

# Godstone Primary and Nursery School



## Pupil Premium Report

**REVIEW DATE:** November 2025

**REVIEWED BY:** Governing Body

**NEXT REVIEW:** November 2026

**WRITTEN BY:** Patrick Dunford

Headteacher:

Nick Usher

Chair of Governors:

Liam McGivern

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**

Metric	Data
School name	Godstone Primary & Nursery School
Pupils in school	225
Proportion of disadvantaged pupils	58 = 26.24
Pupil premium allocation this academic year	£64,020
Academic year or years covered by statement	September 2025 – September 2026
Publish date	September 2025
Review date	September 2026
Statement authorised by	Mr N Usher
Pupil premium lead	Mr P Dunford
Governor lead	Mrs C Thurman

### **School overview**

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£64,020
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£70,400</b>

### **Part A: Pupil premium strategy plan**

#### **Statement of intent**

All members of staff and governors have a duty of care and responsibility for 'disadvantaged' children and are committed to meeting their social, emotional and academic needs within the school environment.

The children have access to a high quality, broad and balanced curriculum that allows each child to progress at an accelerated rate. The children are taught the knowledge and skills necessary to achieve and become lifelong learners that will contribute to wider society.

Our intent is to make a positive difference to each child's life chances and give them the skills and

knowledge to be successful once they have left Godstone Primary and Nursery School. The main aims for our disadvantaged children are:

- Disadvantaged children achieve on the same level as their peers
- Disadvantaged children work towards the expected standard or better in reading, writing and maths at the end of each key stage and aim to meet the standard wherever possible.
- Each child has a secure set of skills and knowledge across the curriculum

Our core purpose as a school is to:

- Promote an ethos of attainment for all, rather than limiting or stereotyping disadvantaged pupils
- Treat pupils individually, addressing their barriers to learning and giving them emotional support, as early as possible
- Focusing on high quality teaching first, rather than bolt-on strategies and activities out of school hours
- Focusing on outcomes for individual pupils rather than providing different strategies
- Developing the skills of teachers and teaching assistants to support disadvantaged children
- Make decisions based on data and respond to evidence, using frequent assessments
- Have clear, responsive leadership which sets high expectations and gives all staff the responsibility for raising attainment

### Challenges

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

Challenge number	Detail of challenge
1	Fluency in reading, writing and number
2	Children's early language acquisition
3	Mental health, wellbeing and safeguarding
4	Parental engagement with school
5	Lack of self-esteem and confidence
6	Limited cultural capital and experiences

### 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
To better understand the needs of our pupil premium children through a thorough audit.	<p>All teachers to complete the HFL education pupil premium audit.</p> <p>PP lead to review the data from the audit and look for patterns and trends.</p> <p>PP lead to review action planning tables data from teachers and look at how these can be implemented.</p>

	PP lead to adapt pupil premium strategy based on these initial findings in order to ensure the most effective, current actions.
To enable teachers to better understand the needs of their class.	<p>Teachers to complete the HFL education audit for selected pupil premium children within their class.</p> <p>Teachers to complete the action planning table for those selected children for any areas of <b>high</b> or <b>medium</b> significance.</p> <p>Teachers to share with PP lead any further resources or support they need in order to support those children.</p>
To understand the needs of pupil premium children more thoroughly and confidently.	<p>PP children to complete initial questionnaire regarding both school and home.</p> <p>PP lead to analyse data from this and consider future actions.</p> <p>PP lead to meet with a range of PP premium children regularly for 'progress checks'. How do they feel about their learning? What can be done to help them?</p>
To analyse the data outcomes of pupil premium learners and use this to inform future actions.	<p>To use Insight to monitor and evaluate the data outcomes of Pupil Premium children at regular intervals.</p> <p>To look at the successes and next steps for each child and class and to use this to inform future strategy.</p>
Children know more and remember more about the world around them	<p>Children receive a coherently mapped curriculum journey</p> <p>Teachers are confident in thoroughly delivering a knowledge based curriculum</p> <p>Knowledge organisers are implemented and used effectively</p>
Children have the resilience to persevere with their learning and become confident learners	<p>Children understand the principles of Walkthrus.</p> <p>Adults use Walkthrus to support children's learning.</p>
Children able to emotionally regulate and to use strategies and tools to help them do so.	<p>Children can use the Nuture Hub strategies such as the 'calm corner' to emotionally regulate.</p>

