



Pupil Premium Strategy Statement 2022–23

Godinton Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	418
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jill Talbot Headteacher
Pupil premium lead	Jill Talbot Headteacher
Governor / Trustee lead	Kelly Holden-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,445
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£71,115

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
ONE	Our language assessments and observations, show that there is a higher number of speech and language needs within EYFS and KS1, with more children displaying underdeveloped oral language skills and vocabulary gaps compared to previous years. Our EYFS cohort, will have missed out on key socialisation

	opportunities due to the pandemic which will have impacted on their communication skills and their ability to attain age expected skills in reading and writing.
TWO	The impact of Covid, resulted in learning gaps in reading (including phonics), writing and maths for some disadvantaged pupils. These gaps continue to require closing for children of all abilities.
THREE	Assessments reveal, some disadvantaged pupils have greater difficulties in acquiring phonics skills which impacts on reading, writing and communication skills. Some disadvantaged pupils receive less support at home with reading and phonics.
FOUR	School attendance for some disadvantaged pupils has been effected by illness and parental anxiety around the pandemic.
FIVE	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.
SIX	As we come out of the pandemic, more of our families are requiring greater assistance and involvement from our Family Liaison Officer. Some parents have seen a deterioration in their own mental health, making it more difficult for them to parent successfully. Families have also been impacted by issues of separation and bereavement.
SEVEN	The cost of living crisis is having an impact on many of our families and is expected to worsen particularly over the winter months. Many of our disadvantaged families are unable to offer their children wider experiences outside of school.

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"> 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.

	<ul style="list-style-type: none"> • Language Enrichment groups are put in place to support and activities included in daily class based routines. • Mid-year assessments monitor progress and attainment. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. • Attainment in oral language skills is closer to that of non-pupil premium children by end of year (with the exception of some pupils with SEN). • Children use a wider range of vocabulary when speaking and in their written work.
<p>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.</p>	<ul style="list-style-type: none"> • The % of all children in Year 1 and Year 2 reaching the expected standard of the phonics screening check continues to be above that of National results. • 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 (with the exception of some pupils with a specific SEN in this area). • Children have good decoding skills and are able to blend and segment with confidence. This increases their enjoyment of reading for pleasure,
<p>Improved attainment among disadvantaged pupils in reading, writing and maths.</p>	<ul style="list-style-type: none"> • KS2 reading, writing and maths outcomes for disadvantaged pupils meeting the expected standard and exceeding, are at least in line with National results. • Attainment of disadvantaged pupils closer to that of non-pupil premium children, particularly in exceeding results in reading, writing and maths at KS2.
<p>To achieve and sustain improved wellbeing and engagement for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Leuven wellbeing and involvement scores show positive scores and an upward trend. • Qualitative data from student voice, student and parent surveys and teacher observations. • Children use the school Guiding Stars effectively to identify areas of strength in their learning habits.

	<ul style="list-style-type: none"> An increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attendance for all children including those in receipt of pupil premium.	<ul style="list-style-type: none"> The attendance of children eligible for pupil premium will be in line with that of non-pupil premium children (target 97%). Number of persistent absenteeism reduces. Reduction in lateness of pupil premium children.

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: £22,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced teacher employed for 2 terms to provide additional support to pupils in Year 6 in reading, writing and maths, enabling improved feedback to be given to children and reducing class sizes.	<p>Research by the EEF shows that providing feedback is a well-evidenced and has a high impact on learning outcomes (+6).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller (+2)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	TWO

<p>Speech and Language teaching assistant employed to deliver focused language enrichment groups in Year R / 1 and to support other speech and language needs across the school.</p>	<p>Research by the EEF shows that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (+6). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>ONE</p>
<p>Training for all teachers and TAs across the school in phonics, with additional training for EYFS and KS1 teams to ensure phonics skills are strong and that the new scheme can be successfully delivered.</p> <p>Training for a group of TAs in Soundwrite to ensure that high quality intervention support can be provided for identified children.</p>	<p>Research by the EEF states: Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (+5). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>TWO AND THREE</p>
<p>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.</p>	<p>Principles of this project as outlined by NCTEM: 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. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p>	<p>TWO</p>

<p>Support / training for teachers and TAs in delivering effective guided reading sessions (focus on comprehension) and reading 1:1 with children and how to foster a love of reading within the children.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>TWO</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language enrichment groups provide additional language / oracy work for children identified through Speech Link and Language Link screenings – led by TAs.</p>	<p>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 (+6).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>ONE</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks (+5)</p>	<p>TWO AND THREE</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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>Small group interventions enable teachers and teaching assistants to provide more targeted support and therefore more detailed feedback to the children.</p> <p>EEF research shows that: 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 (+6).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Teaching assistants can provide a large positive impact on learner outcomes (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	TWO AND THREE
Engaging with the National Tutoring Programme to provide 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 and maths in Years 3-6.	<p>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 (+4)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	TWO AND THREE

Tutors to engage with the appropriate training pathway.		
<p>Further purchases of books and resources to support the DfE validated Systematic Synthetic Phonics programme (Monster Phonics) to secure stronger phonics teaching for all pupils.</p> <p>Additional reading books purchased to ensure that all pupils have high quality texts to choose from in order to develop a love of reading for pleasure.</p>	<p>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. (+5)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	TWO AND THREE

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

Budgeted cost: £25,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	SIX and SEVEN

