

Godshill Primary School Pupil Premium Strategy Statement

This statement details Godshill Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 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	Godshill Primary School
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	(42) 29%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mark Snow
Pupil premium lead	Lisa Morgan-Huws
Governor / Trustee lead	Kate Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58170
Recovery premium funding allocation this academic year	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£65710

Part A: Pupil premium strategy plan

Statement of intent

At Godshill Primary School, we have high aspirations and ambitions for our children. We believe that all learners should be able to reach their full potential; this is not about where you come from, but instead, about developing necessary skills and values required to succeed.

Our disadvantaged children face a wide range of barriers to reaching their full potential. Common barriers include: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties; and attendance & punctuality issues. There may also be complex family situations that prevent the children from flourishing. In addition, 50% of our SEN children are also Pupil Premium. As well as this, all the children have been impacted by the disruption in their learning from the Covid-19 pandemic.

We strongly believe that the ability to learn is underpinned by the teaching of basic skills, knowledge, key concepts and our school values, where we CARE about all we do (Challenge, Achieve, Respect, Enjoy). We therefore, aim to strengthen and build upon the basic skills, key concepts and values. As well as this, we aim to support our children's health and wellbeing to enable them to be ready to access learning at an appropriate level as there is a strong correlation between wellbeing and learning.

<https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

Our aim is to improve attainment and outcomes for all our pupils, with a focus on our disadvantaged who require the most support, through ensuring there is high quality teaching and education for all. Evidence has shown that this has the greatest impact on closing the attainment gap, whilst also benefiting the non-disadvantaged pupils.

<https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> We aim to achieve this by deploying teachers and teaching assistants to provide targeted academic support for the children that are not making good progress. This will take a variety of forms including flexible use of adults to have targeted support and interventions where and when they are needed, which includes individual and group tuition. We also aim to continue to develop high quality teaching through quality continued professional development of staff and for this to be supported with purposeful resources.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>

In making the decisions for the use of Pupil Premium funding, consideration of the context of our school and subsequent challenges that are faced has been taken into account. Further information from research conducted by EEF has also been used to investigate the usefulness of different strategies and their value for money, to support our decision making.

Challenges

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

Challenge number	Detail of challenge
1	There is a greater number of pupils where their families have social, emotional and mental health difficulties, which is impacting on the pupils' learning. The impact of the pandemic, has caused further deprivation for the families. There has been some movement between schools and home-schooling, which continues to be a concern.
2	There are specific barriers for some children's learning, such as speech and language needs, presenting with low confidence, self-esteem and mental health needs. Also some children are struggling with social interaction with their peers and following routines of the day.
3	From observations, assessments and evidence from the Reception baseline, indications show that the children eligible for pupil premium who join us in Reception, typically start from a lower starting point than their peers. This is particularly evident in terms of poor oral language skills, conceptual understanding and social skills.
4	Assessments and pupil progress meetings show that there is an increase in attainment gap across Phonics, Reading, Writing and Maths for pupils eligible for Pupil premium. Assessments and observations suggest that the pandemic has impacted on our disadvantaged children academically, which has resulted in gaps in their skills and knowledge, in phonics, reading, writing and mathematics.
5	Attendance data shows that for 2021-2022 Pupil Premium attendance was at 89%, whereas the whole school attendance was at 92%. Pupil Premium children also account for the greatest amount of late attendance both before and after the register closes both last year and in the Autumn 1 term.

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. A reduction in family stresses, which allows the pupils to access the learning.	Support Families both internally and through referrals to external agencies to bring in the support they need. Parents to feel they have the support of the school.
2. There is a reduction in specific barriers to learning. Children show a positive behaviour for learning, demonstrating their resilience through the school value – CARE.	Pupil progress and intervention reviews from a range of sources (e.g. ELSA), along with progress in attainment will show that the barriers are being reduced.
3. The attainment gap in Reception between pupil premium and non-pupil premium will continue to narrow.	EYFSP will indicate a narrowing of the gap each year.
4. To narrow the gap in attainment between pupil premium and non-pupil premium children	Phonics screen and end of key stage data will indicate the narrowing of the gap each year. Quality CPD for all staff on RWI Phonics and purchase of resources to support this. Work in partnership with the leadership project
5. To achieve and sustain improved attendance for all pupils, particularly the disadvantaged pupils.	Disadvantaged pupils' attendance to increase and aim to match the attendance averages as the non-disadvantaged pupils. Reduced number of pupils with absence of 90% and below, with the intention of all pupils being above Clear and rigorous monitoring in place

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: £9,828.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments to support tracking and gap analysis.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher guidance. Through gap analysis of the assessments, targeted interventions and feedback will be shared with the children in a way to suit their needs and help build on their misconceptions and next stage of learning.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	3,4
<p>Develop a rigorous and sequential approach to the reading curriculum in Early Years and Key Stage 1 using a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Whole Staff Training and Development – Read, Write, Inc. Phonics programme</p>	<p>Effective teaching, as highlighted in the Sutton Trust’s 2011 report, revealed that the effects of high-quality teaching is especially significant for pupils from disadvantaged backgrounds.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</p> <p>Improving the teaching of phonics by teachers and teaching assistants, through embedding an explicit and systematic, whole-school approach will have a positive impact on phonics across the school. Therefore, we will implement professional development training to all staff through the Government accredited scheme Read, Write Inc. This will allow robust, high-quality teaching delivered by all teaching staff for both the disadvantaged and non-disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3,4
<i>Staff Training on Leadership Project</i>	<p>The Leadership project works in partnership with the Local Authority. It offers focused training, development and support for staff with input for identifying gaps in learning, applying a targeted approach in supporting the pupils in plugging those gaps and tracking the progression. This is supported by research in that offering short, regular sessions over a set period of time can result in optimum impact, especially where this is in addition to and explicitly linked with normal teaching.</p>	3,4

