



Pupil Premium (2019 - 2020) Godwin Junior School

The Pupil Premium is additional funding given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools are responsible for assessing what additional provision these pupils need and are accountable for how it is spent.

Pupil Premium funding is paid to schools according to the number of pupils who:

- have been registered as eligible for free school meals at any point in the last 6 years
- are in local authority care
- have left local authority care since the last spring school census due to: adoption, special guardianship order, child arrangements order or a residence order

In the 2019 - 2020 financial year, Pupil Premium funding received was:

- £1,320 for each eligible primary-aged pupil
- £2,300 for each child who:
 - are looked-after children(CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
 - have ceased to be looked after by the local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

DESIRED OUTCOMES - targeted support/ whole school/raising aspiration/raising academic achievement

- All pupils to achieve at the expected national standard at the end of Year 6
- Pupils to have similar opportunities/experiences during their time at our school as those from more affluent families
- Pupils to leave our school as confident and resilient learners, ready to succeed in their various secondary schools
- Pupils to leave our school as articulate pupils who can debate and argue a point with knowledge underpinned by the key oracy skills.

Financial year	Total Pupils on roll	Number of pupils eligible for Pupil Premium Grant	Number of pupils eligible for Pupil Premium – Children Looked After (CLA)	Total amount Pupil Premium received
2014/2015	334	84	1	£108,000
2015/2016	356	97	0	£128,040
2016/2017	354	126	0	£166,320
2017/2018	367	138	0	£182,160
2018/2019	397	134	0	£176,880
2019/2020	417	136	0	£179,520

September 2019 – July 2020

Implementation	Amount allocated	New or continued	Year group /pupils	Intended Impact	Actual Impact
<p><u>Targeted support</u></p> <p>Catch Up Literacy intervention – reading in Y4</p>	£11,000	Continued	<p>Pupils allocated from Year 4, based on</p> <p>a) being below age-related expectations in reading</p> <p>b) not having participated in the programme before</p> <p>c) parents experiencing barriers to support their children’s reading.</p>	<ul style="list-style-type: none"> To provide intensive input on two weekly 1:1 sessions so that identified pupils reach Age Related Expectations (ARE) in reading To introduce children to a variety of new vocabulary To provide pupils with the key reading skill of decoding To increase confidence in the comprehension To empower pupils to produce genres of writing with high quality vocabulary To enable learning in class to be more accessible 	<p>As reported by the TA, there were improvements in reading and the decoding ability of the identified pupil’s in Year4.</p> <p>The TA also described that there were limited improvements in their reading comprehension ability.</p> <p>Of the year 4 children:</p> <ul style="list-style-type: none"> 29% improved by 1 old NC sub level 43% improved by 2 old NC sub levels 14% improved by 3 old NC sub levels <p>As professional development, the TA reported a number of benefits for her own professional development. These include increases in confidence, knowledge of literacy support and overall job satisfaction.</p> <p>Due to the unforeseen closure of the school on 20th March 2020 impacted on the programme.</p>
<p><u>Targeted support</u></p> <p>Maths interventions</p>	£43,000	Continued	<p>All Year groups for four afternoons per week.</p>	<ul style="list-style-type: none"> To provide intensive input through daily small group sessions conducted by highly skilled TAs and HLTAs Sessions linked to maths 	<p>In Informal feedback from teachers and TAs stated that the maths interventions for all Years showed improvements in number bonds, recall of tables and related division facts.</p>

