

Pupil premium strategy statement – Godolphin Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	13.58% (includes 6.17% Service PP)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lucy Wandless
Pupil premium lead	Colin Snook (HoS) Lucy Wandless (EHT)
Governor / Trustee lead	Emma Ivey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,490
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10,490

Part A: Pupil premium strategy plan

Statement of intent

At **Godolphin Primary School**, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building blocks for positive relationships with peers, teachers, and learning itself. We firmly believe that unlocking learning enables lifelong opportunities and choices.

We hold ourselves accountable for the progress and outcomes of all our pupils, understanding that high expectations lead to a self-fulfilling cycle of achievement. When children see themselves succeeding, they develop a strong sense of agency and self-efficacy, which fuels even greater aspirations and outcomes.

Our Ultimate Objectives for Disadvantaged Pupils

- To close the attainment gap between disadvantaged pupils and their peers.
- To ensure that disadvantaged pupils are fully equipped with the knowledge, skills, and resilience needed to thrive in secondary education and beyond.
- To nurture confident, independent learners who can adapt to the opportunities and challenges of a rapidly changing world.
- To prepare all children to be active, positive contributors to their communities, with a sense of responsibility as global citizens.

How Our Pupil Premium Strategy Supports These Objectives

The activities outlined in this statement are designed to meet the specific needs of our disadvantaged children while also benefiting all pupils. We aim to:

- **Enhance learning outcomes:** Our strategy prioritises improving literacy, numeracy, and oracy, ensuring that all children, particularly those from disadvantaged backgrounds, can achieve Age-Related Expectations (ARE) and beyond.
- **Broaden life experiences:** We aim to prepare children for modern British life by providing enriching opportunities that expand their cultural capital, build resilience, and nurture aspirations for the future.
- **Support wellbeing and attendance:** Addressing low attendance and persistent lateness is central to ensuring every child has consistent access to education, enabling them to make accelerated progress.

Key Principles of Our Strategy Plan

1. High-Quality Teaching:

At the heart of our strategy is a relentless focus on developing and maintaining excellent teaching across the school. Research shows that the most significant driver of pupil outcomes is high-quality teaching, particularly for disadvantaged pupils.

2. Reading:

We recognise the power of reading to unlock learning and opportunities for pupils. This is particularly important for disadvantaged pupils, opening the door to new worlds, ideas and people. The teaching of reading and application of these skills are core to our curriculum.

Our objective is to ensure every child learns to read fluently and with good understanding to enable them to access the breadth of the curriculum. We provide all teachers and support staff with high quality CPPD to ensure that pupils receive quality first teaching. In addition, we provide targeted intervention to quickly identify gaps in learning.

- **Targeted Support and Early Intervention:**

We address the specific needs of disadvantaged pupils by providing timely, evidence-based interventions in literacy, numeracy, and oracy. Early intervention ensures that gaps in learning are addressed before they widen, supporting accelerated progress for all children.

3. **Whole-School Responsibility:**

Our strategy adopts a whole-school approach, where all staff share responsibility for improving outcomes for disadvantaged pupils. High expectations for every child are embedded in our teaching, pastoral care, and wider curriculum.

4. **Attendance and Punctuality:**

We recognise that good attendance is critical to academic and personal success. Our strategy includes targeted support to tackle persistent absenteeism and lateness, ensuring every child can access the learning and opportunities they need.

5. **Preparation for the Future:**

Our approach goes beyond academic achievement, aiming to prepare children for secondary school and beyond. This includes developing employability skills, promoting positive engagement with the community, and nurturing globally responsible citizens who are equipped to navigate an ever-changing world.

- **Community:**

If everyone in the places we serve are to thrive, we need to effectively work with, and for, our communities building strong local relationships. Our hope is that through our work, we can develop meaningful connections with the families and community organisations within our localities.

Our Commitment

At Godolphin Primary School, we are determined to provide every child with the tools they need to succeed in life. Our Pupil Premium strategy is not just about closing the attainment gap; it is about raising aspirations, fostering resilience, and ensuring that every child has the opportunity to reach their full potential, both now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	Disadvantaged pupils typically take longer to progress through the phonics programme. This negatively impacts their development as readers.
3	The word-gap between children living in disadvantage and their peers is large.
4	High numbers of children living in disadvantage have speech and language needs.
5	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.
6	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.
7	Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.

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 enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To improve phonics and reading attainment for disadvantaged children.	Outcomes are in line with or above national average.
To decrease the word-gap between children living with disadvantage and their peers.	More children have access to books at home, and parents read more frequently

	with their children. Teachers deliver quality first teaching for oracy.
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.
To develop meaningful connections with families and community organisations within our localities.	Improved links and shared working between the school and wider community organisations and parents will support families in a wider capacity than can be achieved within the school individually which in turn will impact positively on outcomes.

