



Pupil Premium Strategy Statement – Godinton Primary School

2020–21

Godinton Primary School is committed to improving the quality of the educational provision for all our children which will enable them to reach their full potential, make excellent progress and attain the levels of knowledge, understanding and skills required for their future lives. We endeavour to delivery high standards of quality first teaching and to provide additional support and intervention to raise standards and

Raising the Attainment of Pupil Premium and Disadvantaged Pupils

Our commitment at Godinton is to ensure that all pupils achieve the very best that they can. We endeavour to support our disadvantaged pupils to make as much progress as their peers and to close the gap between disadvantaged and non-disadvantaged pupils.

We want to ensure that more of our disadvantaged pupils exceed the standards in reading, writing and maths and that our pupils who are SEN and pupil premium make progress in line with their peers. Attendance of pupil premium children is slightly lower than that of non-pupil-premium children and although higher than National averages we want to see an improvement in this too.

Implementation of the Pupil Premium Action Plan for 2019–20 was hindered due to the extended period of school closure, for the majority of pupils, due to Covid 19. This year's plan will be updated, should any further periods of closure impact on the delivery of the plan.

1. Summary Information

School	GODINTON PRIMARY SCHOOL				
Academic Year	2020-21	Total PP budget <i>September 2020 – August 2021(including projected estimate)</i> £57, 065		Date of most recent PP Review	SEPTEMBER 2020
Total number of pupils	420	Number of disadvantaged pupils:		Date for next internal review of this strategy	JULY 2021
Budget	<p>Pupil premium is allocated for a financial year April 2019 – April 2020 The pupil premium strategy plan runs from September 2020 – July 2021 Adaptations are made to funding when new allocations are made in April therefore the plan takes into account predicted amounts based on actual figures for the previous financial year.</p>				
Pupil Premium income from pupils receiving deprivation pupil premium.	£47, 075	Pupil Premium income from pupils receiving pupil premium as LAC or adopted from care.	£9, 380	Pupil Premium income from pupils receiving pupil premium as service children.	£610

2. Identified Barriers for disadvantaged children at Godinton Primary School

<p>A. In school barriers</p>	<ul style="list-style-type: none"> • Gap analysis has identified key gaps in learning that have widened for pupil premium children as a consequence of Covid-19. • An increased number of disadvantaged children are not meeting age related expectations and fewer children are attaining within the higher bands. • Progress in some areas, for some children, is lower than non-disadvantaged pupils. • Engagement in remote learning tasks during school closure period was lower for disadvantaged pupils than non-disadvantaged pupils despite the loan of technology to assist. Areas such as phonics were hit hardest. • In EYFS, many children had reduced pre-school experience due to Covid-19. There is a higher number of speech and language needs within the year group and initial assessments were lower than in previous years in all areas. • Some social and emotional needs such as anxiety more prevalent within this group. • A number of disadvantaged pupils are identified as having SEND.
<p>B. External barriers</p>	<ul style="list-style-type: none"> • Attendance at a lower rate than non-disadvantaged pupils • Pastoral support required for some families from Family Liaison Officer. • Social, emotional and behavioural difficulties impact on the learning of some disadvantaged pupils.

3. Key Priorities over a 3 year period

<p>Priority 1</p>	<p>To ensure that all disadvantaged pupils in EYFS, KS1 and KS2 are provided with high quality teaching and targeted intervention to enable the closing of gaps in reading (including phonics), writing and maths. To ensure that attainment and progress gaps between disadvantaged and non-disadvantaged pupils are narrowed.</p>
<p>Priority 2</p>	<p>To provide a broad and stimulating curriculum in which all disadvantaged are engaged and make progress in line with non-disadvantaged pupils.</p>
<p>Priority 3</p>	<p>To provide high quality support for the physical health and wellbeing of disadvantaged pupils, enabling them to become increasingly more resilient, independent and confident.</p>

4. Teaching Priorities for Current Academic Year – 2020–2021

Area of Focus	Aims	Timescale
Reading, writing and maths	Narrowing of the gap between the attainment of disadvantaged pupils and non-disadvantaged pupils. Children make good progress against their starting points.	September 2020– July 2021
Phonics	Identified children reach the expected standard in the Year 1 phonics screening test. Pupils in Year 2 reach the expected standard in the phonics screening.	By July 2021 By November 2020

5. Targeted support for current academic year – 2020–21

Area of Focus	Actions	Timescale
Priority 1 – To ensure that all disadvantaged pupils in EYFS, KS1 and KS2 are provided with high quality teaching and targeted intervention to enable the closing of gaps in reading (including phonics), writing and maths. To ensure that attainment and progress gaps between disadvantaged and non-disadvantaged pupils are narrowed.	<ul style="list-style-type: none"> Review of priorities / needs for each year group. Assessments and gap analysis completed. 	September 2020
	<ul style="list-style-type: none"> Identify interventions required to provide additional support and the actions required to provide on-going support within the classroom. Pupils discussed at Pupil Progress Meetings three times a year. 	September 2020
	<ul style="list-style-type: none"> Review annual assessment timetable to take into account the need for further assessment following on from the period of school closure in 2019–20 	September 2020
	<ul style="list-style-type: none"> Review TA allocations and recruit 2 new TAs to provide additional support. 	July 2020
	<ul style="list-style-type: none"> Ensure that additional support is provided in Year 1 and Year R to support speech and language needs. Implementation of language enrichment groups. 	July 2020

