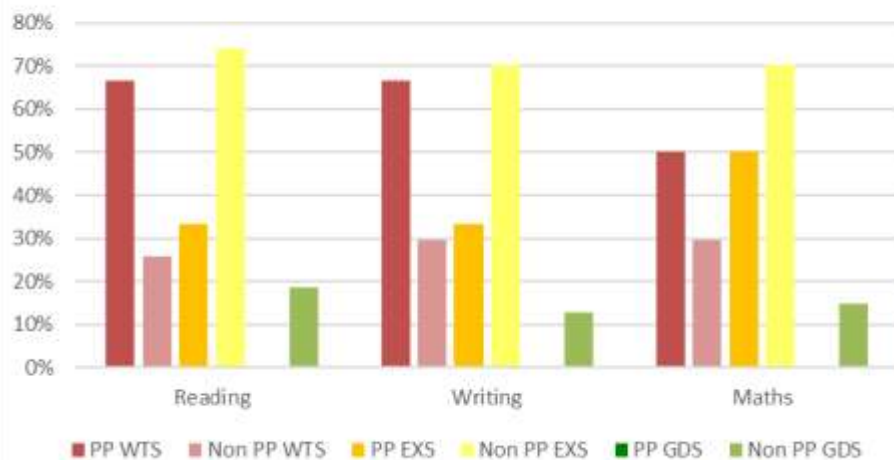
Y6 Attainment Gap to Non-PP peers



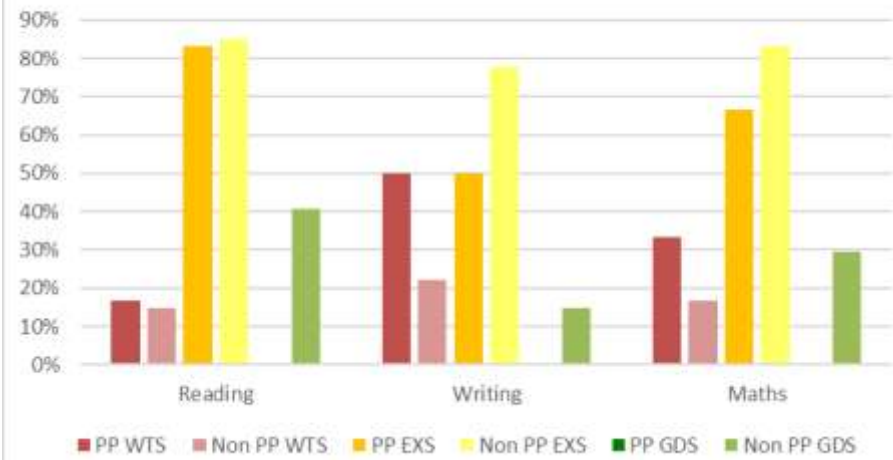
Y6 Attendance 2025 - 26



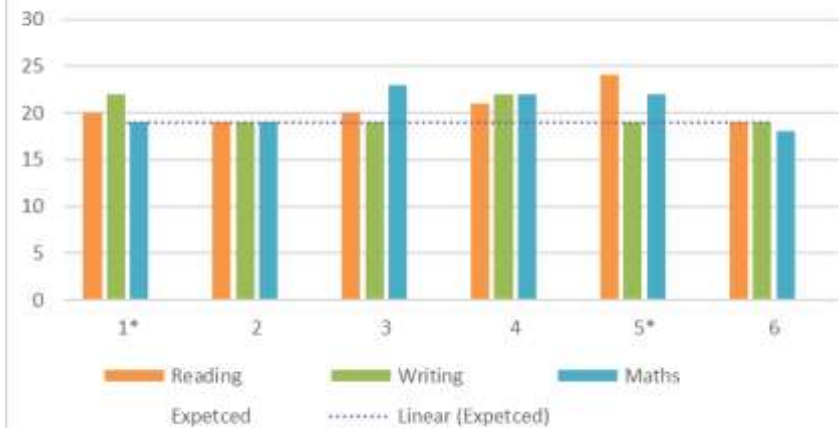
Y3 (22-23) Attainment Gap to Non-PP Peers



Y6 (25-26) Attainment Gap to Non-PP peers



Progress from Y3 for PP children



PP chn. progress Y3-6 compared to non-PP peers