**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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Following the completion of the audit, questionnaire and data analysis detailed under intended outcomes, actions will be taken based on the findings.</p>	<p>SAFE support – disadvantaged days, Roxanne Gumbs, Educational Equity training and Inclusion Hub Training.</p> <p>Educational Equity training with Rachel Mcfarlane - HFL education.</p> <p>Use of HFL guide to an effective pupil premium strategy.</p> <p>Inclusion team – case study approach and agendas.</p>	<p>1-6</p>
<p>Embedding a broad and balanced curriculum.</p>	<p>A well-paced and balanced curriculum that has good breadth has been shown to allow children to progress. Evidenced through learning walks, observations, governor monitoring events and SAfE VISITS.</p> <p>The implementation of various schemes of work will enable children to follow a well sequenced curriculum.</p> <p>Additional catch-up support through:</p> <ul style="list-style-type: none"><li>● Little Wandle Letters and Sounds</li><li>● White Rose Maths</li><li>● Times Table Rockstars</li><li>● Spelling Shed/ Grammar Shed</li></ul> <p>Evidenced through the closing/narrowing of gaps in learning.</p> <p>Specific adaptations for Pupil Premium children ensuring that any gaps are narrowed.</p>	<p>1 and 2</p>

<p>Utilise CPD to embed a knowledge rich curriculum and retrieval strategies.</p> <p>Invest in training, high-quality texts, subscriptions and resources for teachers to use in the classroom.</p>	<p>Ensuring that teachers have the most up to date and effective teaching strategies has been proven to improve outcomes for children. Evidenced through staff surveys and progress comparisons from previous academic years.</p> <p>Utilise strategies to support teachers disseminating knowledge to children:</p> <ul style="list-style-type: none"> <li>• Knowledge organisers</li> <li>• Pupil Premium lead training</li> <li>• Rosenshine Principles</li> <li>• Walkthrus</li> <li>• Oracy</li> <li>• NELI</li> </ul> <p>Evidenced through the closing/narrowing of gaps in learning.</p> <p>Specific adaptations for Pupil Premium children ensuring that any gaps are narrowed.</p>	<p>2 and 6</p>
<p>SAfE Writing training.</p>	<p>Evidenced through the SEF and subsequent School Improvement Plan.</p> <p>SAfE Support – SLA for writing.</p> <p>Dedicated INSETs and staff meeting time.</p> <p>Specific adaptations for Pupil Premium children ensuring that any gaps are narrowed.</p> <p>Increased number of children meeting the expected standard in writing.</p>	<p>1</p>
<p>Specific targeted interventions.</p>	<p>Ensuring that each child is supported with their learning where there are gaps, is essential so that each child can progress. Each targeted intervention is selected to be in addition to each child’s learning and not instead of the curriculum.</p> <p>Additional catch-up support through:</p> <ul style="list-style-type: none"> <li>• Oracy Project</li> <li>• Little Wandle Rapid Catch Up</li> </ul>	<p>1, 2 and 5</p>

	<ul style="list-style-type: none"> <li>• Little Wandle Keep Up</li> <li>• Learning Walkthrus</li> <li>• Mastering Number KS1</li> <li>• Reading Champions</li> <li>• Pre-teach</li> <li>• Same day interventions</li> <li>• SATs booster packs</li> <li>• SATS interventions</li> </ul> <p>Evidenced through the closing/narrowing of gaps in learning.</p> <p>Specific adaptations for Pupil Premium children ensuring that any gaps are narrowed.</p> <p>Increased number of children meeting the expected standard in reading, writing and number.</p>	
<p>Speech and Language specialist</p> <p>ELSA teaching assistant</p>	<p>Early identification of speech and language needs support children’s early reading, vocabulary and writing. SLCN at all levels is high at Godstone Primary and Nursery School.</p> <p>The specialised teaching assistants will offer a bespoke, individualised learning approach for each child.</p> <p>The ELSA will identify children with self-esteem and general wellbeing needs to improve confidence when attempting tasks.</p>	<p>1, 2, 3 and 5</p>
<p>Cultural capital opportunities.</p>	<p>Developing enhanced self-esteem and perseverance through access to enrichment activities that advantaged families are more likely to be able to pay for.</p> <p>The enjoyment of access to enrichment activities will lead to improved attendance.</p> <p>Cultural capital opportunities offered are:</p> <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Forest School</li> <li>• Tennis</li> <li>• Dance</li> </ul>	<p>5 and 6</p>