Implementation	Amount allocated	New or continued	Year group /pupils	Intended Impact	Actual Impact
				<p>learning in the classroom</p> <ul style="list-style-type: none"> To develop, revise and rehearse key skills To increase confidence in fast recall of facts To enable learning in class to be more accessible To provide pre teaching opportunities of the new topic with related new mathematical vocabulary. 	<p>During their daily marking and feedback teachers commented on the identified children showing improvement in the recall of timetables facts.</p> <p>Due to unforeseen closure of the school on 20th March 2020, the whole curriculum could not be accomplished and the overall impact across the years could not be robustly measured.</p>
<p><u>Targeted support</u></p> <p><u>Raising academic achievement</u> Booster classes after school in reading and maths</p>	£13,000	Annual; October – March	Year 6	<ul style="list-style-type: none"> Teacher-led tuition to directly teach skills required in Y6 curriculum To support targeted Y6 pupils who need-additional coaching in work at a quicker pace in preparation for SATs. To revise test-taking techniques to assist pupils to answer reasoning questions correctly To provide opportunities to improve arithmetic skills. 	<p>Teacher and TAs reported that repetition of skills have helped identified pupils with their understanding concepts and processes, although some found it difficult to transfer these in test situations.</p> <p>Identified children attended booster groups and made progress. With the forced closure of schools on 20th March 2020, the Y6 curriculum could not be completed.</p> <p>There was no external data to provide progress measures.</p>
<u>Targeted Support</u>	£5,000	Continued	All year groups with the key	<ul style="list-style-type: none"> Teacher-led tuition 1:1 sessions Teachers to discuss the 	Teachers reported that pupils were able to discuss areas for development.

Implementation	Amount allocated	New or continued	Year group /pupils	Intended Impact	Actual Impact
1:1 Writing Conferences			focus being the attainment of boys.	<p>progress made in writing skills.</p> <ul style="list-style-type: none"> Teachers to identify next steps to support writing development To provide directed in class support enabling pupils to reach Age Related Expectations (ARE) in writing. 	Teachers reported pupils making progress in class as a result of these sessions.
<p><u>Whole School</u></p> <p><u>Raising academic achievement</u></p> <p>Class cover costs: Pupil Achievement Meetings; once per term</p>	£10,520	Continued Sept January	All year groups with the key focus being the attainment of boys.	<ul style="list-style-type: none"> Teachers' to plan and deliver lessons aimed to diminish gender gaps To respond effectively formative assessments To be reflective and use effective strategies to eliminate gender gaps To ensure that boys' engagement with reading increases 	<p>PAMs held on a termly basis ensured robust and frank discussion of the progress identified pupils made and the barriers to their learning.</p> <p>PAMs presented opportunities to discuss children's progress against learning and social factors and provided opportunities to support their progress.</p> <p>Guidance implemented.</p> <p>Followed up in lesson observations</p>
<p><u>Targeted support</u></p> <p>Targeted support by highly skilled TA and HLTA (not SEND HNF), as required.</p>	£56,000	Continued	Identified pupils in all year groups	<ul style="list-style-type: none"> To ensure that identified pupils receive 1:1 or small group adult support to aid access to the curriculum To provide support to diminish the gap between the pupil premium and more able pupils. To equip pupils with prior 	<p>Teachers and TAs reported that the identified pupils responded actively to questions asked during class lessons.</p> <p>TAs mentioned that there was an improvement in self confidence in pupils when answering questions. TAs also said that pupils thrived when</p>

Implementation	Amount allocated	New or continued	Year group /pupils	Intended Impact	Actual Impact
				learning <ul style="list-style-type: none"> • To identify barriers to learning and to support pupil’s learning. • To build independence and promote self- efficacy in identified pupils. 	involved in collaborative learning. Due to unforeseen closure of the school on 20th March 2020, the planned intervention could not be accomplished and the overall impact across the years could not be robustly measured.
<p><u>Targeted support</u></p> <p><u>Emotional health and well-being</u></p> <p>Early Help Practitioner and supporting children with emotional needs.</p>	£12,000	Continued	Identified pupils in all year groups	<ul style="list-style-type: none"> • Allocated time to meet and work with parents/carers, as required, to aid Free School Meals applications, and signposting to various services • Children provided with strong social and emotional support to children • To provide vulnerable pupils with support on 1:1 basis and to refocus on learning. • To establish social skills groups in order to assist pupils to integrate. • To enable pupils to access Lunch time Club intervention to support their social and 	<p>The Early help Practitioner met regularly with the Inclusion Leader to discuss updates of individual children, impact of intervention sessions and next steps.</p> <p>The lunchtime club was a useful place for targeted children and others to attend</p> <p>Lunch time club provided routine for pupils who found it difficult to make sense of the unstructured play.</p> <p>Social skills groups sessions were delivered daily These could not be delivered in its entirety due COVID related lockdown</p>

