



# Pupil Premium Strategy Statement 2021–22

## Godinton Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                                    |
|---|---|
| School name   | Godinton Primary School                 |
| Number of pupils in school  | 416                                     |
| Proportion (%) of pupil premium eligible pupils   | 12%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025                  |
| Date this statement was published   | December 2021                           |
| Date on which it will be reviewed   | July 2022                               |
| Statement authorised by   | Jill Talbot Headteacher                 |
| Pupil premium lead  | Jill Talbot Headteacher                 |
| Governor / Trustee lead   | Charlotte Wright and Kelly Holden-Smith |

### Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £49,675.00     |
| Recovery premium funding allocation this academic year                                 | £5,365.00      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£55,040</b> |

## Part A: Pupil Premium Strategy Plan

### Statement of Intent:

Godinton Primary School is committed to providing 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 deliver high standards of quality first teaching and to provide additional support and intervention to raise standards and ensure that all children meet the targets set for them.

Our commitment at Godinton is to ensure that all pupils irrespective of their background or the challenges they face, make good progress and attainment well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and to make good progress relative to their starting position. 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, as well as being eligible for pupil premium, make progress in line with their peers.

At Godinton, we consider the challenges faced by all children who are vulnerable, such as those who have a social worker, are young carers or are socially disadvantaged but not in receipt of free school meals. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

### Our Key Objectives:

- To narrow the gap between disadvantaged and non-disadvantaged pupils in our school,
- To ensure that all children meet their full potential in reading, writing, maths and speaking and listening.

- To ensure that suitable challenge is provided for all children and that high quality intervention is provided in a timely manner to provide additional support.
- To remove barriers to learning created by poverty, family circumstance and background
- To ensure that children have positive learning behaviours and use our ‘Guiding Stars’ to assist them
- To support our children’s wellbeing and to provide a nurturing environment with positive mental health provision at our core
- To provide enriching and exciting learning opportunities which with enthuse our children and broaden their experiences and outlook

## Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers we will ensure that:

- all members of our school community are committed to ensuring that every child deserves the very best opportunities to succeed.
- high quality teaching is provided to all pupils every day and that support and CPD is provided to teachers in order to achieve this
- assessment strategies are used to monitor the progress and attainment of all children and to swiftly identify gaps and barriers to learning
- we provide targeted intervention and support to quickly address identified gaps in learning through the use of small group work or 1:1 tuition and that those who deliver interventions have the skills to do so as successfully as possible.
- all children have access to a wide range of opportunities and first hand experiences to develop their interests and talents for future success.
- excellent, nurturing wellbeing support is provided for our children in response to their mental health needs.
- support is provided for parents in supporting their children’s social and emotional development and academic achievement.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| <b>ONE</b>       | In EYFS, many children had reduced pre-school experience due to Covid-19. Our initial language assessments and observations, show that there is a higher number of speech and language needs within the year group with more children displaying underdeveloped oral language skills and vocabulary gaps |

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|              | compared to previous years. This can impact on their ability to attain age expected skills in reading and writing. Our Year 1, children received additional language support in 2020-21 as similar levels of attainment were seen in this cohort. This made a positive impact on their progress.  |
| <b>TWO</b>   | 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 and high quality remote learning teaching. Areas such as phonics and writing were hit hardest, with parents finding it more difficult to support these areas.  |
| <b>THREE</b> | The impact of Covid, home schooling and where support for home learning has proved challenging has resulted in learning gaps in reading (including phonics), writing and maths for some disadvantaged pupils. These gaps are needing to be addressed through intervention and class based support.  |
| <b>FOUR</b>  | Leuven scale assessments for wellbeing and involvement, show that many of our disadvantaged children have lower levels of engagement, confidence and happiness compared with their peers. More children are presenting with issues related to anxiety and some parents have expressed concerns about their children's mental health. These findings are supported by National research. |
| <b>FIVE</b>  | Since the start of the pandemic, more of our families are requiring greater assistance and involvement from our Family Liaison Officer – numbers of families which FLO is supporting has increased. Some parents have seen a deterioration in their own mental health, making it more difficult for them to parent successfully.  |

## 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.

| Intended outcome   | Success criteria   |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> <li>• Pupils with speech and language needs are identified quickly through initial screenings (Speech Link and Language Link) at the start of EYFS as well as class based observations.</li> <li>• Language Enrichment groups are put in place to support and activities included in daily class based routines.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This includes engagement in lessons and discussions</li> </ul> |

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|  | with children. Children use a wider range of vocabulary when speaking and in their written work.  |
| Year 1 and Year 2 eligible for pupil premium reach the required standard in the phonics screening in line with non-pupil premium children in the school. | <ul style="list-style-type: none"> <li>• The % of all children in Year 1 and Year 2 reaching the expected standard of the phonics screening check is above that of National results.</li> <li>• The % of Year 1 and Year 2 pupil premium children reaching the expected standard in the phonics screening check is in line with that of non-pupil premium children.</li> <li>• Children have good decoding skills and are able to blend and segment with confidence.</li> </ul>   |
| Improved attainment among disadvantaged pupils in reading, writing and maths.  | <ul style="list-style-type: none"> <li>• KS2 reading, writing and maths outcomes show that at least 75% of disadvantaged pupils met the expected standard.</li> <li>• Attainment of disadvantaged pupils is at least within 10% of that of non-pupil premium children.</li> </ul>   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.   | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Leuven wellbeing and involvement scores show positive scores and an upward trend.</li> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• Children use the school Guiding Stars effectively to identify areas of strength in their learning habits.</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| Improved attendance for all children including those in receipt of pupil premium.  | <ul style="list-style-type: none"> <li>• The attendance of children eligible for pupil premium will be in line with that of non-pupil premium children (target 97%).</li> <li>• Number of persistent absenteeism reduces.</li> <li>• Reduction in lateness of pupil premium children.</li> </ul>  |

