

# Pupil premium strategy statement – Updated October 2023

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  | 426                                    |
| Proportion (%) of pupil premium eligible pupils   | 31%                                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022<br>2022/2023<br>2023/2024    |
| Date this statement was published   | September 2021                         |
| Date on which it will be reviewed   | September 2024                         |
| 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   | £170,235 |
| Recovery premium funding allocation this academic year  | £18,416  |
| Pupil premium funding carried forward from previous years   | £0       |
| <b>Total budget for this academic year</b><br>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                | 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. At the end of 22-23 we had 38% of our disadvantaged pupils achieving GLD compared to 63% of other pupils.  |
| 2                | Our attendance data over the past 2 years indicates that attendance among our disadvantaged pupils has been 2%- 3% lower than of our non-disadvantaged pupils. Our disadvantaged pupils also have been 'persistently absent' last year 45% compared to 30% of non-disadvantaged. These levels are having a negative impact on the pupil's progress.  |
| 3                | Through assessments, internal data and observations our Year 4 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 Maths. SATs data also shows large gaps between our disadvantaged and non-disadvantaged over the past 2 years at the end of KS2. In 2023, the percentage of disadvantaged children achieving the expected standard at the end of Year 6 was Reading 54%, Writing 58% and Maths 46%. |
| 4                | Through continued communications with many of our families it is clear that the Covid-19 pandemic and cost-of-living crisis have had significant impact on home learning environments, created complex family situations and behavioural difficulties.   |

|   |  |
|---|--|
| 5 | Throughout our school community 42% 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 38%) 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%<br><br>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 Maths attainment for disadvantaged pupils by the end of KS2 and the attainment will have closed between our disadvantaged and non-disadvantaged pupils.   | KS2 Maths outcomes will show that more than 60% of our disadvantaged pupils will have met the expected standard.<br><br>There will be an improvement from 20% of our disadvantaged children that will have scored 20+ on the MTC.  |
| 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 improvement of the wellbeing for our disadvantaged families and pupil this will be evident through pupil voice, teacher observations and parent surveys.<br><br>There will be a reduction in the number of behaviour incidents recorded.  |
| Improved high quality interventions will be taught across KS1 and KS2 which will support our disadvantaged pupils in making progress by the end of KS1 and KS2     | Assessments, intervention 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: £89,029

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Staff CPD (£21,200) including curriculum resources (£2,500)</p> <p>Early Years advisor/HFL Maths advisor/Herts Improvement Partner (£6,996)</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 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. We have signed up for The Big Staff Meeting Series which focus on a variety of different subjects. We have begun work on adaptations, and we have commissioned work through HFL with Focus on Formative to develop this further across the school. Maths results this year improved 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.</p> | <p>1,3,5</p>                  |
| <p>HFL English resources (£3,145)</p>  | <p>Through the change of Phonic scheme and our strong focus on daily reading for all our Pupil Premium children we require the need for more reading books that match our phonic scheme. We have also looked how to ensure that we are maintaining a good level of Phonic knowledge for our children in the older years that still require support.</p>   | <p>1,3</p>                    |
| <p>Pupil Premium Lead (£15,200)</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</p>  | <p>2,4</p>                    |

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|---|--|--------------|
|   | <p>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. PP lead to attend Early Years disadvantaged training and the disadvantaged conference and implement any new research or ideas as appropriate.</p>   |              |
| <p>Additional adult in Early Years (£19,359)<br/>Early Years Enhanced Provision/ Year 1 Continuous Provision (£1,500)</p> | <p>This year we feel that it is especially important to focus on Early Intervention to ensure that the children are having the best possible start to their education. Additional adult will provide opportunities for early interventions and parent groups to support engagement at home. Resources and training are also to be provided for our Year 1 team on ensuring high quality Continuous Provision as we feel that this approach is best for our current cohort.</p>   | <p>1</p>     |
| <p>Music Teaching (£1,400)</p>  | <p>We feel that our music curriculum needs reviewing to ensure that the teaching is of high quality.</p>   | <p>3,4,5</p> |
| <p>Pastoral Lead (£14,729)</p>  | <p><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.</i></p> | <p>4</p>     |
| <p>Trip Subsidy (£3,000)</p>  | <p>We want to ensure that all our disadvantaged pupils have the opportunity for Cultural Capital and to experience a range of trips.</p>   |              |

