

GJS 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	Godalming Junior School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	21/9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Spring 2022
Statement authorised by	A. Samson
Pupil premium lead	K. Wilkinson/SENCO
Governor / Trustee lead	M. Guest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,800
Recovery premium funding allocation this academic year	£19,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£45,920

Part A: Pupil Premium Strategy Plan

Statement of intent

At Godalming Junior School we will strive to allocate our Pupil Premium and Recovery Premium funding to:

- Ensure ALL disadvantaged children access the full GJS curriculum diet, including enrichment opportunities
- Ensure targeted and purposeful support is in place, monitored and assessed at the earliest possible time based on internal data and evidence
- Put support in place during the working school day so they are able to catch up with their peers in all disciplines, especially Maths and English

Challenges

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

Challenge number	Detail of challenge
1	<i>Internal data reveals correlation between Pupil Premium attendance and performance in the core disciplines</i>
2	<i>Ascertaining, as a school, the impact that prolonged school closures has had on the most vulnerable children at the school including impact on their mental health and wellbeing</i>
3	<i>Levels of engagement between home and school with proportion of pupil Premium families</i>
4	<i>Ability for children access and supported in their learning during school closures leading potentially to children falling behind</i>
5	<i>The challenge of returning to a broad and balanced curriculum whilst acknowledging gaps in children's core discipline knowledge e.g. maths, reading and writing</i>
6	<i>Less time to rectify gaps in the older vulnerable children</i>

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
<i>Attainment gap between vulnerable children and their peers to close (CT/Inclusion Teacher/SENCO)</i>	90% (18 children) to have made expected or better progress from their starting points during 2021-22 academic year (end of term internal data drop)
<i>ALL vulnerable children to be provided support in the key disciplines in order to catch up with their peers (CT/LSA's/Inclusion Teacher/SENCO)</i>	
<i>ALL children to receive the same curriculum diet and our most vulnerable to have access to the school offer at their appropriate level with targeted support (CT's)</i>	
<i>To provide support and guidance to families signposting to external agencies if required (HSLW/ELSA)</i>	Attendance levels in Pupil Premium children to be 85%+ (register check and meetings with LA Inclusion Officer)
<i>To ensure all Pupil Premium children have access a range of clubs and enrichment activities e.g. school trips, residential</i>	Attitudes to school from Pupil Premium families to be positive, feel supported and feel included (contact made by HSLW and SENCO)
<i>To ensure 'additional school costs' for Pupil Premium are kept to a minimum e.g. access to school uniform, stationery</i>	
<i>Provide ELSA supervision and ensure emotional support for those Pupil Premium children who require it</i>	

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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Teacher</p> <p>To close the gap in attainment between vulnerable groups and their peers.</p> <p>Children in receipt of pupil premium funding, who have been identified as making slower than expected progress, have been highlighted will receive additional support in the necessary area. Consideration has been given as to whether some of these children may benefit from short term, targeted interventions to close the attainment gap. The intention is that following these interventions children return to the class and demonstrate application of learnt skills in their general class work.</p> <p>The intended impact is to ensure children eligible for PP funding have access to effective support in order to achieve their potential, whilst removing them from the classroom for as little time as possible. Due to the nature of the 'COViD impact' for the coming year the groups prioritised by the inclusion teacher is Year 6 (final year) and Year 4 (half way point)</p> <p style="color: red;">As the number of PP children had reduced this year, the Inclusion Teacher funding will be supported by the CatchUp Funding to further assist class teachers in implementing a 'Comeback Curriculum' in Year 4 and 6.</p>	<p>Education Endowment Foundation - Using Pupil Premium - High quality Teaching</p>	<p><i>Internal data reveals correlation between Pupil Premium attendance and performance in the core disciplines</i></p> <p><i>Less time to rectify gaps in the older vulnerable children</i></p>
<p>Additional sessions, as required, taught using the flexibility of year group timetables. HLTA's to provide cover for class teachers to offer targeted support for those who would benefit most</p> <p>(Target 3 in GJS School Improvement Plan)</p>	<p>DfE Catch-up guidance Internal data (summer 2 2021) Ongoing teacher assessments from the point children returned to school</p>	<p><i>The challenge of returning to a broad and balanced curriculum whilst acknowledging gaps in children's core discipline knowledge</i></p>

