

Pupil Premium Strategy Statement

J H Godwin Primary School



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Strategy For Academic Year 2025 -2026 Review For Academic Year 2024-25

This statement details our school's use of pupil 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.

At J H Godwin, we want our pupils to be inspired and love learning, to be confident in who they are and to leave us with the skills and knowledge to take them to the next stage of their school journey.

We are committed to ensuring that every individual pupil is given the best possible chance of making progress and achieving their full potential

School overview

Detail	Data
School Name	J H Godwin Primary
Number of pupils in school	161 (September 25)
Proportion (%) of pupil premium eligible pupils	69 children 43% (September 25)
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 - 2028
Date this statement was published	September 25
Date on which it will be reviewed	September 26
Statement authorised by	L Cartledge
Pupil premium leads	K Skingsley & Kirsty Morris
Governor / Trustee lead	Martin Brannan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-24 £92,427 2024 -25 £92,450 2025-26 £95,420 2026-27
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,420

Part A: Pupil premium strategy plan

Statement of intent 2025-26

Blacon is one of the most deprived areas in the country. This is based on the concept that deprivation consists of more than just poverty; so, while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities.

intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all groups of vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in strong understanding of children's individual circumstances and challenges, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
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Challenges

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

Challenge number	Detail of challenge
1	SEN / Learning Style
2	EAL (English additional language)
3	Low academic starting points
4	Social Issues (friendships)
5	Lack of early play/life experiences
6	Behaviour (ADHD/ADD)
7	Low Language Skills
8	Punctuality and Attendance
9	Young Carers
10	Chaotic House
11	Cleanliness / Hygiene / Uniform
12	Domestic Violence
13	Health
14	Parental Disengagement (including no reading or homework at home)
15	Sleep & Food - issues or lack of
16	Mental Health (Child's or parent/carers)

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
Disadvantaged children make progress in line with non-disadvantaged children in order to support their attainment of ARE in reading, writing and maths at the end of FS/KS1.	80% of disadvantaged children will progress in line with non-disadvantaged children at the end of each year and attain at least in line with national outcomes for non- disadvantaged children.
To achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and their non- disadvantaged peers being reduced by at least 1%.

	Average attendance for all children, including those who are disadvantaged, is at least 95%.
Needs will be identified early and acted upon in the most appropriate way	Needs arising from barriers to learning will be acted upon quickly and effectively to offer maximum impact.
Improved oral language skills and vocabulary among disadvantaged pupils through early intervention and high quality teaching	The communication and language skills of disadvantaged pupils will be at the same level as non-disadvantaged pupils. Communication and language teaching, including interventions, will be high quality and have a high impact.
To achieve and sustain improved wellbeing for all pupils and good emotional resilience in our school, particularly for our disadvantaged pupils. This will include working alongside parents/carers and wider families.	All children understand how their brains work and they have strategies to support them in times of stress so that their well-being is good and they are able to learn effectively. (Zones of Regulation, Meta-Cognitive strategies, Therapies) Family Liaison and Head teacher identify and support families and children and work to alleviate barriers to learning. Identified children are invited to therapy sessions with Platform \$ Life, behaviour interventions and ELSA sessions with support staff. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers will be alleviated where possible.
School have provided children with opportunities beyond their own experience which allows pupils to fully access all areas of the curriculum.	Our broad and balanced curriculum will provide pupils with exciting and varied learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school. Our Activity Passport focuses on at least 20 different experiences and skills per year group.
Aspire - to increase career and life goal ambitions	More children will aspire to seek fulfilling careers and understand how to maintain lifelong happiness.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,191

See Pupil Premium Strategy Costs 25-26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head/SENCO and Pastoral Lead to support disadvantaged pupils. Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS and KS1. Additional teacher – To provide a bespoke core curriculum for KS2 working significantly below their peers academically.	Phonics has a strong evidence base that indicates a positive impact on the accuracy of word reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk) Phonics EEF (educationendowmentfoundation.org.uk) QFT offers the highest quality support to children. Studies show that feedback is a key factor in learning success. Feedback EEF (educationendowmentfoundation.org.uk) High impact quality first teaching at the appropriate level to support closing the academic gap for disadvantaged children. Research: EEF Teaching Toolkit +5 months impact.	Barriers ,1, 2, 3, 4, 5,7

Academic schemes with adaptations for supporting disadvantaged	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching Power Maths (Mastery scheme) Steps to Read Ready Steady Write Research: EEF Teaching Toolkit +5months impact.	Barriers 4, 5, 9, 13
Moderation - External Benefiting PP children (40%) targeted teaching and interventions.	Literacy Counts	Barriers 4,6,9, 13

