

Pupil premium strategy statement

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	Godolphin Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	9.5% (17.6% including PP Ever 6, Service pupils and PP+)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	Published November 2021. Reviewed November 2022.
Date on which it will be reviewed	November 2023.
Statement authorised by	Lucy Wandless
Pupil premium lead	Lucy Wandless
Governor / Trustee lead	Becky Hosking

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,835 (including PP Ever 6, Service pupils and PP+)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,835

Part A: Pupil premium strategy plan

Statement of intent

Vision

We aim to enable every child to fulfill their learning potential, with education that meets the needs of each child and to help every child to develop the skills, knowledge and personal qualities for life and work.

Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Our context

Based on the 2019 Income Deprivation Affecting Children Index (IDACI): 3% of pupils on roll in this school live in the most deprived 0-30% of LSOAs in England (for comparison, based on the 2015 IDACI, 4% of pupils live in the most deprived 0-30% of LSOAs in England).

24% of pupils on roll in Nursery/Primary Schools in Cornwall live in the most deprived 0-30% of LSOAs in England.

Achieving our objectives

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

- Provide all teachers with high quality Continuing Professional Development (CPD) to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 intervention
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils indicate that the attainment and progress of disadvantaged pupils have been impacted by Covid to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by Covid to a greater extent than for other pupils. These findings are supported by national studies.
5	Attendance data shows that the attendance of disadvantaged pupils is improving but this needs to continue to be a focus area as it is still below the National attendance target.

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.	Assessments and observations indicate significantly improved oral language among pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Phonics attainment among disadvantaged pupils.	Percentage of pupils in Y1 passing the Phonics Screening Check is inline with National data. Phonics attainment is directly impacting on pupils' reading and writing attainment. All staff have received Read Write Inc training and ongoing coaching and this is consistently

	taught to a high standard both in class and as an intervention programme.
Improved attainment among disadvantaged pupils.	<p>Achieve outcomes inline with, or above, national average by the end of KS2.</p> <p>In-year reading, writing and maths progress is at least 6 points.</p> <p>Pupil conferencing highlights where progress is being made.</p> <p>Termly Data tracking is rigorous and informs staff of successful progress, gaps in learning etc.</p> <p>Leaders are able to identify patterns for targeted intervention.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Continue to improve attendance and punctuality for all and reduce the number of pupils who are persistently absent.	Ensure attendance of disadvantaged pupils is inline with National data.

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2 and 3
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>Additional time and space to prioritise continuing professional development.</p>	<p>Education Endowment Foundation (EEF) research shows that supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>We based our approach to CPD on sources of evidence for effective delivery, including the Department for Education Standards for teachers’ professional development implementation guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2 and 3
<p>Oracy is embedded across the curriculum.</p>	<p>Education Endowment Foundation IMPROVING LITERACY</p> <p>Supporting oral language development</p> <p>Communication and language provide the foundations for learning, thinking, and wellbeing.</p>	2

	<p>A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period. Evidence indicates that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success.</p> <p>Effective environments for supporting oral language</p> <p>There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Embedding of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Embedding of Read Write Inc</p> <p>Development training/coaching for staff</p>	<p>Education Endowment Foundation - IMPROVING LITERACY</p> <p>Recommendation 3 - Effectively implement a systematic phonics programme</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound letter relationships for spelling.</p> <p>There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1.</p> <p>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.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	<p>1</p>

	necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance	Education Endowment Foundation - Reading comprehension strategies Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance	Education Endowment Foundation IMPROVING LITERACY IN KEY STAGE 1 Recommendation 5 - Teach pupils to use strategies for planning and monitoring their writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Education Endowment Foundation IMPROVING LITERACY IN KEY STAGE 2 Recommendation 4 - Teach writing composition strategies through modelling and supported practice. Recommendation 5 - Develop pupils' transcription and sentence construction skills through extensive practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	Maths is a key determiner for academic and success and financial competency in adult life. Education Endowment Foundation IMPROVING MATHEMATICS IN THE	3

<p>Embedding of White Rose Maths</p> <p>Development training for all staff</p>	<p>EARLY YEARS AND KEY STAGE 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Education Endowment Foundation Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Teaching Assistants to support targeted interventions using assessments and data.</p>	<p>Education Endowment Foundation - MAKING BEST USE OF TEACHING ASSISTANTS</p> <p>Recommendation 7 - Ensure explicit connections are made between learning from everyday classroom teaching structured interventions</p> <p>Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils' experience in, and away, from the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2 and 3</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Use high quality interventions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to improve home school liaison and relationships.</p> <p>Ensure parents of PP students feel safe and confident engaging with school.</p> <p>The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners.</p> <p>Parent /carers surveys show engagement and satisfaction with school and school life.</p>	<p>Education Endowment Foundation -</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4</p>
<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to</p>	<p>Social Mobility Commission research.</p> <p>"Findings from previous research suggest extracurricular activities are important in developing soft (especially</p>	<p>4</p>

<p>enhance their cultural capital.</p>	<p>social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).</p> <p>We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</p> <p>Evidence on life skills and enrichment from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</p> <p>“At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.”</p>	
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<p>Attendance</p> <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>Develop and implement new procedures.</p> <p>Educational Welfare Officer support.</p> <p>Pupils are safe and are confident in themselves and can manage their emotions effectively.</p> <p>Strengthened partnership with parents/carers.</p> <p>Recognition/rewards for Good attendance.</p>	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
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Total budgeted cost: £ 18, 000

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.

