

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Galley Hill Primary School and Nursery
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Emily Birch
Pupil premium lead	Laura Jackson
Governor / Trustee lead	Kerry Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,224
Recovery premium funding allocation this academic year	£15,224
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Galley Hill, we are committed to ensuring that we have high aspirations for all of our pupils, irrespective of their background or challenges they may face. We understand that our disadvantaged pupils all face different challenges and are vulnerable for different reasons including children with a social worker, who have suffered loss or family breakdowns or bereavements.

We look at pupils as individuals and work together to address barriers to learning, supporting children in attaining highly in all subject areas and make accelerated progress towards our intended curriculum. There are a range of common barriers to learning for our disadvantaged children. These can include less support at home, lack of confidence, weak language and communication skills, more frequent behaviour difficulties along with attendance and punctuality issues.

Our curriculum is designed to provide our disadvantaged pupils with the opportunity to experience the world, cultural capital and expand their knowledge to succeed in later life.

A key part of our strategy is to ensure high quality teaching with the understanding that our disadvantaged pupils can sometimes require the most support. Assessments, observations and discussion with parents, staff and pupils informs and supports us in mapping out our provision and identifying need accordingly. We also understand and have a strong focus on early intervention to close the attainment gap before they enter Key Stage 2. It is also essential to ensure that the progress for disadvantaged pupils is not slower than that of other pupils.

At Galley Hill we use the principles of metacognition to ensure all our children understand the skills of thinking and learning.

Our ultimate objectives are:

- To provide our disadvantaged pupils the opportunities to ensure that pupils engage in the wider curriculum
- To support our children's health and well-being to enable them to access learning to the best of their ability.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to have attendance of at least 96%

We aim to do this through:

- Ensuring that all disadvantaged pupils have access to high quality teaching across all subjects.
- Ensuring that provision is appropriate for our disadvantaged pupils. Individualised approaches to support and address barriers rather than generic support and to ensure that pupils are adequately assessed and barriers are continually addressed.
- Constructing a curriculum that is designed to give our disadvantaged pupils the knowledge and cultural capital they need to succeed in life.

Challenges

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

Challenge number	Detail of challenge
1	Poor Speech and Language Development for pupils entering the school in the Early Years
2	The attendance and punctuality of our pupil premium pupils as a group is lower than that of our non-pupil premium pupils
3	The progress of pupil premium pupils as a group is lower in most year groups than that of non-pupil premium pupils especially in KS2
4	Home learning environment, complex family situations and behavioural difficulties
5	Complex learning needs. 47% of our pupil premium pupils are also identified as having special educational needs

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** and how we will measure their success.

Intended outcome	Success criteria
<ul style="list-style-type: none"> -Children will have an improved Vocabulary by the end of Early Years -There will be an improved rate of spelling and phonic knowledge for disadvantaged pupils 	<ul style="list-style-type: none"> -Speech and Language interventions and assessments show an impact on the learning and skills of identified children -Feedback regarding oral language Interventions are positive -The number of all pupils, including the disadvantaged passing the Phonics screener will be in line with National
<p>Disadvantaged pupils attendance to match that of national levels</p>	<ul style="list-style-type: none"> -To ensure that the attendance of our disadvantaged pupils is at least in line with national levels (96%) -The number of persistent absentees will reduce compared to last year
<p>Disadvantaged pupils in Key Stage 2 will make good or better progress in Maths</p> <p>Disadvantaged pupils in Key Stage 1 will made good or better progress in Reading</p>	<ul style="list-style-type: none"> -Disadvantaged pupils in KS1 will have made good or better progress in Reading -A larger proportion of children will be at age related expectations in KS1 -Disadvantaged pupils will make good or better progress in line with non-disadvantaged pupils within KS2
<p>Pupils and families with SEMH and complex needs will be supported by staff to remove and alleviate needs</p>	<ul style="list-style-type: none"> -All pupils, regardless of any disadvantage reach intended outcomes -The number of SEMH incidents will have reduced and pupil voice will show the impact of this. There will be a reduction in the number of exclusions -All pupils, including disadvantaged will have an increased confidence
<p>Good quality Interventions will be taught across both KS1 and KS2</p>	<ul style="list-style-type: none"> -Interventions will be planned and taught effectively to ensure all pupils in receipt of them make good or better progress -All pupils, including disadvantaged catch up and reach intended end points -Disadvantaged pupils will be making good or better progress in line with non-disadvantaged pupils in year 4,5 and 6

