

Pupil premium strategy statement 2019-2021

School overview

Metric	Data
School name	Godolphin Primary School
Pupils in school	79
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£18,140 based on figures at January Census 2019 (£19,940 including Service pupils)
Academic year or years covered by statement	2019-2021
Publish date	December 2019
Review date	November 2020
Statement authorised by	Becky Hosking
Pupil premium lead	Lucy Wandless
Governor lead	Becky Hosking

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.16
Writing	+4.4
Maths	-1.24

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Children read for pleasure	To foster a love of reading	Sept 21

Attendance	Improve attendance of disadvantaged pupils to national average	Sept 21
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Teaching priorities for current academic year

Measure	Activity
Training for all staff – Quality First Teaching	Staff will be skilled at delivering high quality whole class/group/1 to 1 interventions
Training in developing oracy and communication	The school to take part in the Cornwall Oracy Project. Lead teacher to attend training and cascade to staff in school. Embed within the school curriculum.
Coaching/nurture/mental health training to provide emotional support	Training for all staff on supporting pupils emotional and mental health.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.
Projected spending	£3,500

Targeted academic support for current academic year

Measure	Activity
Group and individual interventions	Establish small group interventions for disadvantaged pupils falling behind age-related expectations or not making expected progress. This includes interventions to extend children working at expected/above.
In class support	Support for pupils addressing gaps in phonics, reading, writing, spelling and maths.
Barriers to learning these priorities address	Providing catch-up in phonics, reading, writing and mathematics.
Projected spending	£10,500

Wider strategies for current academic year

Measure	Activity
School to develop the wider entitlement curriculum	Ensure that all disadvantaged pupils are able to access the full curriculum. This includes residentials, trips, music lessons, sporting activities, etc.
Attendance and lateness – to support pupils and their families	To provide support for pupils and their families. Support for school staff, pupils and their families from the Educational Welfare Officer.
Pastoral support	Provided by staff and outside agencies to increase confidence, raise self-esteem and help pupils to manage their feelings and emotions.

	This includes bespoke support for Service Families. A member of staff will attend the liaison network meetings for service families. Information will be shared with families. Breakfast Club/After School Club provision.
Barriers to learning these priorities address	Pupils are able to access/engage in all aspects of school life.
Projected spending	£5,940

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided for staff training. Whole school action plans linked to disadvantaged.
Targeted support	Ensuring effective deployment of staff. Ensure intervention takes place. Ensure adequate resources are available.	Make sure an adequate number of staff are available to undertake interventions. Intervention timetable in place. Resources are purchased. Whole school action plans linked to disadvantaged.
Wider strategies	Engagement of families. Ensuring training and deployment of staff. Ensure adequate resources are available. Curriculum demands/coverage.	Staff training in place. Develop strong relationships with families. Work together in partnership. Strong relationships with external agencies. Whole school action plans linked to disadvantaged pupils.