



Pupil Premium (2020 - 2021) 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 2020 - 2021 financial year, Pupil Premium funding received was:

- £1,345 for each eligible primary-aged pupil
- £2,345 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
2020/2021	422	122	0	£164,090

September 2020 – July 2021

Implementation	Amount allocated	New or continued	Year group /pupils	Intended Impact	Actual Impact
<p><u>Targeted support</u></p> <p>Reading Intervention</p> <ul style="list-style-type: none"> To provide intensive input through daily 1:1 sessions <p><u>Staff Involved</u></p> <p>Y3 = 2 TAs Y4 = 1 TA Y5 = 1 TA Y6 = 1 TA</p>	£10,060	New	Pupils allocated from across the school, based on being below age-related expectations in reading and phonics	<ul style="list-style-type: none"> Pupils using the key reading skill of decoding more readily Increased confidence in the comprehension Pupils' acquire a wider vocabulary – this is evident in their writing Learning in class more accessible 	
<p><u>Targeted support</u></p> <p>Maths interventions</p> <ul style="list-style-type: none"> To provide intensive input through daily small group sessions conducted by highly skilled TAs and HLTAs Pre-teaching opportunities of the new topic with related new mathematical vocabulary. <p><u>Staff Involved</u></p> <p>Y3 = 1TA Y4 = 1 TA Y5 = 1 TA Y6 = 1 TA</p>	£44,900	Continued	All year groups for four afternoons per week.	<ul style="list-style-type: none"> Sessions linked to maths learning in the classroom Key skills are developed, revised and rehearsed; concepts are re-visited to reinforce understanding Confidence in fast recall of facts is increased Learning in class to be more accessible Skills are transferred and children make good progress in class 	

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<p><u>Targeted support</u></p> <p>Booster classes after school in reading and maths</p> <ul style="list-style-type: none"> • Teacher-led tuition to directly teach skills required in Y6 curriculum • To revisit and embed key mathematical understanding • To revise test-taking techniques to assist pupils to answer reasoning questions correctly • To provide opportunities to improve arithmetic skills • To support children to work at a quicker pace in preparation for SATs. <p><u>Staff Involved</u> Y6 = 1 HLTA Y6 = 5 Teachers SLT = 2 members</p>	£3,070	Annual; October – May	Targeted Year 6	<ul style="list-style-type: none"> • Skills are transferred and children make good progress in class • Children become more confident and obtain Age-Related Expectations (ARE) in KS2 Reading and Maths SATS 	
<p><u>Targeted Support</u></p> <p>1:1 Writing Conferences</p> <ul style="list-style-type: none"> • Teacher-led tuition 1:1 sessions 	£7,500	Continued	All year groups with the key focus being the attainment of boys and Pupil Premium pupils.	<ul style="list-style-type: none"> • Children more aware of next steps and motivated to achieve these • Writing development supported by teachers in class 	

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<ul style="list-style-type: none"> Teachers to discuss the progress made in writing skills and next steps <p>Staff Involved Class teachers</p>				<ul style="list-style-type: none"> Pupils reach Age Related Expectations (ARE) in writing. 	
<p>Whole School</p> <p>Pupil Achievement Meetings</p> <ul style="list-style-type: none"> Termly meetings to discuss individual children’s attainment and progress; trends <p>Staff Involved Head Teacher Class teacher Inclusion Leader</p>	£9,520	Continued <ul style="list-style-type: none"> Sept January (deferred to Feb) April 	All year groups with the key focus being the attainment and progress of pupils working below age-expected levels, boys and Pupil Premium pupils.	<ul style="list-style-type: none"> Teachers increasingly aware of individual pupils’ gaps and barriers to learning Teachers increasingly aware of class and whole-school trends Teachers are reflective and plan and deliver lessons aimed to support specific pupils and close gaps Pupils discussed respond positively to strategies introduced and make good progress – at least reducing the gap between their starting point and Age-Related Expectations (ARE) 	