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD (£15,000). Strong focus this year on new Phonics scheme and Maths support from HFL in KS2.</p> <p>Early Years advisor/HFL Maths advisor (£2,400)</p> <p>Pupil Premium Lead (£9,600)</p>	<p>EEF guide to Pupil Premium tiered approach teaching is the top priority, including CPD.</p> <p>Quality First Teaching is always our top priority and we feel that this is very important. Focusing on CPD with Spelling and Phonics. <i>EEF states Phonics has a positive impact (+5) with very extensive evidence and is an important component in the development of early reading skills.</i></p> <p>We will be looking at continuing to raise the profile of disadvantaged pupils across the school with a focus on identifying their barriers to learning. HFL Maths advisor to work with all year groups in Key Stage 2 to provide specialist support. Year 3 are also going to be working with the advisor on Maths fluency. EY advisor to work with the Early Years team.</p>	<p>1,3,5</p>
<p>Specialist training for all HLTAs and Teaching Assistants across years 1-6.</p>	<p>Pupil Premium lead and the SENCo & Inclusion Assistant work weekly with the HLTAs and Teaching Assistants to provide them with specialist teaching of different interventions and support for Maths, English, Reading, Phonics and Spelling with the support of subject leaders. The impact and effectiveness of interventions has been identified by SLT as a priority to develop pupils learning further.</p>	<p>1,3,5</p>

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

Budgeted cost: £68,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led tutoring (10,600)	<p><i>EEF (+5) 'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas'. As a leadership team, it was decided that due to the success of one to one tuition last year it was an effective way to support individuals overcome barriers to learning. We will be using school led tuition in Year 6 for disadvantaged pupils and pupils with SEND. They will be provided with 1:1 provision to narrow the gaps and focus on basic skills.</i></p>	3,5
Teacher led interventions(38,023)	<p><i>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. 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. In school analysis of data shows that closing the attainment gap across KS2 in Maths and Writing in Year 4, 5 and 6 is a key focus. We will not be doing teacher led interventions this year.</i></p>	3,5
TA led Interventions	<p><i>EEF (+4) teaching assistants that provide one to one or small group interventions show a stronger positive benefit of between four and six months. Often</i></p>	3,5

	<p><i>interventions are based on clearly specified approach which teaching assistants have been trained to deliver. This links with our CPD, ensuring that our teaching assistants are trained on effective interventions. Teaching Assistants will be focusing on whole class guided support in the morning and will be working across their year groups in the afternoon to provide targeted interventions for disadvantaged pupils.</i></p>	
<p>One to one reading support in Year 1 and 2 (£7,000)</p>	<p><i>EEF (6+) Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading in KS1 is an area that we have identified to develop to ensure we are closing the gap between our disadvantaged and non-disadvantaged. Dedicated reading teaching assistant to work with PP children in Year 1 and 2 each day to support reading. The majority of PP children will read daily in school with a TA or HLTA. This will work alongside our phonics scheme. The Book Mark project will be run 2 x a week for 30 minutes to support children in Years 1-4.</i></p>	<p>3,5</p>
<p>Book Mark project support in Years 2 and 3</p>		
<p>Early Years Interventions (£5,500)</p>	<p><i>EEF (+4) Early Literacy approaches have been consistently found to have a positive effect on early learning outcomes. All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds. EEF (6+) Maths approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such as counting or estimating). As a school we feel that Early Literacy and Maths interventions have a positive impact on the children's progress and ensures that they have a better starting point. Dedicated time to be given to EY teacher to provide effective Literacy and Maths intervention every week. EYPs will be providing parents/carers with weekly sessions to support reading, phonics and maths. Phonic, English and Maths parental</i></p>	<p>3, 5</p>

<p>Speech and Language Therapist (£7,693)</p>	<p>workshops will be provided by EYPs throughout the school year to support parents in understand how to provide ongoing support for their children.</p> <p><i>EEF (+6) Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is extremely difficult to receive support from speech and language therapists. This approach allows us to carry out assessments and ensure that the right support and programme of work is provided for individuals.</i></p>	<p>1, 3, 5</p>
-----------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------

