

Godwin Primary School

Pupil Premium Strategy 2024-25 to 2026-27



Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Godwin Primary School
Number of pupils in school (Reception to Year 6)	410 (July 2024)
Proportion (%) of pupil premium eligible pupils	28.5% (July 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2026-27
Date this statement was published	July 2024
Date on which it will be reviewed	October 2025 October 2026 October 2027
Statement authorised by	Julie Phillips Headteacher
Pupil premium lead	Julie Phillips
Governor lead	Val Fage PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25) ie: £1,480 per FSM Ever 6 eligible pupil	£159,840 based on 108/393 eligible pupils (27.5%)
Recovery premium funding allocation	Not due to continue for the 2024-25 financial year
PP funding carried forward from previous years	£0
PP budget for this academic year	£159,840

Part A: Pupil premium strategy plan

Statement of intent

Our core aim/aspiration is:

*To improve the life chances of the children in our school;
to give every child the best possible present and future.*

As a result, we aim to ensure that Godwin pupils are not disadvantaged as a result of the socioeconomic context in which they live. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers, as well as ensuring all children have access to the same opportunities to develop cultural capital. The activities outlined in this document are also intended to support children that we, as a school, identify as vulnerable (eg: children with a social worker, young carers), regardless of whether they come under the umbrella of pupil premium or not.

Our ultimate objectives are to:

- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Support all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Support our children's social and emotional wellbeing to enable them to access learning at an appropriate level.

Our Context

Our school serves a borough with the highest IMD (Index of Multiple Deprivation) score in London (21st out of 317 Local authorities in England). The number of pupils entitled to free school meals and pupil premium is well above the national average. A number of families are in temporary or unsuitable accommodation and the level of domestic violence and alcohol/drug dependency is amongst the highest in the country. The school community has a significant number of families who have financial pressures and are 'just about managing'.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.

- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture provision to support pupils in their emotional and social development.
- We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data. Class teachers will work with SLT to identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high-quality provision from appropriately trained adults.

Challenges

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

pupils	Detail of challenge
1	A lack of early language skills impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency as well as early writing.
2	The wellbeing of a significant number of pupils is negatively impacted by high levels of anxiety (both the children themselves and the parents) which shows through dysregulation.
3	Many pupils achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge.
4	Children's vocabulary is limited due to a lack of exposure to the wider world which in turn impacts on their ability to comprehend and read fluently.
5	Attendance and punctuality for a significant number of children is not good enough and persistent absence remains a concern (although in line with national data).
6	There is a significant crossover between PP and pupils with SEND.

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
Improved oral and communication skills	Assessments and observations indicate significantly improved communication and oral language skills.
Progress in phonics	A higher than national % of pupils pass the Phonics Screening Check in Year 1 through the implementation/embedding of the <i>Read Write Inc</i> phonics programme. Year-on-year increase in the Y1 pass rate.
All children without other complicating factors are confident readers by the end of KS1.	In-house tracking data indicates that pupils are successfully moving through the RWI scheme as well as developing a love of books.
Reduce the gap between non PP and PP children achieving Greater Depth in reading, writing and maths at the end of KS2.	Data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.
Children are able to self-regulate and manage emotions in appropriate way.	In-house data shows progress for children accessing nurture. SEMH is not a barrier to learning.
Children's achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained.	Data shows the PP children perform broadly in line with non-PP children. Pupil voice shows a greater understanding of the world around them.
Attendance and punctuality improve (and this is sustained) and persistent absence reduces for all children, particularly those who are disadvantaged.	Attendance data consistently exceeds national percentages.