## 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, CPD, recruitment and retention)

Budgeted cost: £14,940

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Speech and Language teaching assistant employed to deliver focused language enrichment groups in Year R / 1. Additional teaching assistant support to provide follow up in EYFS classes. | Research by the EEF shows that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>   | ONE                           |
| Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.   | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>   | TWO AND THREE                 |
| Additional phonics sessions to be delivered both as class based interventions and after school activities. Training for new teaching assistants to ensure phonics skills are strong.     | Research by the EEF states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> | TWO AND THREE                 |

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|   | <a href="#">evidence/teaching-learning-toolkit/phonics</a>   |       |
| Mastering Number training – Work group lead participants (one teacher from each year group R-2) are supported by central training and cascade training to other staff within the year group. We will fund teacher release time to embed key elements of this project. | Principles of this project as outlined by NCTEM:<br><br>This project aims to secure firm foundations in the good development of number sense for all children in Year R to 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility to work with number.<br><br><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a> | THREE |

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

Budgeted cost: £20,600

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Language enrichment groups provide additional language / oracy work for children identified through Speech Link and Language Link screenings. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> | ONE                           |
| Additional phonics sessions targeted at disadvantaged pupils  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics   | TWO AND THREE                 |

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| <p>who require further phonics support.</p>  | <p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>   |                             |
| <p>Targeted interventions for reading, writing and maths, as outlined on provision maps in place to provide support to close the gaps in children’s knowledge and skills. Small group and 1:1 sessions provide children with more detailed feedback.</p> | <p>Small group interventions enable teachers and teaching assistants to provide more targeted support and therefore more detailed feedback to the children.<br/> EEF research shows that:<br/> Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> | <p><b>TWO AND THREE</b></p> |
| <p>Assistant Headteachers to provide targeted smaller group support for children in maths in Years 4–6, in which feedback can also be more targeted.</p>   | <p>Small group interventions enable teachers and teaching assistants to provide more targeted support and therefore more detailed feedback to the children.<br/> EEF research shows that:<br/> Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> | <p><b>TWO AND THREE</b></p> |
| <p>Engaging with the National Tutoring Programme to provide</p>  | <p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>  | <p><b>TWO AND THREE</b></p> |

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| <p>school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Focus will be on writing in Years 4-6.</p> | <p>method to support low attaining pupils or those falling behind, both one-to-one:<br/> <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br/>         And in small groups:<br/> <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> |  |
|---|--|--|

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £19,500**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Employment of FLO to work with vulnerable families and to improve parental engagement through 1:1 and small group sessions (targeted support in the home, group workshops and weekly coffee shop sessions)</p> | <p>Parental engagement has a positive impact on average of 4 months' additional progress.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>                            | <p>FIVE</p>                   |
| <p>Pastoral wellbeing sessions delivered to children to support wellbeing difficulties such as anxiety.</p>   | <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</a></p> | <p>FOUR</p>                   |

|  |  |      |
|--|--|------|
|  | <a href="#">toolkit/social-and-emotional-learning</a>  |      |
| To develop nurture provision within the school, to set up a dedicated nurture space and to complete training from NurtureUK which will be disseminated to staff. Release time to be provided in addition to the programme to implement strategies across the school. | <p>Nurtureuk have been working with schools in Kent for a number of years to support inclusive education through a nurturing approach. A rigorous and broad look at what works to support vulnerable pupils in Kentish schools, coupled with the Timpson Review and the Department for Education's survey of mental health support in schools has led Kent County Council to recognise that nurturing approaches, with their rigorous evidence base, ground swell of support and outcomes in schools are a great investment to support inclusion in education. Their County Wide Approach to Inclusion or CATIE report, acknowledges the importance of nurture.</p> <p><a href="https://www.nurtureuk.org/what-we-do/our-programmes/nurturing-kent-programme/">https://www.nurtureuk.org/what-we-do/our-programmes/nurturing-kent-programme/</a></p> | FOUR |
| Contingency fund for acute issues.   | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.   | All  |

**Total budgeted cost: £55, 040**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than that of non-pupil premium children in some year groups and some subjects and was not consistent across the school. The progress and attainment of children in each year group is discussed at pupil progress meetings and discrepancies between pupil premium and non-pupil premium children investigated. Our assessment of the reasons for these disparities points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our maintenance of a high quality curriculum, during periods of closure, which included a blend of live learning sessions, pre-recorded sessions and suitable, engaging tasks. Engagement of pupils across the school was generally positive however pupil premium children were less engaged than non-pupil premium children despite access to appropriate technology.

Despite periods of significant disruption in 2020-21, suitable support and intervention was put in place for our children. This ranged from additional phonics sessions, both class based and after school to additional maths support for higher ability pupils in maths in Year 6. Training was provided for staff in reading, writing and phonics and we successfully engaged with the TRG programme for maths mastery. Additional teaching assistant support was provided for our youngest children to assist with the implementation of interventions focusing on language development. Our language enrichment groups proved successful with positive progress in all children involved.

Intervention and support for phonics had a positive impact on the attainment of pupil premium children in phonics and on the cohort as a whole. 8/10 (80%) of children met the required standard of the screening in November 2021. 85% of the whole cohort met the standard of the screening. 86% of non-pupil premium children met the standard of the screening.

Our assessments and observations indicated that wellbeing and mental health of our children was significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building

on that approach with the activities detailed in this plan. Our FLO provided excellent support for both children and parents during periods of significant challenge including 1:1 and small group sessions and parenting mentoring sessions. FLO has successfully signposted children and families to outside agencies who have offered additional help and support.