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

Budgeted cost: £59,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Safe Space – Arts Therapy Well-being Lead (£32,400)</p>	<p>Pupils’ emotional well-being is incredibly important if they are going to learn well. We have children with a range of social and emotional needs who need professional help and support. <i>EEF (+4) states social and emotions learning (SEL) interventions seek to improve pupil’s decision making skills, interaction with others and their self-management of emotions.</i> Counselling provides targeted children with this support and allows them to express and explore their feelings. We have reduced the number of days and sessions that we are offering this year due to recognising that the majority of children require short term support so have extended our well-being support.</p>	<p>2,3,4</p>
<p>Family Support Worker (£23,000)</p>	<p><i>The EFF Toolkit (+4) identifies the importance of parental involvement in supporting their children to improve their learning. It is crucial to consider how to engage with all parents to avoid</i></p>	<p>2,4</p>

	<p><i>widening attainment gaps.</i> Our Family Support worker plays a significant part in supporting our disadvantaged families and engaging our most hard to reach families. Feedback of support over the last few years has been unbelievably positive. Due to our attendance figures in the recent years; she will focus on working with families to improve attendance. We have increased her working hours and her work will now involve picking up targeted children in the morning to ensure they are in school and on time, carrying out welfare calls at the beginning of the day and supporting with morning routines. Fortnightly coffee morning will be taking place to support with a range of parenting strategies and increasing the engagement parents have with school.</p>	
<p>Walking Bus/Breakfast club (£3,750)</p>	<p>Alongside the work that our family support worker does and the importance of parental engagement. We offer a walking bus and breakfast club to support disadvantaged families. Previous attendance data for families that have used the walking bus show this has been beneficial and improved attendance by at least 10% This year the walking bus has been extended and we will be offering adhoc walking bus support to families.</p>	<p>2,4</p>
<p>Enrichment Activities/music opportunities (£300)</p>	<p><i>EEF Arts participation (+3)</i> It is important for us to ensure that our disadvantaged pupils with knowledge and cultural capital that they need to succeed in life.</p>	

Total budgeted cost: £167,266

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have found a negative impact on academic achievement from COVID to be really apparent for a percentage of our disadvantaged pupils this year. We have supported these children through building their resilience, in class emotional support, safe space counselling and pastoral support. We found that by the end of the year our children became far more resilient learners. They showed an increased ability to access learning, as well as catch up on any missed learning during the pandemic. Due to our results last year, we have changed our focus and strategies to provide more targeted support in Early years, KS1 and Year 6. We will be rolling out parental workshops in the Early Years with extra opportunities for reading every week. Our focus area in Years 1,2 and 3 is Reading and this will be achieved through our reading teaching assistant and The Bookmark reading project. We feel that Maths is a focus area for our disadvantaged children in Year 6 and there will be tuition and booster sessions provided.

Intense reading support in Year 1 ensured that disadvantaged pupils made significant progress across the year. All children became more confident in reading with greater fluency and a stronger ability to comprehend what they have read. Due to this support and phonics interventions, 81% of children in receipt of Pupil Premium passed the Phonics screener which was above the non-Pupil Premium pupils.

There were improvements across non-core subjects with the amount of children working at the EXS increasing across most subjects and in the majority of year groups. This suggests that work on our balanced curriculum and cultural capital did have a positive impact.

Our in school Speech and Language Therapist worked with a range of children across the school to support with completing assessments and setting targets due to the extended waiting time. These targets were shared with class teachers and parents. Feedback from therapist and pupils shows an increase in the children's communication and understanding. Due to the success of this, we have extended the amount of time we are able to provide speech support from one day to two days.

The positive impact that our family support worker has on our school community is evident and the support provided to a range of our families is invaluable. In order to support our continued attendance focus this year, we have increased our family

support workers hours to work with focus families in order to increase attendance. We are also going to be offering parental coffee mornings for support and hope to have our computing suite open for families to use as well and cookery support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Back on Track	Herts for Learning
TT Rockstars	TT Rockstars.co.uk
Bookmark	