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 (eg: CPD, recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge addressed
All relevant staff to receive CPD on RWI phonics through RWI, EnglishHub and in-house English lead	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4, 6
Whole staff to receive on-going CPD on Rosenshine's principles (continuous throughout the year)	Rosenshine's research identified the traits of more effective teachers vs less effective teachers	3
Whole staff to receive CPD on extending children's vocabulary	EEF EY Toolkit. Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	1, 3, 4
Staff training through NPQ	EEF Effective Professional Development	1, 2, 3, 4, 6

Targeted academic support (eg; tutoring, 1-1 support, structured interventions)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge addressed
Skilled phonics-trained adults to run RWI phonics additional interventions	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: Phonics Toolkit Strand Education Endowment Foundation EEF EEF (+4). 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.	3, 4, 6
TAs deployed across the school to work in year groups alongside the teachers to enable delivery of high quality classroom teaching.	EEF suggest that school leaders should develop effective teams of teachers and Teaching Assistants, who understand their complementary roles in the classroom. School should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.	1, 3
Additional staff and support (internal and external) (eg: Inclusion Lead, EYFS Lead, school staff, RWI, speech and language)	EEF (+4). 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.	3, 6
Learning Support Manager to advise and train staff on supporting key children to achieve targets. Dedicated 'Sunshine Room' to support children who are unable to access the EYFS/National Curriculum and are working on the Engagement Model	EEF (+4). 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.	1, 3, 6

Wider strategies (eg: related to attendance, behaviour, wellbeing)

Budgeted cost: £ 74,840

Activity	Evidence that supports this approach	Challenge addressed
<p>Family Liaison and Safeguarding Manager to work with vulnerable families and improve parental engagement</p> <p>HT to work closely with Attendance Secretary and LA Attendance Adviser to analyse attendance and support low attenders.</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	2, 5
<p>Safeguarding Manager to support children who are having difficulty accessing curriculum due to self-esteem issues or difficulty managing emotions.</p> <p>CAMHS counsellor to support children for whom SEMH is a barrier to learning.</p> <p>Trained staff to deliver nurture interventions for key children</p>	<p>EEF Toolkit identifies that the following all have a positive impact:</p> <p>Behaviour intervention (+3)</p> <p>Social and emotional learning (+4)</p> <p>Metacognition and self-regulation strategies (+7)</p> <p>Boxall profiles show that many children have social, emotional and mental health needs which impact on their learning.</p>	1, 2
Support for homework/home learning	The overall IMD (Index of Multiple Deprivation) ranks LBBD as the 21 st most deprived Local Authority in England	2
Support for wider curricular activities (including music) and subsidised visits/visitors	<p>EEF Arts participation (+2)</p> <p>EEF Outdoor adventure learning (+4)</p> <p>The overall IMD (Index of Multiple Deprivation) ranks LBBD as the 21st most deprived Local Authority in England.</p> <p>Pupil voice indicates that many children do not have access to activities which promote cultural capital.</p>	3, 4

Total budgeted cost: £ 159,840

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Data from statutory assessments summer 2024 (KS2 SATs, MTC, Phonics check).						
2023-24 outcomes						
Year group/standard	Pupils eligible for PP			Pupils not eligible for PP		
KS2 SATs	R	W	Ma	R	W	Ma
Year 6 achieving EXS+ (expected standard)	59%	52%	70%	85%	100%	100%
Year 6 achieving GDS (greater depth)	19%	7%	15%	41%	18%	59%
Phonics	Phonics			Phonics		
Year 1 achieving expected standard	57%			79%		
Children achieving expected standard by end of Year 2	100%			98%		
EYFS	EYFS			EYFS		
Reception achieving GLD (Good level of development)	67%			74%		
MTC	MTC			MTC		
Y4 achieving >20/25	95%			96%		
Y4 achieving 25/25	65%			81%		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Interventions (oracy)	Switch on, Language Steps, Colourful Semantics
Interventions - wellbeing	CAMHS, Boxall, MHST
Interventions - learning	RWI, I Can Read
Interventions – speech and language	SALT (LBBD)
Support for homework/learning	TTR, Schofield & Sims
Support for wider curricular activities	WCVIT

Service pupil premium funding (optional) revision?

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a