


Pupil Premium Impact Report 2019

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| GODOLPHIN COMMUNITY PRIMARY SCHOOL | |  |
| Pupil Premium Proposed Spending 2018-19 | | |
| CONTEXT | £13940.00 <ul style="list-style-type: none"> • There are 16 pupils on the Pupil Premium register, FSM/Ever6, Service children, other. (20%) • 4 of current pupils currently qualify for free school meals. (5%) • 3 of current pupils have qualified for free school meals in the last six years. (4%) • 8 of current pupils are from service families. (10%) | |
| USE | £3500 | Read Write Inc 1 to 1 Intervention - reading and writing intervention (KS2) |
| *Amounts in red indicate provisional figures. | £500 | Funfit sessions - Teach targeted individuals to improve engagement and participation in class |
| | £1000 | Virtues in Education - training for staff, purchasing of resources, assemblies for parents and children. To raise self-esteem and resilience |
| | £500 | Support for service families - targeted support where required around deployment or relocation. |
| | £800 | Support for educational visits and trips - for all children to be able to access all areas of learning. |

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| | £1600 | Attendance at Trust maths sessions for pupils to achieve expected and greater depth at the end of KS2 - Working as a group from the Trust, good links with other local schools, relevant staff training and opportunity to reflect and network. |
| | £750 | Resources - audit resources, identify areas of need and purchase resources to ensure access for all pupils to quality teaching and learning. |
| | £1200 | CPD - to support the continued professional development of teaching and support staff to ensure all pupils have access to quality teaching and learning |
| | £3300 | Targeted interventions for Literacy and Maths - teach targeted groups of children to improve attainment and achieve curriculum targets |
| | £850 | CHALK - series of counselling/short sessions 1:1 to raise self-esteem |

| Summary of spending and outcomes | | |
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| Item/Project | Objectives/Actions | Outcomes |
| Read Write Inc 1 to 1 Intervention | Reading and writing intervention (KS2) | Established 1 to 1 intervention for disadvantaged pupils falling behind age-related expectations or not making expected progress. See breakdown and highlights below to national and school groups' results for July 2019. Improved self-esteem and attitudes towards learning. Pupils are more confident in class. Pupils reading more widely. |

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| Funfit sessions | Teach targeted individuals to improve engagement and participation in class. | Targeted intervention with a sports coach. Pupils were actively engaged in activities that supported their motor skill development. This not only impacted on their motor skills but led to some pupils participating in sporting events/clubs at school. |
| Virtues in Education | Training for staff, purchasing of resources, assemblies for parents and children. To raise self-esteem and resilience. | Virtues in Education is fully embedded across the school. Pupils, staff and parents have established a shared language. Pupils enjoy receiving and giving Virtue Gems. This programme has led to improved behaviour, self-esteem and resilience. |
| Support for service families | Targeted support where required around deployment or relocation. | Bespoke support was given to families as required, which helped to maintain good attendance and progress. Information shared from staff attending the liaison network meetings for service families. Participation in service related activities. |
| Support for educational visits and trips | All children to be able to access all areas of learning. | Our use of Pupil Premium to subsidise residential/visits has ensured that trips beyond the school can continue to take place and that all children have been able to attend. This had led to pupils developing a much better appreciation of their own heritage and identity, as well as a deeper understanding of the learning undertaken in the classroom. |
| Attendance at Trust maths sessions for pupils to achieve expected and greater depth at the end of KS2 | Working as a group from the Trust, good links with other local schools, relevant | Several children benefited from the Trust maths sessions for expected and greater depth. |

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| | staff training and opportunity to reflect and network. | See breakdown and highlights below to national and school groups' results for July 2019. |
| Resources | Audit resources, identify areas of need and purchase resources to ensure access for all pupils to quality teaching and learning. | Resources have been purchased to support the teaching of reading, writing and maths. These have support whole class, group and 1 to 1 interventions. Some of these resources are online and pupils have accessed them at home. |
| CPD | To support the continued professional development of teaching and support staff to ensure all pupils have access to quality teaching and learning. | Staff have undertaken a range of training to support the delivery of high quality whole class/group/1 to 1 interventions. This has included phonics, reading, writing and maths training. Observations have shown effective teaching both for whole class, groups and 1 to 1 interventions. |
| Targeted interventions for Literacy and Maths | Teach targeted groups of children to improve attainment and achieve curriculum targets. | Established small group interventions for disadvantaged pupils falling behind age-related expectations or not making expected progress. This included intervention extended to children working at expected/above. See breakdown and highlights below to national and school groups' results for July 2019. Improved self-esteem and attitudes towards learning. Pupils are more confident in class. |
| CHALK | Series of counselling/short sessions 1:1 to raise self-esteem. | The use of the funding to purchase assistance and advice from outside agencies in |

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| | | <p>addressing any additional needs of the pupils has enabled them to feel better supported and they have been able to learn and contribute to the wider life of the school.</p> <p>Pupil Premium funding has supported the inclusion, good attendance and mental health of children whose academic progress may have slowed due to social, emotional and behavioural concerns.</p> |
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Percentage of children working at Expected and above (All Children)

| | Reading | Writing | Mathematics | Combined RWM |
|--------------|------------|------------|-------------|--------------|
| National KS2 | 75% | 78% | 76% | 64% |
| All | 74% | 74% | 75% | 68% |
| All KS2 | 69% | 71% | 73% | 65% |
| Y6 SATs | 69% | 85% | 85% | 62% |
| National KS1 | 75% | 70% | 76% | N/A |
| All KS1 | 85% | 80% | 80% | 75% |

Averaged across the school, the percentage of children working at or above the Expected standard is 4% above 2018 national KS2 results in combined RWM, but is slightly below national results in reading (-1%), and writing (-4%) and in maths (-1%).

Percentage of children working at Expected and above, July 2019 (All Pupil Premium and Non Pupil Premium)

| | Reading | | | Writing | | | Mathematics | | | Combined RWM | | |
|--------------|---------|--------|------|---------|--------|------|-------------|--------|------|--------------|--------|------|
| | PP | Non PP | Gap | PP | Non PP | Gap | PP | Non PP | Gap | PP | Non PP | Gap |
| National KS2 | 64% | 80% | -16% | 67% | 83% | -16% | 64% | 81% | -17% | 51% | 70% | -19% |
| All (11 PP) | 55% | 77% | -22% | 64% | 75% | -11% | 55% | 79% | -24% | 36% | 74% | -38% |

Averaged across the school, the percentage of Pupil Premium children working at or above the Expected standard is below 2018 national KS2 results for Pupil Premium children in reading (-9%), in writing (-3%), in maths (-9%) and in combined RWM (-15%).

Average Points Progress, July 2018 to July 2019 (Pupil Premium and Non Pupil Premium)

| | Reading | | Writing | | Mathematics | |
|-----|---------|--------|---------|--------|-------------|--------|
| | PP | Non PP | PP | Non PP | PP | Non PP |
| All | 6.0 | 6.3 | 5.7 | 5.9 | 6.0 | 5.6 |

Averaged across the school, progress this year for PP children is in line with the benchmark in reading and in maths, but slightly below the benchmark in writing.