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

Budgeted cost: £31,010

See Pupil Premium Recover Strategy Costs 25-26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language (part-time TA) and external speech and Language Therapist 1 day a fortnight TA - To support early language development and identify and speech and language issues early in order to accelerate learning across the curriculum	Having S&L professionals identifying difficulties early and regularly supporting children will directly impact outcomes. Research: EEF Teaching Toolkit +5months impact. 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: One to one tuition EEF (educationendowmentfoundation.org.uk)	Barriers 1,3
Nurture, ELSA, Lego Therapy, Behaviour Box, NELI, Platform4Life, MHST, Zones of Regulation and associated resources	Nurture Group Network research identifies a range of studies showing the benefits of nurture provision, including gains in emotional and social functioning alongside academic performance 'Up to 4 months added progress for social and emotional learning programmes' (Social & Emotional	2 and 4

	learning - Teaching & Learning Toolkit) <i>1:1 TA to support a child academically, socially and emotionally to access an individualised curriculum out of class.</i> https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies The nurture team - Derbyshire County Council About ELSA - ELSA Network Up to 4 months added progress for social and emotional learning programmes' (Social & Emotional learning - Teaching & Learning Toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit What is Lego Therapy? and How can it Help? SALT & Light (speechtherapycompany.co.uk) What is Lego Therapy? and How can it Help? SALT & Light (speechtherapycompany.co.uk)	
<i>Number Stacks</i> <i>Focussed maths intervention delivered 1:1 to close academic gaps.</i>	High impact interventions with skilled staff to support closing the academic gap for disadvantaged children. Research: EEF Teaching Toolkit +4 months impact.	Barriers 1, 3
Class teachers to use communication system (possibly Class Dojo) to engage and inform parents about their child's education and promote support of learning in the home.	The EEF identifies parental involvement as having up to 4 months added progress for children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	14

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

Budgeted cost: £54,261

See Pupil Premium Strategy 25-26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Liaison Officer</i> <i>To Support social, emotional, behaviour needs of pupils, provide extra support where home life is chaotic, provide parent support, training.</i>	Troubled disadvantaged children need support with their home/social barriers to learning Research: EEF Teaching Toolkit +4months impact. Appropriate staff will have timetabled sessions to support the learning and also social and emotional needs of disadvantaged pupils. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	Barriers 4, 5 8
<i>Platform for Life - Counselling</i>	Support for some troubled or crisis disadvantaged children. Research-based impact on increasing well-being. Research: EEF Teaching Toolkit +5months impact	Barriers, 4, 5, 9, 13
Subsidising trips and excursion - To enable equal chance to life experiences and learning outside the classroom. Subsidising educational experiences to enhance learning and develop wider world understanding	Allowing all children to access enriching learning experiences outside the classroom Research: EEF Guide to Pupil Premium https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence	Barriers 5, 10
Minibuses leased to collect pupils in the morning to improve attendance and reduce PA.	EEF states strategies using minibuses to collect persistent absentee pupils have been shown to increase attendance rates, for example, rising from 25% to 70% in specific case studies. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence	8

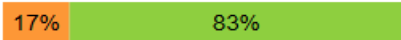
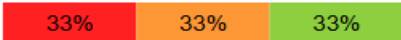
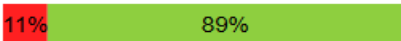
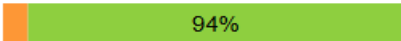
Total budgeted cost: £120,461

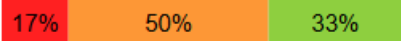
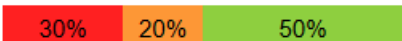
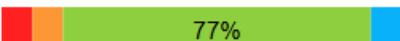
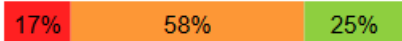
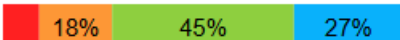
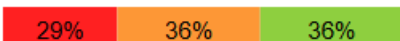
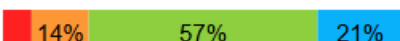
Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national data, and our own teacher assessments, and KS results. To help us we have compared our disadvantaged and non- disadvantaged students.

Headline Data

		2024-2025			
		Main Assessment			
			Reading	Writing	Maths
		# pupils	Attainment Band Chart	Attainment Band Chart	Attainment Band Chart
Year 1	Pupil Premium	13			
	Not Pupil Premium	9			
Year 2	Pupil Premium	9			
	Not Pupil Premium	17			

Year 3	Pupil Premium	6			
	Not Pupil Premium	11			
Year 4	Pupil Premium	10			
	Not Pupil Premium	13			
Year 5	Pupil Premium	12			
	Not Pupil Premium	11			
Year 6	Pupil Premium	14			
	Not Pupil Premium	14			

