



Godwin Junior School



Godwin Junior School is an inclusive school whose purpose is to **prepare all of our pupils for lifelong success.**

Our vision is that we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

As such, we focus on the wellbeing and progress of every child in our school. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships. It also ensures that we continue to tackle issues of disadvantage and the underachievement of different groups. We recognise that these duties reflect international human rights' standards, as expressed in the UN Convention on the Rights of the Child 1989, the UN Convention on the Rights of People with Disabilities 2006, and the Human Rights Act 1998.

Pupil Premium Strategy Statement 2022-2023

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	Godwin Junior School
Number of pupils in school	399
Proportion (%) of Pupil Premium eligible pupils	25.6% (4/2/22) 20.8% National Average
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	February 2022
Date on which it was reviewed	February 2023
Statement authorised by	Governing Board

Pupil Premium lead	Hans Ramduth
Governor lead	Jacqueline Thompson

Funding overview

Detail	Amount
Pupil Premium funding allocation this financial year	£166,780.00
Recovery Premium funding allocation this academic year	£ 17, 980.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 184, 760.00

Part A: Pupil Premium Strategy Plan

Statement of intent

At Godwin, our unwavering intention is that all children, irrespective of individual challenges, are provided with every opportunity to make good progress, achieve well and have access to all aspects of our rich and engaging curriculum. The focus of our Pupil Premium Strategy is to support disadvantaged pupils (including those whom the school identifies as disadvantaged but are not PP eligible) to achieve that aim.

Within our provision we will include all children whom we, at Godwin, consider to be vulnerable/ disadvantaged - whether they are afforded Pupil Premium funding or not.

At Godwin we believe that we must start with Quality First Teaching, which means establishing a consistently excellent fundamental learning offer, and thereafter we consider how to ensure equity, so that equality of opportunity is a reality. A focus on excellent classroom provision has proven to have the greatest impact upon closing the 'disadvantage gap' whilst, at the same time impacting positively on those who are not known to the school as 'disadvantaged'. Historically the gaps between our Pupil Premium children and their peers has narrowed, so our previous strategies are clearly having an effect.

It needs to be stated that implicit within the expected outcomes expressed below is the ongoing expectation that non-disadvantaged pupils' progress and attainment will be sustained and improved simultaneously.

Our strategy is an integral part of our whole school plans for 'recovery'. One of our strategic objectives this year is to ensure that our curriculum allows children to thrive. This is linked to academic attainment and progress, as well as the development of Learning Powers which underpin all learning. It also relates to the enrichment elements of the curriculum which have not been possible due to the Coronavirus pandemic.

Our Pupil Premium and Recovery Strategy will be responsive to data (hard and soft) but will not be driven by assumptions about what children will need to be successful. We are adopting a whole school approach of complementary strategies so that all children are empowered to make good progress; within this we will be ensuring that all disadvantaged children are afforded equity.

We will:

- Ensure all children are challenged and that there is no place for low expectation
- Be aspirational for all
- Use data perceptively
- Be responsible; an inclusive whole-school approach means that outcomes for disadvantaged pupils should be levelled up with the expectations for all

Challenges

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

Challenge number	Detail of challenge
1. Learning progression	The Covid-19 challenge has impacted on our disadvantaged families more significantly than our non-disadvantaged. Due to the amount of time the children have been at home, in disadvantaged homes where resources and experience may be less 'rich', progression in learning has been significantly negatively affected. A number of our children had no access to devices during some/all of the pandemic; others had little/no adult support at home to access remote learning to the best of the child's ability; some had no quiet space to work.
2. Foundations	Our assessments and observations indicate that both the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by partial school closures to a greater extent than for other pupils. This is borne out in national data. The result is that mathematical fluency, writing capacity and stamina, as well as reading ability all need to be addressed in a systematic, progressive manner. This is not about catching up to age-expected but, instead, ensuring that the basics are there so that we are future-proofing good progress built on solid foundations.
3. Oracy	Qualitative and quantitative data suggests that there is underdeveloped oral language capacity among many of our disadvantaged pupils.
4. Phonics	Our phonics qualitative and quantitative data also suggests that our disadvantaged pupils have more difficulties with phonics than their non-disadvantaged peers (41.4% of the children requiring phonics input were in receipt of Pupil Premium funding)
5. Specific cohorts	<p>The Year 3 cohort of 2021-22 has been disproportionately challenged by Covid-19. The impact of disruption to learning during Year 1 and Year 2 is most apparent in this year group. They have missed out on significant foundation blocks of learning in the core subjects and engagement with remote learning at their previous schools during this period may have been less successful.</p> <p>NB Breakdown of PP per year group is Y3 = 23; Y4 = 24; Y5 = 21; Y6 = 33</p>
6. SEMH and wellbeing	<p>Our observations and discussions have identified social and emotional issues for some pupils (isolation, lack of socialisation, anxiety) due to lack of enrichment, motivational opportunities and family circumstances. These challenges are particularly acute for, though not isolated to, our disadvantaged children. Teacher referrals have increased and there is now a greater emphasis on pastoral intervention groups.</p> <p>All children have had less exposure to enrichment and motivational opportunities</p>
7. Attendance	Attendance data - our Year-to-date attendance for PP children is 92.63% compared to 95.50% for non-PP.