	Areas most effected by lockdown exacerbated by the demands of the Maths curriculum and the discrete nature of the subject	<i>e.g. maths, reading and writing</i>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,000 (as above) + *£767 for School Led Tutoring Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA/LSA Classroom Support Classroom support will focus on children who have been identified as having lost most learning following the COVID lockdown. Teachers will ensure that PP children are prioritised for additional attention from support staff when required.</p> <ul style="list-style-type: none"> - PP children will read to an adult on a regular basis regardless of year group. - PP children will receive support, as required, during core discipline lessons (English and Maths) - PP children may receive targeted support by year group team members 	School Internal Tracking	<p><i>Ascertaining, as a school, the impact that prolonged school closures has had on the most vulnerable children at the school including impact on their mental health and wellbeing</i></p>
<p>HT/Class Teachers* Children who have been identified with requiring additional support from most recent data drop will be offered additional support in the shape of small group tutoring by the HT in the Spring term (initially prioritizing Year 5) <i>School may fund continuing this tuition into the summer term and may rotate children to Year 4</i></p>		<p><i>Ability for children to access and be supported in their learning during school closures leading potentially to children falling behind</i></p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £18,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA/HT HSLW to offer further COVID related support for parents creating less anxiety, stress and worry. Monthly ‘surgery’ sessions run for parents attended by HT, HSLW and ‘guest’ speakers HSLW to plot an hour a week for ‘post-COVID’ parent issues if required Termly meetings with HSLW and HT regarding support in place for parents and those who have been flagged since returning in September</p> <p>(Target 1 in GJS School Improvement Plan)</p>	<p>Remote Learning survey and parent survey identifying concerns at home</p> <p>Evidence from CT’s regarding increase in needs from children returning to school with anxiety, stress and worry</p>	<p><i>Levels of engagement between home and school with proportion of pupil Premium families</i></p>
<p>Resilience in Children Training for staff Staff Meeting/Inset Session ELSA and resilience resources shared amongst staff and used as required Dedicated staff meeting time on effective use, sharing of good practice ELSA to deliver ‘surgery’ session to parents. Area of focus within learning walks and monitoring cycle</p> <p>(Target 2 in GJS School Improvement Plan)</p>	<p>Children engaging with ELSA activities, on occasion, not transferring the skills learnt in these sessions into the classroom setting.</p> <p>Due to demands of curriculum, especially Maths since 2014 changes, a growing number find it hard to overcome barriers face in their learning</p>	<p><i>Ascertaining, as a school, the impact that prolonged school closures has had on the most vulnerable children at the school including impact on their mental health and wellbeing</i></p>
<p>As required sessions from school SENCO to offer ‘comeback phonics’ for new Year 3 cohort - 1 hr. a week</p>		
<p>To ensure all children, including those who qualify for pupil premium, have access to a range of enrichment opportunities e.g. residential trips, clubs, uniform, stationery</p>		
<p>Children to be given enrichment opportunities which celebrate the diversity of the curriculum at GJS thus creating children who WANT to attend school leading to sustained high levels of attendance</p>		

Total budgeted cost: £45,920

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Progress levels of children in receipt of PPG 2020-21								
	Writing		Reading		Maths		Pupils	
	% of chn. meeting progress expectations	% of chn. exceeding progress expectations.	% of chn. meeting progress expectations	% of chn. exceeding progress expectations.	% of chn. meeting progress expectations	% of chn. exceeding progress expectations.	Chn. who are PP	Chn. Who are PP and SEN
Year 3	33%	0%	66%	66%	66%	0%	3	3
Year 4	71%	29%	86%	43%	57%	14%	7	1
Year 5	80%	60%	100%	60%	80%	40%	5	3
Year 6	78%	56%	67%	44%	67%	44%	9	4
Overall	66%	36%	80%	19%	68%	25%	24	11

	Maths					Reading					SPaG					Spelling				
	Sig. loss	Some loss	Even	Some gain	Sig. gain	Sig. loss	Some loss	Even	Some gain	Sig. gain	Sig. loss	Some loss	Even	Some gain	Sig. gain	Sig. loss	Some loss	Even	Some gain	Sig. gain
Y3			XX	X				X		XX	X		XX			X		XX		
Y4	XX X	X	XX	X		XX	X	XX X	X			X	XX	X	XX X	X		X	XX X	XX
Y5			XX XX X				XX X	X	X			XX	XX	X			XX	X	X	X

May 2021 NFER comparison to pre-lockdown levels for PPG children. Significant loss of learning in 26% of PP children and some loss in 26% of children. This loss of learning was seen in our more able PP children rather than our SEN & PP children. Interventions and the catch-up curriculum will target the children identified through this analysis.

Further information

GJS will carry out a review on the impact of the strategy plan, report to parents and make adjustments if new COVID related data or issues become apparent. The PPSP will also be considered and drafted during the School Improvement Planning process for the following year based, initially, on the year's funding and predictions for the following year.

