

Godstone Primary and Nursery School



Pupil Premium Report

REVIEW DATE: November 2023

REVIEWED BY: Governing Body

NEXT REVIEW: November 2024

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	213
Proportion of disadvantaged pupils	53 = 24.8%
Pupil premium allocation this academic year	£64,020
Academic year or years covered by statement	September 2023 – September 2024
Publish date	September 2023
Review date	September 2024
Statement authorised by	Mr N Usher
Pupil premium lead	Mr P Dunford
Governor lead	Mr L McGivern

School overview

Funding overview

Detail	Amount
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
Total budget for this academic year	£70,400

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 ‘narrow the gap’ with 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 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 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
Achieve national average progress scores in reading	Progress scores achieved in KS2 SATs Gap has been narrowed between PP and all children Little Wandle Letters and Sounds is embedded across the curriculum Children are reading books matched with their reading ability Targeted support in place for reading
Achieve national average progress scores in	Progress scores achieved in KS2 SATs

writing	Gap has been narrowed between PP and all children Writing and spellings are taught effectively throughout the school
Achieve national average progress scores in maths	Progress scores achieved in KS2 SATs Gap has been narrowed between PP and all children White Rose is embedded across the curriculum Targeted support in place for maths
Achieve national average expected standard in Phonics Screening Check	Phonics is taught effectively in EYFS and KS1. Targeted support in place for phonics. Children are reading books matched with their phonics ability. Little Wandle Letters and Sounds is embedded across the curriculum.
Children know more and remember more about the world around them	Children receive a coherently mapped curriculum journey Teachers are confident in thoroughly delivering a knowledge based curriculum Knowledge organisers are implemented and used effectively
Children have the resilience to persevere with their learning and become confident learners	Children understand the principles of Walkthrus. Adults use Walkthrus to support children's learning.

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>Embedding a broad and balanced curriculum, including:</p> <ul style="list-style-type: none"> • Little Wandle Letters and Sounds • White Rose Maths • Spelling Shed/ Grammar Shed • Other schemes – Kapow, Plan Bee, Connected etc <p>Training, high quality texts, subscriptions, CPD and resources will be</p>	<p>A well-paced and balanced curriculum that has good breadth has been shown to allow children to progress.</p> <p>The implementation of various schemes of work will enable children to follow a well sequenced curriculum.</p>	1 and 2

invested in to enable the implementation of the new curriculum		
<p>CPD to embed a knowledge rich curriculum and retrieval strategies, including:</p> <ul style="list-style-type: none"> • Knowledge organisers • Pupil Premium lead training • Rosenshine Principles • Walkthrus • Oracy 	Ensuring that teachers have the most up to date and effective teaching strategies has been proven to improve outcomes for children.	2 and 6
<p>Specific targeted interventions, including:</p> <ul style="list-style-type: none"> • Oracy Project • Learning Walkthrus • Mastering Number KS1 • Reading Champions • Pre-teach • Same day interventions • SAT's booster packs 	<p>Ensuring that each child is supported with their learning where there are gaps, is essential so that each child can progress.</p> <p>Each targeted intervention is selected to be in addition to each child's learning and not instead of the curriculum.</p>	1, 2 and 5
<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>	1, 2, 3 and 5
<p>Cultural capital opportunities including:</p> <p>Swimming, forest school,</p>	Developing enhanced self-esteem and perseverance through access to enrichment activities that advantaged families are more likely to be able to pay for.	6

<p>tennis, dance, links to Woldingham School, reading club etc</p> <p>Visitors – author, sports journalist, professional footballer, fire brigade, NHS</p> <p>Subsidised school trips, overnight residential</p>	<p>The enjoyment of access to enrichment activities will lead to improved attendance.</p>	
<p>Uniform support</p>	<p>Developing enhanced self-esteem and perseverance through access to uniform that advantaged families are more likely to be able to pay for.</p> <p>Enhanced self-esteem through new uniform will lead to improved attendance.</p>	4
<p>Wellbeing Lead – recruitment and training</p>	<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>	3

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.

Activity	Impact
Reading Champions	<p>Improved fluency and high frequency word reading.</p> <p>Pupils have access to additional early reading support.</p> <p>Accelerated progress from their individual starting points.</p>
Phonics linked reading books	Reading books are linked to phonic ability.
Embedding Little Wandle Letters and Sounds	Whole staff are trained to deliver high quality phonics.

	<p>Raised attainment on the phonics screening check.</p> <p>Rapid Catch Up and Keep Up groups are implemented.</p>
Speech and Language Training and Assessment package	<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 to be screened on entry.</p>
Speech and Language Teaching Assistant	<p>Raised attainment and progress from starting points.</p> <p>Individualised learning for each child based on needs.</p>
ELSA Teaching Assistant	<p>Raised attainment and progress from starting points.</p> <p>Individualised learning for each child based on wellbeing needs.</p>
<p>Maths interventions</p> <p>Mastering Number</p> <p>White Rose</p>	<p>Maths lessons are linked and have clear progression.</p> <p>Whole staff are trained to deliver high quality maths lessons.</p> <p>More opportunities for children to collaborate.</p> <p>Children will develop a wider mathematical vocabulary.</p>
Pupil Premium lead training	<p>Increased awareness of how to appropriately support pupil premium children.</p> <p>Collaboration with other pupil premium leads.</p>
Forest School	<p>Enhanced self-esteem and perseverance.</p> <p>Increased attendance on forest school days.</p>
Subsidised school trips and workshops.	<p>Improved engagement in learning linked to trips and workshops.</p> <p>Enhanced self-esteem and increased attendance.</p>
SATs booster packs	<p>Increased engagement at home when learning.</p>

	Raised attainment and progress.
Milk	Nutrition drink to keep energy levels up during the school day.
Uniform support	Enhanced self-esteem and increased attendance.