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<p><u>Targeted support</u></p> <p>In-class targeted support by highly skilled TA and HLTA (not SEND HNF), as required.</p> <p><u>Staff Involved</u></p> <p>Y3 = 1 TA Y4 = 2 TAs Y5 = 1 TA Y6 = 1 TA</p>	£68,040	Continued	Identified pupils in all year groups	<ul style="list-style-type: none"> • Identified pupils receive 1:1 or small group adult support to aid access to the curriculum • Support is provided to diminish the gap between lower-attaining Pupil Premium children and other pupils • Independence is enhanced and self- efficacy is promoted in identified pupils 	

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<p><u>Targeted support</u> Early Help Practitioner</p> <ul style="list-style-type: none"> Allocated time, one afternoon per week, to meet and work with parents/carers, as required, to aid Free School Meals applications, and signposting to various services <p>Pastoral TAs in each year</p> <ul style="list-style-type: none"> Provide support on a 1-1 or small group basis for children with emotional and mental health needs one afternoon per week <p>Midday Supervisor</p> <ul style="list-style-type: none"> Lunchtime provision for children who struggle with the unstructured nature of lunchtime or with friendship issues <p><u>Staff Involved</u> Early help Practitioner, Y6 = Pastoral HLTA Y5 = Pastoral TA Y4 = Pastoral TA Y3 = Pastoral HLTA Midday Supervisor</p>	£11,500	Continued but expanded	Identified pupils in all year groups.	<ul style="list-style-type: none"> Vulnerable pupils are provided with support on a 1:1 basis and better able to refocus on learning Social skills groups assist pupils to integrate and Children who access Lunch Time Club develop their social and emotional skills 	

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<p><u>Targeted support</u></p> <p>Enrichment activities: after-school clubs</p> <ul style="list-style-type: none"> • After-school clubs are provided free to all Pupil Premium children 	£2,600	Continued if COVID restrictions allow.	Pupil Premium children in all year groups.	<ul style="list-style-type: none"> • All Pupil Premium pupils have access to extracurricular opportunities and can develop their interests outside of the curriculum • Pupil Premium children attend educational visits and experiences outside of the curriculum • Full and varied curriculum enrichment programme and access for all 	
<p><u>Targeted support</u></p> <p>Inclusion leader</p> <ul style="list-style-type: none"> • Provide CPD for Support staff: <ul style="list-style-type: none"> - Maximising the impact of teaching assistants - Pre-teaching vocabulary - Promoting independence - Using ICT to support learning - Delivering programmes - Spelling - Maths - Emotional resilience - De-escalation - Occupational therapy - Reviewing good practice 	£5,700	Continued	All year groups	<ul style="list-style-type: none"> • Interventions for PP pupils are monitored, alternatives or amendments considered. • CPD for support staff is based on research; 'Maximising the impact of Teaching Assistants' and the Education Endowment Foundation's 'Making effective use of Teaching Assistants', and improves their practice, supporting children more effectively by promoting independence • Interventions impact positively on the social, emotional and mental health wellbeing of pupils. 	

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<ul style="list-style-type: none"> Organising CPD facilitated by Newham agencies as well as online CPD 				<ul style="list-style-type: none"> TAs receive training appropriate to deliver support programmes effectively and children make good progress as a result 	
<p><u>Targeted support</u></p> <p>Fairplay House</p> <ul style="list-style-type: none"> Residential visit (possibly one day visit due to Covid-19) is heavily subsidised by the school to encourage Pupil Premium children to attend 	<p>£1,200</p> <p>As day visits for Y6</p>	Continued	Year 6	<ul style="list-style-type: none"> Pupils have the opportunity to develop independence skills by attending Fairplay House Pupils have the opportunity to learn new skills and complete various outdoor adventure tasks Pupils develop skills in team work, decision-making, self-awareness and independence 	
<u>Total</u>	£164,090				