



Godalming Junior School

Pupil Premium Strategy Statement

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	240
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 to 2025-26
Date this statement was published	June 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Adam Samson (Head Teacher)
Pupil premium lead	Kate Wilkinson (SENDCo)
Governor / Trustee lead	Abi Gorringe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,695
Recovery premium funding allocation this academic year	£5,770
Pupil premium (and recovery 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>	£ 42,465

Part A: Pupil premium strategy plan

Statement of intent

Our 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 vulnerable pupils, such as those who have a social worker and young carers. 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate higher levels of reduced progress in our disadvantaged child population.
2	Records show that our disadvantaged children are given reduced opportunities to practice decoding and comprehension skills
3	Observations show that our pupil premium populations show higher than average levels of mental health issues relating to self-esteem, emotional management and friendship issues
4	Children of our disadvantaged families are more likely to have inadequate breakfast provision for maximised leaning.
5	Children of our disadvantaged families are less likely to access extracurricular activities including school clubs and trips
6	Children of our disadvantaged families are less likely to have appropriate school uniform that is clean and well fitting. Children of our disadvantaged families are less likely to have appropriate school supplies to facilitate learning.
7	Records show that children of our disadvantaged families are more likely to be persistently absent from school.

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
Reduction of attainment gap between disadvantaged children and peers.	All children making at least .5 steps of progress from their individual starting points.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
Improved levels of social skills and interaction between all pupils.	Observable increasing levels of self-esteem, emotional regulation and peer relationships. Reduced entries on CPOMs for friendships concerns. Increased ability to manage and communicate emotions appropriately.
For all disadvantaged children to be well fed and ready to learn.	Decreasing numbers of disadvantaged children requiring in school breakfast provision.
For all children to have access to wider enrichment opportunities	All children of disadvantaged families attending all school trips and accessing school visitors.
For all disadvantaged children to have suitable equipment to be included in all class learning	All children are properly equipped for the school day by accessing school support as needed.
For all disadvantaged children to have suitable uniform so they are part of the school community	All disadvantaged children have new, well-fitting and branded school clothes.
For all disadvantaged families to be accessing school to maximise learning and inclusion.	All disadvantaged children are attending school 95%+ in a school environment where they feel comfortable and included.

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: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
ELSA Supervision		3
Positive Touch Training		3
Attachment / ACES training		3

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

Budgeted cost: £22,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged pupils are prioritised to be included in in-class focus groups by Class Teacher.	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2
Qualified Inclusion teacher provided 3 days per week prioritising disadvantaged families.	Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2,
Provision of targeted interventions by HLTA / LSAs	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HSLW providing support to individual children and families to improve attendance rates, as well as referral to external support agencies</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	7
<p>School provides all school branded items of school uniform and PE kit each year</p> <p>School provides all required stationary items as required throughout the year</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	6
<p>School provides financial support to all PP children to access wider leaning opportunities</p>	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	5
<p>School maintains a supply of suitable, healthy breakfast items to ensure children are not hungry.</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: £43,400

Part B: Review of the academic year 2023-24

Outcomes for disadvantaged pupils

48% of all PP children have received interventions delivered by our Intervention Teacher.

Of the children accessing instruction by our intervention teacher 58% made expected progress in relevant areas with 42% making accelerated progress.

80% of all PP children have received focused support in class from class teachers and LSAs.

12% of our PP children receive personalised specific support through provision described in their EHCP.

Children receiving in class teacher led support for core subjects have shown good progress in all years.

In Year 6 all PP pupils also have SEN, all of these children have made expected or accelerated progress in all areas with the exception of one child who has an EHCP.

Year 4 writing is the area where limited progress has been made but comparing this to the progress demonstrated by this year group last year there it a huge improvement. One child has been issued with an EHCP this year. See data sets for further details.

Four PP children have received ELSA support during the year.

Our ELSA works with both children and families to ensure that strategies learnt are continued at home to support emotional regulation and development.

Our HSLW is working directly with 9 of our PP families.

This support has involved working directly with children or parents to provide guidance towards external agencies and support groups that benefit the family as a whole.

Current attendance level of PP children is 92.9%, national average is 92%. 87% of all Godalming Junior's persistently absent children are in receipt of PP funding. Support has been provided by our HSLW. Incentives included after school club access paid for by school funds targeted support meetings to establish pull factors weekly HSLW meetings with children to personalise support. Parents have been contacted and meetings between school staff and families have aimed to identify key issues or barriers to attendance. Attendance since Spring 2024 is significantly improved but continues to be an area of focus.

Our HSLW is involved in reporting the attendance records in collaboration with the Local Authority. She is in regular contact with families where attendance is of concern to ensure improving and maintaining attendance levels of PP children.