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.

Within the targets set for 24/ 25 we have appropriately considered the cohort's experience; Y6 in 24/25 will be our current Y3 whose KS1 experience has been significantly detrimentally affected. Our targets are therefore ambitious, with understanding.

Intended outcome	Success criteria
Improved oral language skills and wider vocabulary (used effectively) among disadvantaged pupils	<ul style="list-style-type: none"> ✓ Quantitative and qualitative (books/ session engagement/ in lesson responses) assessments indicate significantly improved oral language skills among disadvantaged pupils.
Those children with weak phonological awareness improve this	<ul style="list-style-type: none"> ✓ All children in need of phonics graduate from the programme (excluding those with complex SEND)
Decreased gap between the attainment and progress of our disadvantaged children when compared with our non-disadvantaged children	<ul style="list-style-type: none"> ✓ KS2 attainment gap between our disadvantaged and non-disadvantaged pupils returns to its 2019 level in Reading, Writing and Mathematics as quickly as we perceive it to be possible. ✓ Internal data for Reading, Writing and Mathematics demonstrates attainment gap between our disadvantaged and non-disadvantaged pupils narrows significantly each year
All disadvantaged children have accessible opportunities to all elements of our curriculum.	<ul style="list-style-type: none"> ✓ Any remaining barriers (financial/ accessibility/ academic capacity) removed from any child accessing any aspect of the curriculum.
Any gaps in reading, writing and maths attainment are narrowed across the whole school.	<ul style="list-style-type: none"> ✓ At KS2 combined (at Greater Depth and Expected) in 2024/25 the gap between disadvantaged and non-disadvantaged is not greater than 5 % for our core children (those who have been with us for at least two years at the point of assessment). ✓ Prior to that, gap narrows every year
To achieve and sustain positive mental health and wellbeing for all pupils at Godwin, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> ✓ Disadvantaged children are accessing: clubs, visits, residential visits etc (currently 16% of after school club places are filled by PP children) ✓ Disadvantaged children are not disproportionately represented on behaviour logs ✓ Student voice and surveys, as well as teacher observations, indicate a sense of wellbeing and emotional literacy which supports the maintenance of wellbeing. ✓ All children, including those who are disadvantaged, increasingly empowered to discuss their mental health. ✓ Pastoral support enables all children, particularly those who are more disadvantaged, to have positive mental health

<p>To achieve and sustain improved attendance for all pupils, particularly those viewed at school level as disadvantaged.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ✓ Overall attendance being 97.5% ✓ The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to a maximum of 1%. ✓ The percentage of all pupils who are persistently absent being below 10% (it is currently 15.08%) Our persistence absence figure for Pupil Premium is significantly lower than for non-Pupil Premium children (5.80%, compared to 9.28%). This is largely due to term-time holiday absences.
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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, CPL, recruitment and retention)

Budgeted cost: £20,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key focus on explicitly teaching reading and comprehension skills in English, Taught Comprehension and wider curriculum</p> <p>CPL for teachers: National Literacy Trust – World of Stories CPL Closing The Reading Gap Which is cascaded to colleagues</p>	<p>Explicit instruction has been proven to develop pupils’ language capability to support their reading and writing.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf</p>	<p>1,2,3,4,5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils’ effective articulation in order to consolidate understanding and extend vocabulary.</p> <p>Questioning INSET (Sept 2021)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3,5,</p>

