

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	421
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024-2025 2025-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2025
Statement authorised by	Emily Birch
Pupil premium lead	Laura Jackson
Governor / Trustee lead	Tracey Hunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,405
Recovery premium funding allocation this academic year	
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	£192,405

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.

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. This is 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	Assessments and observations indicate poor speech and language development for our disadvantaged pupils. This is evident from

	Nursery through to the end of KS1 along with vocabulary gaps throughout the school. At the end of 23-24 we had 47% of our disadvantaged pupils achieving GLD compared to 58% of other pupils. In 24-25 we had a drop in the amount of our disadvantaged pupils that achieved GLD at 44%
2	Our attendance data over the past 3 years indicates that attendance among our disadvantaged pupils has been 2%- 3% lower than that of our non-disadvantaged pupils. 67% of our disadvantaged pupils also have been 'persistently absent' last year. These levels are having a negative impact on the pupil's progress.
3	Through assessments, internal data and observations our Year 6 disadvantaged cohort have been identified as being significantly impacted by the covid 19 pandemic both socially, emotionally, and academically. We have found that there are considerable knowledge gaps, especially in English. SATs data also shows large gaps between our disadvantaged and non-disadvantaged over the past 3 years at the end of KS2. In 2025, the percentage of disadvantaged children achieving the expected standard at the end of year 6 increased compared to 2024 but we still have a gap between our disadvantaged and non-disadvantaged. Results were Reading 45% compared to 35%, Writing 60% compared to 56% and Maths 50% compared to 44%.
4	Through continued communications with many of our families it is clear that the cost-of-living crisis has had significant impact on home learning environments, created complex family situations and behavioural difficulties.
5	Throughout our school community 44% of our disadvantaged pupils also have Special Educational Needs. These needs include social and emotional, SCLN, SPLD and medical 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
Improved oral language and vocabulary skills for our disadvantaged pupils by the end of Early Years	Assessment, observations and feedback will show a significant improvement on oral language and vocabulary skills among our disadvantaged pupils in the early years. Our GLD will have increased by at least 10% (from 44%) for our disadvantaged pupils.
To achieve an improved attendance and reduce the number of pupils who are 'persistently absent' with a particular focus on our disadvantaged pupils.	Our whole school attendance percentage for our disadvantaged pupils will have improved and be above 91%. The percentage of our pupils who are 'persistently absent' below 90% will have improved especially for our disadvantaged pupils (less than 30% of our disadvantaged children will be persistent absentees).

Improved Reading attainment for disadvantaged pupils by the end of KS2 and the attainment gap will have closed between our disadvantaged and non-disadvantaged pupils.	KS2 Reading outcomes will show that more than 60% of our disadvantaged pupils will have met the expected standard.
To achieve and sustain improved support for our families to alleviate any further needs and improve the wellbeing for our disadvantaged pupils and their families.	There will be an increased support for the wellbeing for our disadvantaged families and pupils, this will be evident through pupil voice, teacher observations and parent surveys. There will be a reduction in the number of behaviour incidents recorded.
Improve the quality of interventions taught across KS1 and KS2 which will support our disadvantaged pupils in making progress by the end of KS1 and KS2	Assessments, intervention records, TAD time records and observations will show that there are only high-quality interventions to support our disadvantaged pupils who also have complex learning needs.

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: £111,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£18,500)	EEF guide to Pupil Premium tiered approach teaching is the top priority, including CPD.	1,3,5
Early Years advisor/Herts Improvement Partner/Behaviour lead (£5,414)	Quality First Teaching is always our top priority, and we feel that this is especially important. As a school we have worked extremely hard to develop our curriculum and would like to develop this further through extending subject knowledge. Maths results have improved for our disadvantaged learners, but we have decided to continue to work with the HFL Maths advisor on ensuring that we are providing every opportunity in earlier years to close the gap. We are continuing our work with the Early Years advisor this year and focusing our interventions on supporting children in their language development. We are also working with a behavioural lead in supporting our staff with effectively supporting children.	
	We are working with the English Hub to ensure that Phonics development and Reading	1,3

English Hub Partnership (£3,000)	teaching is at a higher standard to ensure that they maximise progress and ensure all teaching is effective across the school. Phonics and Reading lead will be working closely with advisor.	
Pupil Premium Lead (£17,862)	We will continue to raise the profile of disadvantaged pupils across the school with a focus on identifying their barriers to learning. The school is taking part in Every Child Programme, and the PP lead will be attending all sessions and implementing good practice. This will have a focus on Maths outcomes. PP lead will visit other settings to look at good practice, attend all PPAD meetings and monitor progress of PP pupils across the school. We will also be focusing on the use of Guided teaching and the most effective way of teaching interventions.	2,4
Additional adult in Early Years (£19,294)	This year we feel that it is especially important to focus on Early Intervention to ensure that the children are getting the best possible start to their education. Additional adults will provide opportunities for early interventions and parent groups to support engagement at home. This will be focusing on Speech, language and vocabulary development across Nursery and Reception, and supporting children that still need it in Year 1. There is a strong focus on Wellcomm and Phoics as we have a large number of children requiring support.	1
Music Teaching (£1,442)	We feel that our music curriculum needs reviewing to ensure that the teaching is of high quality.	3,4,5
Pastoral Lead (£18,695)	<i>EEF (+4 months) Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Due to complex social and emotional behaviours we have extended our pastoral support for our disadvantaged pupils. Pastoral lead supports pupils through in class support and interventions through The Hive.</i>	4
		1