Implementation	Amount allocated	New or continued	Year group /pupils	Intended Impact	Actual Impact
				emotional skills	measures
<p><u>Targeted support</u></p> <p><u>Raising aspirations</u></p> <p>Enrichment activities: after-school clubs</p>	£5,000	Continued	All year groups	<ul style="list-style-type: none"> • Curriculum enrichment programme and access for all • Ensuring all Pupil Premium pupils have access to extracurricular opportunities and to develop their interests outside of the curriculum is essential to promote a positive view of school, and for their own personal development. • Ensuring that Pupil Premium pupils are attending all educational visits and experiences outside of the curriculum 	<p>Club teachers reported positive uptake of the positions offered.</p> <p>As expressed by the teachers, pupils were engaged in a wide selection of after school activities which helped develop their interpersonal skills</p> <p>These could not be delivered in its entirety due COVID related lockdown measures</p>
<p><u>Targeted support</u></p> <p>Inclusion leader</p>	£20,000 Salary (proportion)	Continued	All year groups	<ul style="list-style-type: none"> • Interventions for PP pupils are monitored, alternatives or amendments considered. • CPD for support staff improves their practice, supporting children more effectively by promoting independence • CPD for support staff based on the research; 'Maximising the impact of teaching assistants' 	<p>Training for support staff has been planned and delivered sometimes jointly with the HLTA and Early Help Practitioner.</p> <p>Examples of support staff training:</p> <ul style="list-style-type: none"> - Maximising the impact of teaching assistants - Pre-teaching vocabulary - Promoting independence

Implementation	Amount allocated	New or continued	Year group /pupils	Intended Impact	Actual Impact
				<p>and the Education Endowment Foundation’s ‘Making effective use of teaching assistants’</p> <ul style="list-style-type: none"> • To deliver interventions that impact positively on the social, emotional and mental health wellbeing of pupils. • To ensure TAs received training appropriate to deliver support programmes effectively. 	<ul style="list-style-type: none"> - Using ICT to support learning - Delivering programmes - Spelling - Maths - Emotional resilience - De-escalation - Occupational therapy - Reviewing good practice (support staff handbook) <p>All materials have been based on research and good practice. Next steps are for training by Newham agencies e.g. LCIS in 2019 - 2020</p>
<p><u>Raising aspirations</u></p> <p>Debate Mate</p>	£3,000	Continued	Years 5 and 6	<ul style="list-style-type: none"> • Weekly sessions for 53 children (in 4 groups), 28% of whom are PP children. • Delivered by Debate Mate mentors (university students) • Develop <ul style="list-style-type: none"> - speaking and listening skills - debating and reasoning skills - organisation of thinking on a logical basis, impacting on writing - additional skills such as leadership, teamwork and confidence • Raise aspirations and 	<p>Tutors reported that oracy and argumentative skills were developed.</p> <p>It was also particularly noted that children who are not so out-going showed an increase in confidence.</p> <p>Participated in local and regional competitions.</p> <p>This programme could not be delivered in its entirety due COVID related lockdown measures</p>

Implementation	Amount allocated	New or continued	Year group /pupils	Intended Impact	Actual Impact
				<p>expectations</p> <ul style="list-style-type: none"> Engage with the world beyond the classroom, addressing issues that affect them, their communities and the wider world Participate in debating competitions, locally, across London and, potentially, nationally 	
<p><u>Targeted support</u></p> <p><u>Raising aspirations</u> Fairplay House Contributions</p>	£1,000	Continued	Year 6	<ul style="list-style-type: none"> To grant pupils an opportunity to develop independence skills by attending Fairplay House for two nights / three days – To provide the opportunity to learn new skills and complete various outdoor adventure tasks. To assist in developing skills in team work, decision-making, self-awareness and independence Discounted Fairplay House places are offered to 23 PP pupils 	<p>Teachers reported that pupils worked in a collaborative, cooperative manner to accomplish tasks and chores.</p> <p>Teachers reported children developed confidence by interacting with peers across the year group.</p> <p>73 pupils from the Y6 attended. 18 of the pupils who attended were in receipt Pupil Premium Grant.</p>