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
<i>Regular use of the 'Lyfta' resource is achieved within school through:</i> -planning Lyfta into school assembly plans	hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21 st Century skills."	1

-introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate)		
Lyfta resources will be mapped against the curriculum	Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Additional set of RWI phonics programme ditty books and Book Bag Books purchased. RMT Portal and Leadership Development.	<i>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: Phonics Toolkit Strand Education Endowment Foundation EEF</i>	2
Teacher CPD in teaching of reading (post phonics)	<i>EEF research found that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Clear programme of support and development to ensure all staff deliver quality first teaching in every lesson.</i>	2
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs. Development of English and Maths vocabulary displayed and referred to in lessons.	<i>"Professional development in speech, language and communication", publication from The Communication Trust</i> <i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils." ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS</i>	3
CPD for teachers to strengthen pedagogy	<u>Unicef – Closing the digital divide for good.</u>	5

and curriculum implementation in computing inc online safety.		
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	<p><i>Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success."</i></p> <p><i>Schunk (1981): Self-efficacy as a predictor of academic performance</i></p> <p><i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i></p>	6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium 'Menu of approaches'.	4
Improve early foundational literacy: Introduce pilot project for Year 1 intervention from HfL. Train staff to undertake accurate phonological diagnostic assessment and develop automaticity and prosody for those who need it.	<p>EEF evaluation Autumn term 2024/Spring 2025.</p> <p>'Strong Foundations in the First Years of School' OFSTED Oct 2024</p>	3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's " <i>Getting Children Reading</i> " strategy John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.	3
Disadvantaged pupils access to the wider curriculum is ensured and advanced as priority. Creation of a wellbeing area/safe space	Youth Sport Trust 'Power of Enrichment'. 'Arts, Culture & Creativity' Arts Council, England	4
School to work with families to improve attendance. Work with the County Attendance Officer. School to commit to the Crofty procedure for raising attendance.	Working Together to Improve School Attendance August 2024	
Working within the Trust's Community Strategy, the school will identify a current link held with a local organisation that can be further developed. Through active listening to the organisation, the school will identify an objective that can be worked on together to	Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.	7

strengthen the community offer.		
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Total budgeted cost: £10,490

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to small cohorts with small numbers of PP, whole school data has been provided so as not to identify individuals.

Y6 SATs Results 2025: Godolphin compared to National

School performance data for 2025.

	Godolphin	National
% of pupils achieved the expected standard in reading, writing and maths	56%	62%
% of pupils achieved the higher standard in reading, writing and maths	19%	8%
% of pupils achieved the expected standard in reading	62%	75%
% of pupils achieved the expected standard in writing	81%	72%
% of pupils achieved the expected standard in maths	75%	74%
% of pupils achieved the higher standard in reading	44%	33%
% of pupils achieved the higher standard in writing	19%	13%
% of pupils achieved the higher standard in maths	25%	26%
Average point score of pupils in Reading	104.0	106.0
Average point score of pupils in Maths	105.0	105.0

Headline Data – KS1 Phonics & Y4 MTC Summer 2025

	Godolphin	%
Phonics –	Yr1 pupils at expected	84.6%
	Yr2 children who passed in Yr1 + 2	100%
MTC	Average score	22
	children achieving full marks	22.2%

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Responses from Safeguarding/PSHE/Personal Development pupil conferencing (March 2025):

In summary:

- ✓ There were many positive reasons for liking school
- ✓ 100% enjoy coming to school
- ✓ 100% could think of an adult they would trust if they had a concern or worry
- ✓ Children trust adults to help them and sort out problems
- ✓ The virtues seem well-embedded
- ✓ They feel safe in school and know what to do in an emergency
- ✓ They know ways for staying healthy

Attendance data 2024/2025

- Overall attendance 2024/25: 96.04%
- PP 2024/2025: 96.13%
- FSM 2024/25. 97.03%
- SEN 2024/25. 95.27%

Responses from Parents' Survey 2024/2025

<i>My child is happy at this school</i>	<i>95% agree or strongly agree</i>
<i>My child feels safe at this school</i>	<i>100% agree or strongly agree</i>
<i>The school makes sure its pupils are well behaved</i>	<i>98% agree or strongly agree</i>
<i>If my child was being bullied, I could talk to the school about it and they would help</i>	<i>92% agree or strongly agree</i>
<i>My child makes good progress</i>	<i>95% agree or strongly agree</i>
<i>The school has high expectations of my child</i>	<i>90% agree or strongly agree</i>
<i>My child is well looked after at this school</i>	<i>100% agree or strongly agree</i>
<i>I would recommend the school to another parent</i>	<i>96% agree or strongly agree</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance Learning
TT Rock Stars	Maths Circle
Maths Whizz	Whizz Education
Read Write Inc	Ruth Miskin Literacy
Project Evolve	Southwest Grid for Learning
White Rose Maths	White Rose Education
ParentPay	ParentPay Group
EdShed	Education Shed Ltd
Kapow	Kapow Primary
SATs Companion	Thinkbox Education Ltd
Access Art	Access Art