	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
<i>Six Strands – Staff training to support positive behaviours for new and existing staff.</i>	<p>According to figures from the DfE, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour has multiple influences, some of which teachers can directly manage through universal or classroom management approaches.</p> <p>Although exclusions are minimal at Godshill, there has been an increase in low level disruptive behaviour, which causes an impact on learning in the classroom. We aim to give staff the maximum support in managing this which will be achieved most effectively through reaffirming the universal approach to classroom management of ‘six strands’ by whole school training with all staff.</p> https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 4, 5

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

Budgeted cost: £ 29,814.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics teaching targeted intervention for gaps in learning for children beyond Year 2.</i></p>	<p>Research shows that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years</p> <p>Targeted, systematic teaching which matches the children's gaps in learning will allow the pupils to make stronger connections with the sounds they hear and the graphemes that are used in the written word.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3,4</p>
<p><i>Employment of HLTAs to offer cover for classes to release teachers to give targeted intervention pupils based on rigorous assessment and linked to the leadership project. Employment of TAs to support interventions with the children.</i></p>	<p>Using formative assessment, the teachers are able to plan targeted tuition for pupils in both groups and on a one-to-one basis. As fore-mentioned, these interventions have the potential for the largest immediate impact on attainment. By allowing the class teacher, who knows the pupils' best and works with them on a day-to-day basis, carry out the interventions, a bigger impact on attainment can be reached. This is supported by research, which shows that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons, which class teachers are in the prime position to do.</p> <p>Other interventions, led by tuition (Experienced teacher) tutor and experienced teaching assistants will also run to support the learning. These will be well-supported and structured as research shows this maximises their impact.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3,4</p>

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

Budgeted cost: £ 38,012.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits / visitors, experiences and extra-curricular activities for pupil premium children (Wherever possible – following Covid-19 guidance)	<p>Pupils do not have access to as many activities which promote cultural capital. When visits and extra-curricular activities are able to go ahead, financial support can be provided to ensure children in receipt of pupil premium are able to take part. Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2,
Funding for Forest School to support children.	<p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</p> <p>Forest school offers children many opportunities. This includes high adult to child ratio in a safe environment where the children are able to explore and create. It offers them the opportunity to work as a team and build social skills as well as building confidence, perseverance and resilience, which in turn, supports their social and emotional development.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,
Emotional Wellbeing Chill and Chat	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning (SEL) skills. These skills are likely to influence a range of outcomes for pupils; lower SEL skills are linked with poorer mental health and lower academic attainment. Through offering focused time for the children to talk with trained staff, and develop their SEL skills in a relaxed environment. Chill and Chat time offers support, to both disadvantaged and non-disadvantaged children, helping them to understand and engage in healthy relationships with their peers and build emotional self-regulation, which in turn may increase academic attainment.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 4
Sensory Circuit	<p>Pupils' behaviour has multiple influences. Through understanding a pupil's context, it will inform responses to misbehaviour. By offering targeted and focused activities</p>	2,

	<p>through sensory circuits, we are able to give these children the best opportunity to be ready for the day's learning. For example, set focused circuits will stimulate inactive children and be ready for learning and alternative circuits will help overactive children to calm and focus for learning. This allows for more settled behaviours within the classroom, eliminating some low-level disruption, and in turn, allows better whole class focus on learning.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers---april-2018.pdf?sfvrsn=8 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p>Release time for SEN leader to support families with high SEN and Pupil Premium children</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Where there is ___% of pupil premium children who are also on the SEN register, the SENDCo will work closely with outside agencies and families to support the pupils through giving a holistic approach to the pupil's needs.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>add sen / sp and lang</p>	<p>1, 2,</p>
<p>SEND Inclusion officer to work with pupils and their families to support and work with them as well as working with external agencies to offer further support. ELSA</p>	<p>Effective social and emotional competencies are associated with greater health and wellbeing and better achievement. Through working closely with pupils on a one-to-one and group basis, and working closely with families to support them in their needs helps to support pupils' wellbeing, which allows them to achieve better academically. This takes an individual approach to meet the needs of the pupil and their family. Through the school adopting a culture, ethos and environment where we focus on the health and wellbeing of the pupils, it helps to give them the skills and opportunities to learn.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>The link between pupil health and wellbeing and attainment; Public Health England:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutv_FINALvii.pdf</p>	<p>1, 2, 3, 4,</p>
<p>Head teacher to ensure that parents are made aware of the expected attendance levels when they fall</p>	<p>Good attendance has a direct correlation with to achievement. Therefore, to ensure pupils have the best opportunity to reach their attainment, we encourage high attendance. This includes prompt daily follow-up to any absences. Clear tracking and monitoring of attendance and collaboration with the Educational Welfare Officer where issues arise.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>5</p>

below 90%

Work in partnership with the Education Welfare officer regarding pupils who are below 90% attendance. Increase rewards for improving good attendance

Total budgeted cost: £77,655.11

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)