<p>Pastoral wellbeing sessions delivered to children to support wellbeing difficulties such as anxiety, friendship issues.</p> <p>Setting up of Rainbows bereavement and loss support sessions.</p> <p>Therapeutic interventions in place e.g. Play therapy / drawing and talking therapy / ELSA for identified children.</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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>FIVE</p>
<p>Support for parents and children with attendance issues (regular meetings with FLO, Attendance Officer, Headteacher and SLO)</p>	<p>New DfE guidance to be implemented to support pupil attendance in school.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>FOUR</p>
<p>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>	<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</p>	<p>FIVE</p>

	<p>County Wide Approach to Inclusion or CATIE report, acknowledges the importance of nurture.</p> <p>https://www.nurtureuk.org/what-we-do/our-programmes/nurturing-kent-programme/</p>	
<p>Wider range of clubs and after school activities offered to engage pupils in a wider range of activities e.g. design, drama, computing.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	FIVE
<p>Setting up of lunchtime Homework Club for Years 5 and 6 to support pupils where learning at home may prove challenging.</p>	<p>Homework has a positive impact on pupils. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils) (+5)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	TWO
<p>Support for families experiencing financial difficulty: costs of curriculum activity covered e.g. swimming and school trips.</p>	<p>We place high value on the importance of engagement in wider activities such as Forest Schools, school trips, and extra-curricular activities. We offer a broad range of activity which is open to all pupils with costs covered by the school.</p>	ALL

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
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Total budgeted cost: £71,115

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 2021 to 2022 academic year.

Data Outcomes

Key Stage One SATS

In the 2022 KS1 SATS, pupil premium pupils did not perform as well as non-pupil premium pupils in most subjects at both expected and exceeding. However most results for this group of pupils were higher than the Kent average.

	SCHOOL		KENT		NATIONAL
	All	Pupil Premium	All	Pupil Premium	All
KS1 Reading EXS	73%	57%	67%	48%	67%
KS1 Reading GDS	22%	14%	18%	7%	18%
KS1 Writing EXS	53%	29%	58%	38%	58%
KS1 Writing GDS	12%	0%	7.5%	2%	8%
KS1 Maths EXS	77%	57%	68%	49%	68%
KS1 Maths GDS	13%	0%	14%	5%	15%

Key Stage Two SATS

In the 2022 KS2 SATS, the attainment of disadvantaged pupils at expected was lower than that of non-disadvantaged pupils with an average difference of 9.6% across all 4 subjects, compared with a Kent difference of 16%.

In the expected band, disadvantaged pupils at Godinton did better than Kent averages, however for the most able pupils, attainment was lower than the Kent average.

KS2 SATS 2022	SCHOOL		KENT		NATIONAL
	All	Pupil Premium	All	Pupil Premium	All
R/W/M EXS	65%	40%	60%	40%	59%
R/W/M GDS	15%	0%	8%	2%	7%
Reading EXS	78%	70%	74%	59%	74%
Reading GDS	35%	20%	28%	16%	28%
Writing EXS	78%	70%	73%	56.5%	69%
Writing GDS	18%	0%	15%	6%	13%
GPS EXS	78%	70%	69%	51%	72%
GPS GDS	32%	0%	25%	13%	28%
Maths EXS	73%	60%	70%	52%	71%
Maths GDS	25%	0%	21.5%	10%	22%

Although progress for pupil premium children was not as positive as that of non-pupil premium children, progress measures for this group show good improvement from 2019 SATS results.

Reading progress for pupil premium pupils went from -0.5 to +1.2

Writing progress for pupil premium pupils went from -0.8 to +2.1

Maths progress for pupil premium pupils went from -3.1 to -0.2

Progress comparison with non pupil premium children is as follows:

Progress of all groups, in each subject was higher than that of Kent.

KS2 SATS PROGRESS	All	Pupil Premium
Reading Progress	+1.6	+1.2
Writing Progress	+2.1	+1.5
Maths Progress	+1.2	-0.2

Phonics Screening

Phonics screening results were very positive, with averages for all children and for pupil premium children higher than National and Kent averages.

PHONICS	SCHOOL		KENT		NATIONAL
	All	Pupil Premium	All	Pupil Premium	All
Year 1	82%	50%	74%	57%	76%
Year 2	60%	50%	41%	35.5%	44%

Internal data

Our internal assessments during 2021/22 showed that the attainment 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. We will continue to address the gaps caused by Covid through on going measures.

Review of Action Points from 2021–22

1. Improved oral language skills and vocabulary among disadvantaged pupils.

Our children continue to benefit from having a Teaching Assistant dedicated to providing speech and language support. The EYFS language enrichment groups have proved very successful and reassessment at the end of term 6, showed that the majority of children were now working within age appropriate limits and needed no further support at this time which is very positive.

2. 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.

The children have made very good progress with their phonics skills. Results are shown on the table above. Where children did not meet the threshold of the screening in Year 2, a SEN has been identified.

3. Improved attainment among disadvantaged pupils in reading, writing and maths.

See tables above for further information.

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Our assessments and observations indicated that wellbeing and mental health of our children has been significantly impacted over the past couple of years 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. 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. We have been able to make developments with therapeutic interventions and will continue to engage with our involvement with Nurture UK in 2022–23.

5. Improved attendance for all children including those in receipt of pupil premium.

Pupils at Godinton demonstrate good attendance patterns. Attendance of all pupils and of pupil premium children is better than National averages.