



Pupil Premium Strategy Statement 2023-2024

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 2024 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 2023 – July 2024, indicating how funding was spent in that academic year and its impact. This document should be viewed with internal attainment data from July 2024 as well as KS2 SATS 2024 data.

School overview

Detail	Data
School name	Godwin Junior School
Number of pupils in school	346
Proportion (%) of Pupil Premium eligible pupils	31% 27% National Average
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Board
Pupil Premium lead	Jo Ince
Governor lead	TBC

Funding overview

Detail	Amount
Pupil Premium funding allocation this financial year	£152, 775.00
Recovery Premium funding allocation this academic year	£ 15, 551.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 168, 326.00

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. However, a gap remains and we must address this.

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

Challenges

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

Challenge number	Detail of challenge
1. Learning progression	Whilst schools have been reopened without any disruption due to the Covid-19 pandemic since March 2021, this continues to impact adversely on our disadvantaged families more significantly than our non-disadvantaged. Due to the amount of time children were not in school, 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 full/partial school closures to a greater extent than for other pupils. This is borne out in national data. The result is that mathematical fluency, oracy, 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 (In September 2023, 38% of the children requiring phonics input were in receipt of Pupil Premium funding)
5. Specific cohorts	The Year 3 and Year 4 cohorts of 2023-24 have been disproportionately challenged by Covid-19. The impact of disruption to learning in the formative years is most apparent in these cohorts. 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. NB Breakdown of PP per year group is Y3 = 28 (31%); Y4 = 27 (31%); Y5 = 26 (29%); Y6 = 27 (34%)
6. SEMH and wellbeing	Our observations and discussions have identified social and emotional issues (in particular, anxiety) for some pupils 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. All children had less exposure to enrichment and motivational opportunities.
7. Attendance	Attendance data - our Year-to-date attendance for PP children is 91.05%

	compared to 95.02% for non-PP. Persistent Absence (below 90% attendance) is 17.91% (65 children). 52% (34 pupils) of the children who are Persistently Absent are in receipt of PP funding. 4 of these PP children who fall in to the Persistent Absence are due to family holidays during term time, 12 are children who have left Godwin due to relocating but remained on our role whilst they waited for a new school place.
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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.

Our targets are ambitious, but we know that if we truly Value Everyone, then we must address the inequity our children face.

Intended outcome	Success criteria
Improved oral language skills and wider vocabulary (used effectively) among disadvantaged pupils	✓ 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	✓ 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	✓ KS2 attainment gap between our disadvantaged and non-disadvantaged pupils returns to at greatest 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.	✓ 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.	✓ At KS2 combined (at Greater Depth and Expected) in 2026/27 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	✓ Disadvantaged children are accessing: clubs, visits, residential visits etc (currently 19% of after-school club places are filled by

wellbeing for all pupils at Godwin, particularly our disadvantaged pupils.	PP children, this was 16% 12 months ago) ✓ 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
To achieve and sustain improved attendance for all pupils, particularly those viewed at school level as disadvantaged.	Sustained high attendance from 2026/27 demonstrated by: ✓ Overall attendance being 97% ✓ 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 17.91%)

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: £30,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key focus on explicitly teaching reading and comprehension skills in English, Taught Comprehension and wider curriculum	Explicit instruction has been proven to develop pupils' language capability to support their reading and writing. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf	1,2,3,4,5
Embedding dialogic activities across the school curriculum. These can support pupils' effective articulation in order to consolidate understanding and extend vocabulary.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,5,
Enhancement of perceptive maths teaching and integrated		1,2,3,5

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

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

Budgeted cost: £101,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics in each year group delivered to children whose phonological awareness is not secure	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading	1,2,3,4,5,6
Reading 1-1 reading in each year	As well as expanding one's knowledge, widening one's vocabulary and developing one's sentence	1,2,3,4,5,6

group for targeted children	structure, being a confident reader opens the doors to a multitude of opportunities. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	
Mathematics Maths intervention groups in each year group 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
Writing Conferencing 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	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, enrichment)

Budgeted cost: £36,270

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>Immersive 'History' days</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 an increasingly rich curriculum and increase access for all.</i> <i>Gardening Teacher's Salary (1 Day per week)</i> <i>Chess Tutor's Salary (1 afternoon per week)</i> <i>French Tutor's Salary (4</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.	1,3,5,6,7

<i>afternoons per week)</i> <i>Subsidised after-school clubs</i> <i>Subsidised residential visit for Year 6</i>		
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Total budgeted cost: £ 168, 326