

Godstone Primary and Nursery School



Pupil Premium Report

REVIEW DATE: December 2020

REVIEWED BY: Headteacher

NEXT REVIEW: December 2021

WRITTEN BY: Nick Usher and Bev Vaughan

Head Teacher:

Candida Jarrott-Chase

Chair of Governors:

Nina Saunders

School overview

Metric	Data
School name	Godstone Primary & Nursery School
Pupils in school	222
Proportion of disadvantaged pupils	44 = 20%
Pupil premium allocation this academic year	£63,215.00
Academic year or years covered by statement	April 2020 – April 2021
Publish date	November 2020
Review date	April 2021
Statement authorised by	Mr N Usher – Acting Headteacher
Pupil premium lead	Mr N Usher
Governor lead	Ms N Saunders

Coronavirus: Flexibility in Reporting Requirements

The DFE states that due to the impact of COVID-19 and school closures, it won't be possible to fully evaluate the pupil premium funding to date. Godstone Primary and Nursery School plans to monitor the children and report on the grant's impact to date with a further full report covering the period September 2019 to September 2021 written at a later date.

Achievement Summary

Due to COVID, statutory assessments have not taken place. However, we have analysed our internal data for the last academic year. Please find the data for 2019/2020 below:

	Pupil Premium Expected	Non Pupil Premium - Expected	Pupil Premium Above Expected	Non Pupil Premium Above Expected
% making expected	31%	25%	17%	63%
% making progress in writing	31%	31%	11%	47%
% making progress in maths	31%	27%	20%	59%

Intent of Pupil Premium Spending

All members of staff and governors have a duty of care and responsibility for 'socially disadvantaged' pupils and are committed to meeting their social and academic needs within the school environment. At Godstone Primary and Nursery School we are always working to ensure that low expectations or a poor socio-economic background are not a barrier to achievement by carefully considering the potential of all children. We have utilised existing research and publications to support and enable us to make decisions about expenditure and the effective use of our Pupil premium funding. We will use the Educational

Endowment Fund to support children who have been disadvantaged by COVID, in addition to the Pupil Premium Funding. Our intent is to:

- Ensure that teaching and learning opportunities meet the needs of all of children
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Make provision for socially disadvantaged pupils (we recognise that not all pupils who receive free school meals will be socially disadvantaged)
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals (we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged)
- Use Pupil Premium funding for targeted interventions that are monitored for impact using provision maps and pupil progress meetings
- Seek external specialists and identify opportunities where by our children can have an enriched and enhanced access to the curriculum
- Seek training opportunities for internal staff who can offer enriched and enhanced access to the curriculum

Identified Barriers to Educational Achievement

We are committed to ‘Closing the Gap’ between vulnerable pupils and their peers; the pupil premium funding forms a vital part of this process. This funding helps remove barriers to learning so that all children can reach their full potential and enables them to fully engage in the curriculum and school life. Barriers that the children may face:

- Limited access to extra-curricular activities, educational experiences (including trips, music lessons etc) and participation in physical activities
- Poor attendance, including high persistent absence and lateness, adversely contributing to lower than expected progress
- Limited English language and vocabulary spoken at home
- Parental engagement with school, especially with regards to attendance at information and workshop evenings, and completion of homework
- Behaviours linked to specific social and emotional needs which affect their ability to learn effectively
- Lack of confidence where the children are less likely to see themselves as successful.

Implementation of Spending the Pupil Premium Allocation to Overcome these Barriers

We aim to use pupil premium approaches that are strategic, evidence-based, ambitious and built on an ethos of high quality teaching for all. The Pupil Premium expenditure will be monitored closely and the headteacher will be accountable for the impact of the money spent. We use a wide range of strategies and approaches to provide additional support for the ‘Pupil Premium’ targeted children. The focus of the Pupil Premium spending is primarily to enhance pupil’s core numeracy and literacy skills. However, a key part of this is targeted interventions that are also provided to support emotional and behavioural needs so they can be more successful in our school. To help us implement a strategic and evidence based approach, all our interventions are underpinned by provision maps and pupil progress meetings which identify individual needs and put appropriate interventions and resources (including staff) in place to address these areas.

Measuring the Impact of the Pupil Premium Funding

The school evaluates the attainment and progress of each pupil at least termly through;

- Pupil Progress meeting with Pupil Premium children highlighted (termly)
- Work trawls and progress evident in books across the curriculum
- Intervention reports from learning support assistants
- Provision Maps
- Parent Meetings
- Pupil Voice

Long Term Aims

The long term aims of our Pupil Premium strategy are to:

- To reduce the attainment gap between the school's disadvantaged pupils and others across the school
- To raise the standard of early reading of pupil premium children at the start of their school journey
- To continue to decrease the persistent absence of Pupil Premium children so that it is in line with non-pupil premium children
- To raise the aspirations of our Pupil Premium children

Planned Expenditure

These tasks directly influence future planned support and target setting for all pupils. Alongside this the attendance of Pupil Premium children will be monitored this academic year followed by an analysis of any patterns discovered. Pupils participating in planned focused support are assessed in terms of academic progress and progress in other areas such as confidence, engagement within the classroom, social and/or emotional development.

Activity	Outcomes	Target Pupils	Monitoring	Predicted Cost 20/21	Actual Cost 20/21	Impact (RAG)
Reading Champions	Improved fluency and high frequency word reading. For pupils to achieve in line with their peers in standardised tests and to make accelerated progress from their individual starting points.	Whole School	Progress data Benchmarking Intervention data	£1,500		
Phonics linked reading books	Raised attainment and progress with more pupils able to read fluently with increased comprehension. Improved progress for pupils in reading assessments.	EYFS and KS1	Progress data Learning walks Pupil voice	£5,000		
Speech and Language Training and Assessment package	Early identification of speech and language needs can support children's early reading, vocabulary and writing. SLCN at all levels is high at Godstone Primary and Nursery School.	Whole School	Progress data Learning walks Speech and Language assessments	£2,000		

Speech and Language Teaching Assistant	Raised attainment and progress from starting points. Individualised learning for each child.	Children identified with speech and language needs	Progress data Benchmarking Intervention data Provision Maps	£20,000		
ELSA Teaching Assistant	Raised attainment and progress from starting points. Individualised learning for each child. Wellbeing support.	Children identified as being in need of emotional support.	Progress data Benchmarking Intervention data Provision Maps	£15,000		
Maths interventions / Maths Hub / White Rose	Children will have a deeper understanding of mathematical concepts. Children will be more fluent in number. More opportunities for children to collaborate. Children will develop a wider mathematical vocabulary.	Whole School	Learning walks Maths planning Target Tracker Book scrutiny	£5,000		
Pupil Premium lead training	Increased awareness of how to appropriately support pupil premium children.	N/A	Training certificates	£500		
Forest School	Enhanced self-esteem and perseverance. Increased attendance. Increased communication skills.	Year 1	Attendance data Pupil voice	£7,500		
Subsidised school trips and workshops.	Improved engagement in learning linked to trips and workshops. Enhanced self-esteem and increased attendance.	All disadvantaged pupils	Attendance data Progress data Book scrutiny Pupil Voice	£2,500		
SAT's booster packs	Increased engagement at home when learning. Raised attainment and progress.	Year 2 and Year 6	Progress data	£500		
Milk	Nutrition drink to keep energy levels up during the school day.	EYFS and KS1	Pupil voice	£1,000		
Uniform support	Enhanced self-esteem and attendance.	Whole School	Parent voice Attendance data	£1,000		

The current projection has an underspend of approximately £1,700 to allow manoeuvrability in case extra costs are incurred throughout the academic year.