Review: last year's aims and outcomes (2021-2022)

Progress in Reading	<p>Data shows that Pupil Premium (PP) pupils made more than expected progress in Reading. Average progress of PP was 6.8 points. (<i>Expected average progress for the academic year is 6 points</i>).</p> <p>64% of PP pupils working at Expected with 9% working at Greater Depth.</p>
Progress in Writing	<p>Data shows that PP pupils made more than expected progress in Writing. Average progress of PP was 6.8 points. (<i>Expected average progress for the academic year is 6 points</i>).</p> <p>45% of PP pupils working at Expected with 9% working at Greater Depth.</p>
Progress in Mathematics	<p>Data shows that PP pupils made more than expected progress in Maths. Average progress of PP was 6.3 points. (<i>Expected average progress for the academic year is 6 points</i>).</p> <p>45% of PP pupils working at Expected with 0% working at Greater Depth.</p>
Oracy	<p>The English Leader has disseminated training to staff and this is starting to be embedded across the curriculum. Some discrete Oracy lessons have taken place.</p> <p>Work scrutiny, lesson observations and pupil conferencing has shown that pupils are far more aware of their choice of vocabulary. They are aware of the skills they are developing and are practising these across the curriculum. Some evidence of adventurous work choices.</p> <p>The teachers are establishing and modelling ambitious and challenging norms for talk, ensuring that students understand the expectations for talk in their classroom.</p>
Phonics	<p>All Reception and KS1 staff have had Read Write Inc. training. Resources have been purchased and Speed</p>

	<p>Sounds are being embedded. Development Days have taken place in Autumn 2022.</p> <p>100% of Year 2 pupils passed their phonics screening test in Autumn 2021.</p> <p>70% of all pupils passed their phonics screening test in Summer 2022.</p>
Attendance	<p>The attendance of Pupil Premium pupils for the academic year 2012-2022 (94.6%) was better than the attendance for all pupils (93.7%). Only 9% of pupil premium children met the persistent absence criteria (90% and below) compared to 26% of all other pupils.</p>
Social, Emotional and Mental Health needs	<p>Interventions have been in place to support pupils' wellbeing and mental health. PP pupils have benefitted from pastoral support from school staff, the Mental Health Practitioner or working with outside agencies. Pupils and parents have shared that the support in place is effective.</p> <p>The school is continuing to work with a Mental Health Practitioner. They have provided additional support for some pupils and their families. The Mental Health Practitioner also provided a 6-week programme on managing emotions Feedback from pupils and parents showed that this had a positive impact on pupils' wellbeing.</p> <p>In addition, Year 6 pupils had further transition sessions through the Pegasus Award run by our local Youth group. This involved a number of Forest School sessions. Again, feedback from pupils was extremely positive.</p>
Pupils access wider opportunities offered by the school	<p>Trips and residential are subsidised so that all pupils can attend.</p> <p>Music lessons are free for disadvantaged pupils.</p> <p>72% of disadvantaged pupils take part in after school clubs. Transport is in place to ensure all pupils can travel to and from events e.g. Cross Country.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	TT Rockstars
Nessy	Nessy Learning Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Quality First teaching • Interventions - addressing gaps in learning • Staff CPD • Resources for pupils • Pastoral support for pupils and their families • Subsidised music lessons • Engagement in the wider curriculum • After School Provision
What was the impact of that spending on service pupil premium eligible pupils?	<p>There has continued to be little deployment but support was in place for individuals where needed.</p> <p>Children were settled in class.</p> <p>In-school data shows that Service pupils made:</p> <ul style="list-style-type: none"> • more than expected progress in Reading. Average progress of Service pupils was 7.2 points • more than expected progress in Writing. Average progress of Service pupils was 6.7 points • more than expected progress of Service pupils in Maths. Average progress of was 6.8 points <p><i>(Expected average progress for the academic year is 6 points)</i></p> <p>Reading attainment</p>

	<p>100% of Service pupils working at Expected with 20% working at Greater Depth.</p> <p>Writing attainment</p> <p>80% of Service pupils working at Expected with 20% working at Greater Depth.</p> <p>Maths Attainment</p> <p>100% of Service pupils working at Expected with 20% working at Greater Depth.</p>
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