	<ul style="list-style-type: none"> • Review timetables and increase phonics provision in KS1. • Review reading books and re-order to replace books not returned after the school closure period. • Further staff training in phonics, maths mastery, oracy and development of writing skills. • Review of structure of guided reading across KS1 and KS2. 	<p>September 2020</p> <p>September 2020</p> <p>From Term 2 onwards</p> <p>Term 2</p>
Total Expenditure for Priority 1: £30,000		
<p>Priority 2 – To provide a broad and stimulating curriculum in which all disadvantaged are engaged and make progress in line with non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Ongoing curriculum review and development – ensuring progression of skills and knowledge and providing a curriculum that is relevant to all pupils. • To develop oracy skills throughout the curriculum. • Continuation of Learning Adventure approach and STAR week – provide ongoing support and development for staff in providing high quality delivery. • Look for opportunities to provide curriculum enrichment through visits or visitors – Covid dependent. 	<p>September onwards</p> <p>Term 2 onwards</p> <p>September 2020</p> <p>From Term 3</p>
Total Expenditure for Priority 2: £15,000		
<p>Priority 3 – To provide high quality support for the physical health and wellbeing of disadvantaged pupils, enabling them to become increasingly more resilient, independent and confident.</p>	<ul style="list-style-type: none"> • Continuation of support from the FLO or preventative services to ensure that children’s needs are met. • Pastoral support for pupils takes place in school to develop self-esteem and build confidence and resilience. • Development of Guiding Stars to ensure that children are equipped with the skills to become life long learners • Drawing and Talking therapy training to be attended • Nurture provision extended within KS2 	<p>September 2020</p> <p>September 2020</p> <p>Term 3 onwards</p> <p>Term 3/ 4</p> <p>Term 3</p>

- Ongoing attendance monitoring

September 2020

Total Expenditure for Priority 3: £12,065

6. Review of Expenditure for 2019–20

Due to the Covid-19 Pandemic it has been difficult to accurately review the overall impact of the Pupil Premium spending for the academic year 2019–20.

Maths

Narrowed gap of attainment between pupil premium children and non-pupil premium children in maths in Year 6. Attainment of pupil premium children is closer to age expected attainment.

Attainment of pupil premium children at 'exceeding' increases across the school.

- Maths mastery training attended and release time provided for maths lead to provide in class support and for colleagues to complete observation. The reasoning skills of disadvantaged children show good improvement and are having a positive impact on their overall understanding in maths.
- Range of successful interventions tool place to support the children's needs.
- Observations completed and feedback provided.
- Introduction of Mathletics homework programme has been very successful
- No final end of year data obtained due to Covid. Engagement of disadvantaged pupils was lower than non-disadvantaged pupils during the school closure period and as a result progress was lower.

Phonics

To enable the majority of pupil premium children to meet the expectations of the screening in Year 1 and re-screening in Year 2.

- Phonics screening cancelled due to school closure.
- Training for staff in phonics completed (teachers and TAs). Good opportunities provided to share expertise and skills.
- Review of the structure of phonics sessions completed including re-grouping of children. Additional books and resources purchased.

	<ul style="list-style-type: none"> • Monitoring of interventions and intervention records from AHT. Feedback to staff provided and any adjustments made. • Support for staff in use of materials such as TRUGS resources. • Discussion at pupil progress meetings. • Data analysis matches pupils identified for intervention.
<p>Writing Narrowed gap of attainment between pupil premium children and non-pupil premium children in writing in Year 5 and 6. Attainment of pupil premium children is closer to age expected attainment. Attainment of pupil premium children at ‘exceeding’ increases across the school.</p>	<ul style="list-style-type: none"> • CPD provided for staff and cascaded through staff meetings. • No final end of year data obtained due to Covid. Engagement of disadvantaged pupils was lower than non-disadvantaged pupils during the school closure period and as a result progress was lower. • Staff have benefitted from regular opportunities to moderate work and an increased focus on assessing writing from those children who are exceeding the standard has been beneficial. • New exemplification materials have supported staff judgements and can be used to model expectations with the children. • Developments in GPS tracking have benefitted all pupils as a clear gap analysis can be provided which will be used to direct teaching more specifically.
<p>Reading Narrowed gap of attainment between pupil premium children and non-pupil premium children in writing in Years 2, 5 and 6. Attainment of pupil premium children is closer to age expected attainment. Attainment of pupil premium children at ‘exceeding’ increases across the school. Progress of pupil premium children in Year 5 and 6 is closer to that of non-pupil-premium children.</p>	<ul style="list-style-type: none"> • Continued development of staff skills in teaching reading and in structuring reading sessions and widened opportunities for sharing good practice delivered through staff CPD and staff meeting allocation. • Review of effectiveness of guided reading sessions and consideration of different approaches. • Review of current resources to support comprehension activities in the classroom and during interventions. • Greater engagement of children in reading activities at home. • Development of staff skills in identifying reading at greater depth across the school through staff CPD and staff meeting allocation

Social, Emotional and Behavioural support (including attendance)

Self-esteem of pupils increases, greater resilience and children more willing to engage in challenging activities.

Listening and attention skills of Year 1 pupils shows improvement.

Attendance of pupil premium children more closely matches that of non-pupil-premium children.

- Introduction of Guiding Stars – although the school closure period has meant that this has been somewhat limited and will require further work this year.
- Continued development of Lower School staff skills in supporting those pupils who did not reach the ELG for listening and attention. CPD for staff as required.
- Continued development of staff skills in supporting well-being e.g. Lego therapy training.
- Development of attendance practices and incentives to increase attendance across the school.
- Excellent range of support provided by FLO for children and families both before and during the lockdown period.
- Review of attendance practices has identified scope to further promote good attendance as a means of reducing absence e.g. certificates and improved systems for notifying parents of attendance figures – but curtailed due to school closure period.
- Nurture provision introduced for group of children in KS2 and has been very successful.