Our HSLW co-ordinates our school food bank referral system for targeted families and then liaises with the food bank to ensure access. She follows up referrals and for those that access this service more than twice a further referral is made to the CAB to ensure more long term provision.

PP funds were used to ensure the inclusion of children from all PP families in residential activities, school trips, access to sports clubs and music lessons. This has allowed for full inclusion in the school curriculum.

PP funds were used to ensure all children have suitable school uniform and school stationery supplies. PP funds were used to purchase Year 6 leaver's hoodies for PP children. This has allowed for full inclusion in the school curriculum.

PP funds were used to provide ELSA supervision training to maintain our ELSA status to be able to continue to support vulnerable pupils and families. GLP Funds have allowed us to train an additional ELSA to expand provision in this area.

Training for additional staff to recognise and address issues around EBSNA (Emotional Based School Non-Attendance) and children's needs when presenting with Attachment Disorders, has been provided to address emotional needs and increase attendance in this cohort.

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

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

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The impact of that spending on service pupil premium eligible pupils

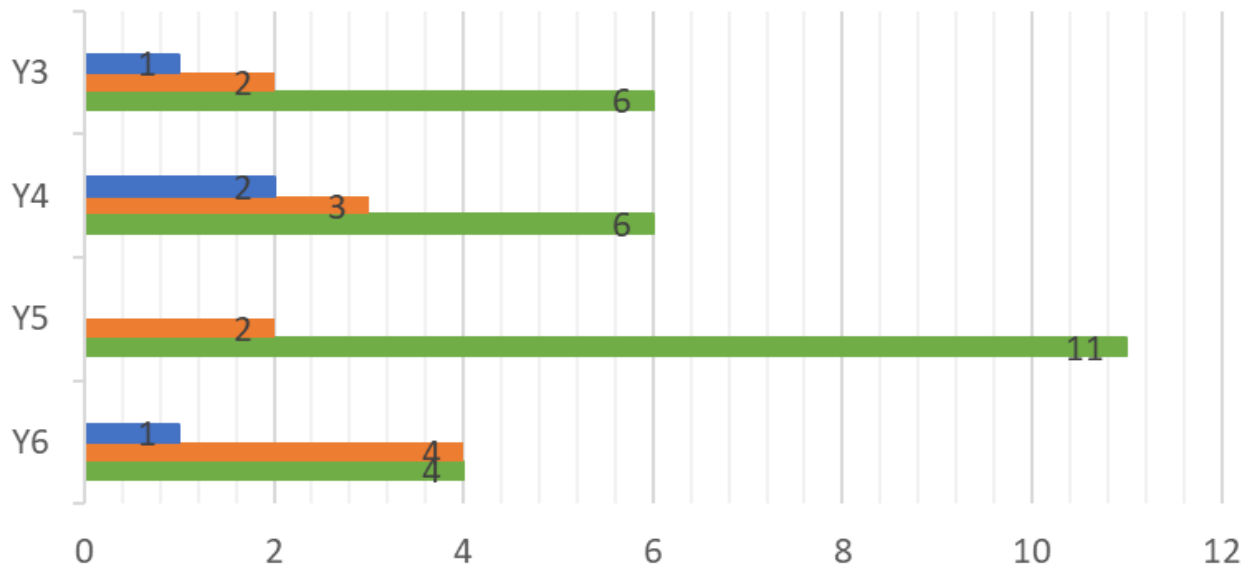
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Further information

	Progress	Attainment																																				
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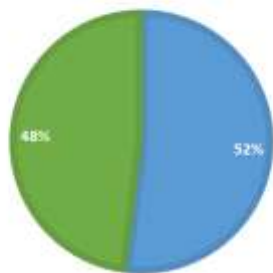
Year Group PP Profile

■ PP+EAL
 ■ PP+EHCP
 ■ PP + SEND
 ■ PP



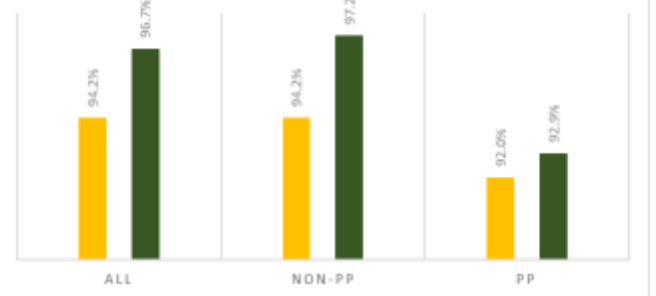
PP GENDER PROFILE

■ Boys
 ■ Girls



ATTENDANCE

■ Nat. Ave.
 ■ GJS



Spring 2024 - Summer 2024 PP attendance update: During the Spring 2024 data drop it was noted that attendance for PP children was unusually low and could not be put down to seasonal factors. This data shows changes to attendance for this group in the last term.