Early Years Enhanced Provision/Year 1 Continuous Provision (£2,000)	Resources and further training will also be provided for our Year 1 team, ensuring high quality Continuous Provision is provided for our pupils as we feel this approach is best for our current cohort.	
Trip Subsidy (£3,000)	We want to ensure that all our disadvantaged pupils have the opportunity for Cultural Capital and to experience a range of trips.	4
Reading Teaching (£20,892)	Due to reading results we feel that we need to raise the profile of reading further across the school. We have decided to run the Reading Fluency Project in Years 2,3 and 6. Staff will undergo training and will work with groups of disadvantaged pupils to support their reading. The EEF states, <i>'Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future'</i> . Reading teacher will support reading in Year 2 to aid Phonics as well as Reading.	3
Lesson Study (£1,610)	We have used the lesson study approach in previous years and feel this approach is extremely positive, providing key learning and opportunities to support our learners by highlighting barriers to learning. It allows us to work on individuals' key barriers and provide strategies to support them. Lesson studies will be carried out across all year groups in the Spring Term.	1,3,5

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

Budgeted cost: £43,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led Interventions (£22,230)	<i>EEF (+4) Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</i> Often interventions are based on a clearly	3,5

	<p>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 or school in the afternoon to provide targeted interventions for disadvantaged pupils. Teaching Assistants will be teaching in their areas of expertise. Our Phonics lead is working with our Teaching Assistants to ensure that children are receiving the right intervention for Phonics if needed. We are still having a strong emphasis on pre and post teaching of Phonics following the success of this intervention last year. <i>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>One to one reading support in Year 1 (£7,279)</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.</i> Reading was identified last year as a key focus for our children in KS1 which we needed to develop to close the gap between our disadvantaged and non-disadvantaged.</p>	<p>3,5</p>
<p>Speech and Language Therapist (£14,041)</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.</i> 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. Targeted Language groups (TLG) will be introduced this year to support vocabulary development.</p>	<p>1, 3, 5</p>

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

Budgeted cost: £44,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker (£28,534) Gade Family Services (£8,446)</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 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>2,3,4</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 ad hoc walking bus support to families.</p>	<p>2,4</p>
<p>Enrichment Activities/Wider Opportunities (£4,000)</p>	<p><i>EEF Arts participation (+3)</i> It is important for us to ensure that our disadvantaged pupils gain the</p>	<p>2,4</p>

	knowledge and cultural capital that they need to succeed in life.	
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Total budgeted cost: £192,405

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 2024 to 2025 academic year.

We have continued to support our children this year through a range of strategies.

Last year, through intense support and interventions in our Early Years we had 44% of our disadvantaged children achieving GLD. This was a slight decrease on last year but, the progress that our disadvantaged pupils made from their starting points was significant. Throughout Early Years (Nursery and Reception) Wellcomm interventions have proved to be a success, seeing children make significant progress with their understanding and communication. Most of the children increased by at least 3 levels during the programme. This is something that we will continue and use more across the school. Pre-teaching of Phonics showed great impact across our reception classes and all children made good progress in their phonic knowledge. We will be working with the English Hub to further expand on our teaching of Phonics across Early Years, KS1 and KS2.

Throughout the year we had a strong focus on the teaching of Phonics and the use of pre teaching and post teaching. Due to this 76% of our PP children passed the Phonics screener in Year 1 compared to 57% last year. This was also better than our non-PP children.

At the end of KS2, we had an increase in the % of PP children that achieved the expected standard. In Reading the % increased to 45%, In Writing to 60% and in Maths to 50%. We closed the gap between PP and non in Reading and Maths this year compared to last year. Reading and Maths increased by 6% this year and there was a 2% increase in RWM compared to last year for our children in receipt of Pupil Premium funding.

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. Our family support worker and attendance lead have continued to work closely this year to support our disadvantaged families. Our school walking bus/breakfast club continued to support individuals and families which increased the attendance of some of our disadvantaged pupils that were on the Persistent Absentee list. We saw children's attendance increase between 6-8%.

Our in-school Speech and Language Therapist worked with a range of children across the school supporting with completion of 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. Staff training took place on different elements of vocabulary development across the curriculum. This is something that we will continue to develop further next year for all our disadvantaged pupils.

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
Number bots	
White Rose Maths	
Super Sonic Phonics	