



Pupil Premium Strategy Statement 2025-2026

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.

Despite a huge focus across the country, the academic performance of disadvantaged students in England continues to trail behind their peers. According to a recent report from the Education Policy Institute ([Annual Report 2024: Regional gaps - Education Policy Institute \(epi.org.uk\)](https://www.epi.org.uk/annual-report-2024-regional-gaps)), the disadvantage gap is widening. In 2023, disadvantaged students at the end of primary school were 10.3 months behind their peers, which is a whole month increase since 2019. This gap further widens as students progress through school, reaching 19.2 months at the end of secondary school in 2023, an increase of over a month since 2019.

At Godwin we face the same challenges in reducing and then eliminating this gap and continually evaluate the impact of how Pupil Premium expenditure is used. Internal data from July 2025 shows that the gap between the attainment of Pupil Premium children and their peers persists. Whilst some of this can be explained through the overlap of factors such as SEND and Pupil Premium status, the link between disadvantage and poorer academic outcomes persists.

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 for September 2025 – July 2026, indicating how funding was spent in that academic year and its impact. This document should be viewed with internal attainment data from July 2025 as well as KS2 SATS 2025 data.

School overview

Detail	Data
School name	Godwin Junior School
Number of pupils in school	368
Proportion (%) of Pupil Premium eligible pupils	27% (26% National Average)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Governing Board
Pupil Premium lead	Jo Ince
Governor lead	TBC

Funding overview

Detail	Amount
Pupil Premium funding allocation this financial year	£145, 440
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 145, 440

Pupil Premium Strategy - 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 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'.

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 purpose: Preparing Pupils for Lifelong Success, and our Vision:

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

Our Strategy 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 are intrinsic to our holistic approach to education.

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

Our targets are ambitious, but we know that if we truly Value Everyone, then we must address the inequity a significant number of our children face. We believe that by targeting expenditure of our Pupil Premium Grant on the specific areas we have identified as being barriers, our disadvantaged children will make good progress and attain well in all areas of school life. **Our Pupil Premium Grant is central to our school purpose of Preparing Pupils for Lifelong Success.**

Pupil Premium Expenditure

Planned Initiative	Rationale	Allocated Amount	Intended Outcome	Evaluation (Autumn 2026)
Phonics in each year group delivered to children whose phonological awareness is not secure. Once they graduate from the phonics programme, they continue reading on a 1-1 basis 2/3 times per week with a Teaching Assistant.	<p>Phonics is the bedrock of reading. Without being able to read confidently children have difficulty accessing the curriculum and will struggle in real-life situations. Internal evidence suggests that 1-1 or small group phonics intervention which is consistently provided achieves excellent outcomes.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	£12,000	<ul style="list-style-type: none"> • All children graduate from the phonics programme and are more confident readers. • Children enjoy reading 	<ul style="list-style-type: none"> • TBC
Maths intervention groups in each year group for targeted children	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	£50,000	<ul style="list-style-type: none"> • Targeted children develop their mathematical confidence and fluency • This progress is transferred into the classroom 	<ul style="list-style-type: none"> • TBC

<p>Writing Conferencing for targeted children</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	£3,000	<ul style="list-style-type: none"> Targeted children make accelerated progress as a direct consequence of individual, detailed feedback on a 1-1 basis 	<ul style="list-style-type: none"> TBC
<p>Investing in creative curriculum opportunities.</p> <p>Part contribution towards Music Tutor's salary (2 days per week)</p>	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</p>	£9,000	<ul style="list-style-type: none"> <u>All</u> children have access to high-quality music teaching from a specialist; PP children would not have the opportunity for private lessons 	<ul style="list-style-type: none"> TBC
<p>Investing in creative curriculum opportunities.</p> <p>Part contribution towards French Teacher's salary (4 afternoons per week)</p>	<p>Having French lessons from a native speaker results in higher-quality lesson delivery, including pronunciation. This leads to improved pupil outcomes.</p>	£20,000	<ul style="list-style-type: none"> <u>All</u> children have access to French teaching from a native speaker; PP children would not have the opportunity for private lessons 	<ul style="list-style-type: none"> TBC

Investing in creative curriculum opportunities. Outdoor Learning Tutor (Years 3 and 4)(1 day per week) Chess Tuition (Year 5)(1 afternoon per week)	Children who are engaged in all school activities and perceive that opportunities are open to them, are ready to learn and are impassioned. Genuine feelings of engagement at all levels are fundamental and will increase wellbeing for all. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education	£5,000 £3,000	<ul style="list-style-type: none"> All children have creative opportunities which many PP children would not otherwise benefit from 	<ul style="list-style-type: none"> TBC
Investing in creative curriculum opportunities. Immersive History workshops delivered by an external provider.	Children who are engaged in all school activities and perceive that opportunities are open to them, are ready to learn and are impassioned. Genuine feelings of engagement at all levels are fundamental and will increase wellbeing for all. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education	£2,000	<ul style="list-style-type: none"> All children have creative opportunities which many PP children would not otherwise benefit from 	<ul style="list-style-type: none"> TBC
Residential Visit to Fairplay House for Year 6 children (subsidised for PP children)	Providing opportunities for PP children to experience the range of activities available there, as well as practising the skills required to develop a wider social circle in preparation for secondary school	£4,000	<ul style="list-style-type: none"> All children have opportunities which many PP children would not otherwise 	TBC
Raising Aspiration - The Brilliant Club Scholars' Programme	Ensuring that higher attaining pupils, particularly those from disadvantaged families, 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/	£2,000	<ul style="list-style-type: none"> Raising the prospect of university as an option for targeted pupils 	<ul style="list-style-type: none"> TBC
After-school booster classes to targeted children in Year 6	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education	£2,000	<ul style="list-style-type: none"> Children make accelerated progress 	<ul style="list-style-type: none"> TBC

	ion-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=How%20effective%20is%20the%20approach,the%20course%20of%20a%20year			
After-School Clubs (free for PP children)	The removal of financial barriers to after-school clubs increases opportunities for PP children's participation. PP children must perceive that after-school opportunities are open to them, so that they feel valued. Genuine feelings of belonging and opportunity are fundamental and will increase wellbeing for all.	£13,940	<ul style="list-style-type: none"> PP children have the opportunity to participate in after-school clubs and benefit from these enrichment opportunities as well as a feeling of belonging 	<ul style="list-style-type: none"> TBC
Part contribution towards Speech and Language Therapist's salary (1 day per week)	Disadvantaged children are disproportionately represented in the group of children in need of speech and language support. To assess the needs of specific children and recommend interventions for school staff to deliver, Speech and Language Therapist employed. .	£4,500	<ul style="list-style-type: none"> Children in need of speech and language support make progress towards their targets 	<ul style="list-style-type: none"> TBC
Part contribution towards Educational Psychologist service level agreement	Assessment of those having difficulties in learning, behaviour or social situations leads to development of strategies that can be practically implemented. This supports equity of access to the curriculum and, ultimately, achievement.	£5,000	<ul style="list-style-type: none"> Strategies are implemented to support children with additional needs 	<ul style="list-style-type: none"> TBC
Pastoral support groups for children in each year group	To achieve and sustain positive mental health and wellbeing for all children, particularly our disadvantaged pupils.	£10,000	<ul style="list-style-type: none"> PP children receive emotional 	<ul style="list-style-type: none"> TBC

			support on a 1-1 basis or in a small group delivered by a TA well-known to them	
Total budgeted cost		£145, 440		