	<ul style="list-style-type: none"> <li>• Links to Woldingham School, Oxted School and de Stafford School</li> <li>• Visitors – author, sports journalist, professional footballer, fire brigade, NHS</li> <li>• Subsidised school trips and overnight residential</li> </ul> <p>Access to the Inclusion Hub is offered all pupil premium children to offer support in identified areas.</p> <p>Specific adaptations for Pupil Premium children ensuring that any gaps are narrowed.</p> <p>Increased number of children attending additional opportunities on offer. Increased attendance of Pupil Premium children.</p>	
Nuture Hub	<p>Children and young people who have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included then they will develop the skills and brain systems that provide resilience to stressors.</p> <p>SAfE Nuture Hub support through Nurture UK.</p> <p>Fewer children requiring behavioural support.</p>	3 and 5
Attendance Support	<p>Surrey Attendance support.</p> <p>A clear approach to attendance that is communicated to all stakeholders.</p> <p>Inclusion meetings include attendance and identified children’s parents are offered additional support.</p> <p>SWANS financial support for wraparound care.</p>	3 and 4

## 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 2024 to 2025 academic year.

Activity	Impact
<p>Phonics linked reading books</p> <p>Embedding Little Wandle Letters and Sounds</p>	<p>Reading books are linked to phonic ability. A new fluency scheme has been added to the reading scheme.</p> <p>All staff are trained to deliver high quality phonics sessions through Little Wandle. Little Wandle groups are offered to all children in Reception, Year 1 and Year 2. Children who require further support are offered rapid catch up sessions.</p> <p>Rapid Catch Up and Keep Up groups are implemented based on assessment. Fluency assessments are recorded and used to inform progress.</p> <p>Raised attainment on the phonics screening check.</p> <p>A greater number of children met the end of year reading expectation in Reception and Year 6.</p> <p>Assessments of reading are now more accurate and offer greater support if a child 'falls behind' their peers.</p>
<p>Speech and Language Training and Assessment package</p>	<p>Early identification of speech and language needs supports children's early reading, vocabulary and writing.</p> <p>Speech and language platform purchased and key staff members trained.</p> <p>All EYFS children are screened on entry to identify needs and further intervention.</p> <p>All children accessing SALT made good or better than good progress and closed the gap to their peers.</p>

<p>ELSA Teaching Assistant</p>	<p>Individualised learning for each child based on wellbeing needs. Support targets regulation for learning and for the children being ready to learn.</p> <p>Linked to the Inclusion Hub, where children are offered support on an individual, child by child basis.</p> <p>Children are able to emotionally regulate more successfully which positively impacts their learning. CPOMS entry for behaviour are lower than in previous academic years.</p>
<p>Maths interventions</p> <p>Mastering Number</p> <p>White Rose</p> <p>Times Table Rockstars</p>	<p>Maths lessons are linked and have clear progression. All staff are trained to deliver high quality maths lessons.</p> <p>Additional maths interventions are implemented based on assessment. Fluency assessments are recorded and used to inform progress.</p> <p>A greater number of children met the end of year maths expectation in Reception and Year 6.</p> <p>Assessments of maths are now more accurate and offer greater support if a child 'falls behind' their peers.</p>
<p>Pupil Premium lead training</p>	<p>Increased awareness of how to appropriately support pupil premium children.</p> <p>Collaboration with other pupil premium leads.</p> <p>Access to the Inclusion Hub.</p> <p>Support for Pupil Premium children is now offered quickly and effectively to close the gaps to their peers.</p>
<p>Forest School</p>	<p>Enhanced self-esteem and perseverance.</p> <p>Increased attendance on forest school days.</p> <p>Alternative learning opportunities for the children to access.</p>

Subsidised school trips and workshops.	Improved engagement in learning linked to trips and workshops.  Enhanced self-esteem and increased attendance.  More pupil premium children attended trips and workshops.
SATs booster packs	Increased engagement at home when learning.  Raised attainment and progress in end of Year 6 SATs in all areas.
Uniform support	Enhanced self-esteem and increased attendance.