<p>Enhancement of perceptive maths teaching and integrated planning in line with DFE, EEF and White Rose guidance.</p> <p>Aiming for a mastery approach across this core subject to create agile learners, creative in approach and flexible problem-solvers due to deep understanding.</p> <p>(CPL, subject knowledge, sharing good practice)</p> <p>CPL for Subject Leader which is cascaded to colleagues</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</p>	<p>1,2,3,5</p>
<p>Improve the quality of social and emotional learning with a focus on emotional literacy.</p> <p>Emotional literacy/mindfulness approaches will be embedded in routine daily practice and reinforced regularly through CPD.</p> <p>Mindfulness CPL for all staff</p> <p>Pastoral groups in each year group</p>	<p>Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in life (relationships, behaviour, academic capacity, attitudes)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,3,5,6</p>

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

Budgeted cost: £121,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics in each year group delivered to children whose phonological awareness is not secure</p>	<p>Phonics is the bedrock of reading. Without being able to read children have difficulty accessing the curriculum in general. Internal evidence suggests that 1-1 or small group phonics intervention which is consistently provided achieves excellent outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/ne</p>	<p>1,2,3,4,5,6</p>

	ws/phonics-mastering-the-basics-of-reading	
Reading 1-1 reading in each year group for targeted children	As well as expanding one's knowledge, widening one's vocabulary and developing one's sentence structure, being a confident reader opens the doors to a multitude of opportunities. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,2,3,4,5,6
Mathematics Maths intervention groups in each year group for targeted children School-Led Tuition – Maths for targeted children	Achieving maths mastery through fluency is necessary so that all children can access the curriculum fully. Once number is concrete the abstract concepts in mathematics are manageable. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,3,5,6
School Led Tuition- Writing for targeted children	Writing is a complex task made up of five stages: planning, drafting, revising, editing, and publishing. Pupils who require additional support will need underlying strategies and further practice at these components. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3,4,5,6
The Brilliant Club Scholars' Programme £1980	Ensuring that higher attaining pupils are actively exposed to the idea of university being an option for them is key to ensuring high aspiration for all of our pupils. https://thebrilliantclub.org/the-scholars-programme/	1,2,3,5,6

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

Budgeted cost: £25,408

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Investing in music and creative curriculum opportunities.</i> <i>Music Teacher's salary (2 days per week)</i> <i>History days £1375</i>	Evidence that playing a musical instrument and exposure to immersive curriculum opportunities has a benefit to attainment across the curriculum (especially to those children who lack access to this outside school) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education	1,2,3,5,6,7
<i>Invest in a thrive-again curriculum and increase access for all.</i> <i>Gardening Teacher's Salary (1 Day per week)</i>	Anecdotally, children who are engaged in all school activities and perceive that opportunities are open to them, are ready to learn and are impassioned. With relationships at the core of our practice, genuine feelings of engagement at all levels are fundamental and will increase wellbeing for all.	1,2,3,5,6,7

<i>Subsidised after-school clubs</i>		
Involvement in the Children's University pilot programme	<p>At Godwin, our vision is to instil a love of learning. The Children's University does that by encouraging and celebrating participation in extra-curricular activities in and outside of school. Research shows that participation in extra-curricular activities can positively impact on attainment and build self-confidence and resilience.</p> <p>https://www.childrensuniversity.co.uk/about-us/what-we-do-and-why/</p>	1,2,3,5,6,7

Total budgeted cost: £ 184, 760

Impact

- Staff CPL and team teaching of incorporating the ABC (Agree, Build, Challenge) strategy to promote oracy in the classroom successful
- During lesson observations, PP children were clearly more engaged and articulate
- Phonics support very successful – for example in the Year 4 cohort, all but two SEND HNF children graduated from the programme.
- Taking the then Year 4 cohort as an example: significant progress made by PP children over the year: reading (18%), writing (9%), maths (9%)
- However, significant gap remained between boys and girls
- NB, as discussed with governors previously, significant number of SEND HNF children in this year group – 8, of whom 7 are boys. Therefore this skews the data.
- Across the school, maths interventions supported children to become more confident; but gap between PP and non PP remains
- Impact of in-class support reduced by support staff absence across the school
- Enrichment activities such as educational visits within our curriculum, provided opportunities for PP chn who might not otherwise have these experiences – cultural capital
- Free places provided for PP children to attend a wide range of after-school clubs ensures that these children have access to the same experiences as non PP children – cultural capital
- Positive impact of gardening session, wellbeing sessions at Wanstead Flats and specialist music provision on pupils' mental health evident in pupil survey and through conversations with pupils
- Work of Pastoral Leads in each year group contributed to children feeling more secure and as though they had a trusted adult within school
- Very successful outcomes for PP chn who were part of the Brilliant Club cohort