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

Budgeted cost: £64,966

| Activity                                  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>School Led tutoring<br/>(£16,025)</p>  | <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. Pupils will be provided with 1:1 provision to narrow the gaps and focus on basic skills. Tuition will be linked to work in class and will, at times, be a focus of pre/post teaching.</i></p>   | <p>3,5</p>                    |
| <p>TA led Interventions<br/>(£12,043)</p> | <p><i>EEF (+4) Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Often 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. Following monitoring of interventions last year, we have placed a stronger focus on Pre and post teaching to support our disadvantaged pupils. There will also be a focus on the teaching on Phonics through pre/post Phonics lessons. <i>Phonics has a positive impact (+5) with very extensive evidence and is an important component in the development of early reading skills.</i></i></p> | <p>3,5</p>                    |

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| <p>One to one reading support in Year 1 (£6,674)</p> <p>Bookmark project support in Years 2, 3 and 4</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. <i>Following success last year this is an area that we are continuing to promote in Year 1.</i></p> <p>We used the Bookmark reading project last year for our pupils in Year 1 and 3. Following the success and engagement of our disadvantaged pupils and the improvement in children that were working at the EXS we have decided to continue to use this reading project again this academic year.</p>  | <p>3,5</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).</i> 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. EYPs will be providing parents/carers with weekly sessions to support reading, phonics, and maths. Phonic, English and Maths parental workshops will be provided by EYPs throughout the school year to support parents in understanding how to provide ongoing support for their children. Daily reading and personalised interventions will be delivered to individuals throughout the school year. There is a strong focus on Wellcomm and speech support this year as we have a large number of children requiring support.</p> | <p>1, 5</p> |



|  |  |                |
|--|--|----------------|
| <p>Speech and Language Therapist (£17,777)</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> |
| <p>Behavioural/social and emotional Interventions (£6,947)</p> | <p><i>EEF (+4) Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach allows us to maintain high expectations for behaviour and pupils' positive attitudes to learning as well as provide individuals and groups with well-being support. We are offering a variety of interventions through this approach.</i></p> | <p>2,4</p>     |

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

Budgeted cost: £31,378

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Family Support Worker/ Gade Family Services (£25,628)</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. 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</i></p> | <p>2,3,4</p>                  |

|  |   |            |
|--|---|------------|
|  | <p>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/Wider Opportunities (£2000)</p> | <p><i>EEF Arts participation (+3)</i> It is important for us to ensure that our disadvantaged pupils gain the knowledge and cultural capital that they need to succeed in life.</p>   | <p>2,4</p> |

**Total budgeted cost: £185,373**

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

Intense reading support across the school through the Bookmark reading programme and daily reading support for all our disadvantaged pupils ensured that most children made significant progress across the school. All children became more confident in reading with greater fluency and a stronger ability to comprehend what they had read. We now have 74% of our disadvantaged pupils reading at the EXS or greater across Year 1 – 6. Our end of KS1 and KS2 results showed an increase of pupils reading at the expected standard or higher. KS1 results increased by 19% and KS2 results increased by 24%

Teachers worked exceptionally hard with our HFL Maths advisor to support and ensure that planning was adapted to the needs of our disadvantaged pupils throughout the school. Maths Fluency began a school priority in the teaching of Maths and there was an increased number of children that were working at the Expected standard or greater at the end of KS1 and KS2 assessments. KS1 results increased by 28% and KS2 results increased by 2%

An increase in the Pre and Post intervention teaching support showed how effective it was with, 81% of our disadvantaged pupils passed the Phonics screener which was above the non-disadvantaged pupils.

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 continued to provide the same speech support this year. We have also planned for more staff training in understanding different communication and language disorders.

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. We are also going to be continuing to offer parental coffee mornings for support due to the number of parents who accessed this last year. Feedback was extremely positive.

## 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*

| <b>Programme</b> | <b>Provider</b>    |
|------------------|--------------------|
| Back on Track    | Herts for Learning |
| TT Rockstars     | TT Rockstars.co.uk |
| Bookmark         |                    |
|                  |                    |