Action	Impacts - Change Data	Lessons Learned
Speech and Language TA - To support early language development and identify and speech and language issues early in order to accelerate learning across the curriculum. Speech and Language Therapist 1 day a fortnight	36% children receiving S/L are PP. 54% Girls PP. 46% Boys PP Writing: 58% of PP children made expected progress. 25% of PP children made above expected progress. Reading: 58% of PP children made expected progress. 8% of PP children made above expected progress. Maths: 63% of PP children made expected progress. 21% of PP children made above expected progress.	Continue. Speech and language strategies to be implemented by teachers in the classroom for all children.
<i>Additional learning mentor (1 day) - To Support social, emotional, behaviour needs of pupils, provide extra support where home life is chaotic, provide parent support, training</i>	SEND/PP child who was a non-attender is now consistently attending school on a reduced timetable. Persistent Pupil Premium absentees has reduced compared to last year 28.8% (41.6% June 2023)	Continue to ensure children are identified early for sessions with Learning Mentor or minibuss collections

	Mini bus morning collections has improved whole school attendance to be in line with National Average. Continue to ensure children are identified early for sessions with Learning Mentor or minibus collections	
Academic schemes for supporting disadvantaged: Read to Write Power Maths Reading Plus - Reading scheme (Years 4,5,and 6)	Maths: PP attainment - 62% PP progress - 68% Writing: PP attainment - 45% PP progress - 81% Reading: PP attainment - 62% PP progress - 78% PP children outperformed non-PP children in Yr 6 assessments in R,W &M	New Power Maths scheme to be introduced to support the mastery approach to teaching. Close monitoring of writing needed to identify areas of development. Accelerated Reader to be purchased in replacement of Reading Plus
Pupil Premium Leader - Management time Monitoring, support and analysis.	Moderate impact: Staff are aware of the needs of their PP children and monitor the impact of their provision three times per year. They are supported to plan and deliver provision to close the academic gaps.	Continue

Additional teacher - To provide a bespoke core curriculum for KS2 working significantly below their peers academically.	45% of HT are PP Writing: 80% of PP children made expected progress. Reading: 100% of PP children made expected progress. Maths: 40% of PP children made above expected progress.	Continue. Identifying children early within KS2 and the end of KS1 who require additional academic support.
Academic Mentor	Writing: 55% of PP children made expected progress. 25% of PP children made above expected progress. Reading: 32% of PP children working at ARE. 75% of PP children made expected progress. Maths: 42% of PP children working at ARE. 25% of PP children made above expected progress	We will not be continuing with an Academic Mentor next year. These interventions will be delivered by classroom teacher/TAs .Insight to be used to track children's progress through the objectives. Intervention groups to be created using this data with clear baselines to support intervention tracking.
Drama , Art Therapy & Counselling	A score of 20 or above is considered to be a high score. All children who have completed	Continue. Children who have been signed off to be monitored by their class

	before and after SDQs are showing a reduction in overall stressors.			teams. Therapies to be restarted if/when necessary.
	Child	Before SDQ	Current SDQ	
	1	26	8	
	2	33	17	
	3	28	18	
	4	28	22	
Number Stacks Focussed maths intervention delivered 1:1 to close academic gaps.	Pupil Premium children have attained in line with their non-PP peers (62%) and more PP children (+2%) have made expected progress than their non-PP peers.			Continue. Teachers to baseline their children and frequently assess progress, logging and tracking the results through Insight

Externally provided programmes

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

Programme	Provider Insight
Power Maths Books (White Rose Edition)	Active Learn
Data analysis/demographic analysis/assessment	Insight
Targeted programme to increase reading outside of school (Accelerated Reader/MyOn)	Renaissance
Phonics	Read, Write Inc.
Targeted programme to improve handwriting	Letter Join
Targeted programme to improve spelling	Literacy Counts
Number stacks	Number stacks

Science and Foundation Subjects (Art, computing, DT, geography, history, music, MFL, RSE & PSHE,)	Kapow
Zones of Regulation	Zones of Regulation

Aim	Outcome
Quality First Teaching, individualised pre teaching, same day, targeted and challenge interventions with instant feedback to provide all children with the best chance to achieve their full potential.	Same day interventions target gaps in learning from previous lessons- linked to basic skills in English and maths. Pre teaching interventions provide opportunities to rehearse skills in advance. Effective gap tasks and next steps that are reviewed. Half termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between pupil premium lead and teachers. High involvement with parents over course of the year - Reading Meetings EYFS and KS1, Parent Consultations, Showcase of work
Ensure that all school adults access high quality CPD. This will provide effective interventions, assessments mentoring, transitions and well-being support	In house training and support from senior members of staff and subject leaders. English and Phonics Leads: Additional Training in for form of Lego therapy to support the wider strategy. Trauma Informed Award for Head & Family Liaison, to help understanding of barriers to learning. To support Literacy, staff trained in Everybody Writes Project, and Ready Steady Write, which was then rolled out to all staff To embed phonics, courses on Accelerated Reader quizzes, and myOn

	were completed and disseminated to staff. Mastering numbering and Developing Oracy in Power Maths to support the continuation of Power Maths. Early Years specific training included accelerated progress, Supporting Early Language Development, NELI, and making a strong Start in Reception
Ensure pupils are given equal opportunities to fully engage with the curriculum	Review of curriculum