

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
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Anthony McGeeney
Pupil premium lead	Me Anthony McGeeney
Governor / Trustee lead	Mrs Yvonne Joy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,660

Part A: Pupil premium strategy plan

Statement of intent

At Galley Hill Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

We have lower than average pupil premium numbers in school and work hard to ensure that all children can be successful learners.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. We continue to use the grant in ways to help the children, through the staff, overcome the barriers to learning that we have identified.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are attaining lower and making slower progress with reading and language/vocabulary acquisition than their peers.
2	Increased number of children with social and emotional needs caused by changing contexts throughout the pandemic. This may cause mental health issues and need for support either regularly or ad-hoc as and when required. Social, Emotional and Well being
3	Limited experiences/opportunities beyond the school day – cultural capital
4	High attaining pupils who are eligible for PPG do not achieve greater depth in writing or maths at the end of KS2
5	Parental Engagement

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve quality first teaching – Particularly in Phonics, Reading, Writing and Maths	Teaching over time demonstrates children's progress improves as a result of quality first teaching. Achieve outcomes in-line with, or above, national average by the end of KS2. Achieve at least 90% of pupils in Y1 pass the PSC
Enable all children to have access to enrichment opportunities in and beyond	All children will have access to enrichment opportunities in and beyond school which generate high aspirations

<p>school which generate high aspirations from an early age.</p>	<p>from an early age. Children given opportunity to learn a new skill, play an instrument, attend residential etc without financial barriers.</p>
<p>To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies, raising aspirations and increasing attendance.</p>	<p>Attendance of PPG children increases throughout school. PPG families are increasingly involved in their child's learning journey. Trust Attendance team to work alongside school to assist with any attendance issues. Welfare visits will be organised in a prompt fashion.</p>

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: £ 8710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD/INSET/ monitoring activities maintains high standards of quality first teaching across school.</p>	<p>Through engagement with external CPD providers, in line with school development plan, leadership development training and performance management we identify high quality and targeted CPD which improves leadership at all levels eg Walkthrus. Our INSET offer is current and impacts positivity on teaching standards. These strong standards are exemplified through our monitoring activities of staff at all levels.</p> <p>“High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET & ongoing school improvement work.</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>EEF Toolkit Mastery suggests +5 months progress.</p>	<p>1,2,4</p>
<p>All staff to be trained in Sounds Write Phonics and to begin working with pupils. Upskill TAs across</p>	<p>Children need more than just to be listened to when they read. School will have a consistent approach to achieve good results.</p>	<p>1,4,5</p>

<p>the school to lead catch up interventions as required.</p>	<p>High quality staff CPD is essential to follow EEF principles.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>EEF Toolkit Mastery suggests +5 months progress.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1-1 interventions support pupils with key skill gaps (eg Maths, phonics, reading etc)</p> <p>School will also access the national tutoring programme this year to enable us to use existing staff, local tutors to support the delivery of packages of support.</p>	<p>Researched based interventions (1:1 or small groups) impact positively on pupil progress. Adults will particularly focus on groups and individuals who have been adversely affected by COVID.</p> <p>EEF Toolkit Teaching Assistants suggests +4 months progress.</p> <p>EEF Toolkit Small Group Tuition +4 months progress.</p>	<p>1,2,3,4</p>
<p>EYFS resourcing to meet the need of the new EYFS Curriculum</p>	<p>Children entering EYFS are currently presenting with a wider range of more complex needs, some of which are as a result of lack of social interaction and experiences throughout the COVID pandemic. A review of resources and further investment will ensure the needs of children and the new curriculum are fully met.</p>	<p>1,2</p>

Target gaps in Early Years language development with specific CPD and trained Teaching Assistant	Nuffield Early Language intervention training: Children receiving the NELI programme made the equivalent of +3 additional months in oral language skills compared to children who did not receive NELI.	1,2
Resources eg Ipads Devices, Phonics books	<p>High quality resources engage children learning eg reading (Accelerated reading/Phonics support materials) they also increase homework and remote learning engagement.</p> <p>An investment of new phonics scheme and new books is required to support the EEF research.</p> <p>EEF Toolkit Phonics suggests +5months progress</p> <p>EEF Toolkit Reading suggests +6months progress.</p>	1,2,3,4,5

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

Budgeted cost: £ 4750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance each week (HT/Trust attendance officer) Improve attendance and punctuality of all pupils particularly PPG and PA children.	<p>Working proactively with parents to improve attendance impacts positively behaviour, work and friendships.</p> <p>The provision of wraparound provision supports children and families and also allows for school to ensure that children have access to a healthy breakfast every morning, enabling them to perform better in class</p> <p>The Department for Education (DfE) published research in 2016 which</p>	1,2,5

	found that: "The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2." EEF Toolkit Parental Engagement suggests +3 months progress.	
Monitor and support pupil well-being. Buy into counselling service and emotional well-being support.	<p>Close tracking of all individuals social and emotional development and swift targeted support ensures issues do not escalate and impact negatively on pupil wellbeing eg Identify support for disadvantaged children who require On site counsellor/Educational Psychologist / Rainbows (bereavement)/ Play Therapy</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact.</p> <p>EEF Toolkit Social and Emotional learning suggests +4 months progress.</p>	2,3
Subsidised residential OAA (Outdoor and Adventurous Activities) visit for Year 6 pupils and a range of other subsidised visits, events, activities and visitors for all year groups to enhance termly topics and allow for further development of skills in a range of contexts.	<p>A number of pupils do not have the opportunity to take part in activities outside of the home/local area.</p> <p>Research shows that School trips or visits allow pupils to encounter experiences that are unavailable in the classroom. They can help pupils to develop initiative, resourcefulness and independence and also help develop emotional and physical well-being, develop environmental awareness and interpersonal skills.</p>	2,3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

<p>Priority 1</p> <p>Accelerate progress of PPG pupils, including high attaining pupils – consistently, closing the gap between school and national</p>	<p>Prior to the COVID closures, the gaps between PPG and NPPG had narrowed, however with the disruption to learning, in most classes this gap has once again become more evident. Progress of all children, particularly PPG recipients, will be carefully monitored this year, with interventions and high quality first teaching being utilised to accelerate progress across all groups</p>
<p>Priority 2</p> <p>To provide tailored intervention (including language support) to target pupils at risk of Underachievement in reading, writing, phonics and maths in order to ensure accelerated progress is made.</p>	<p>Interventions were significantly disrupted during the 2020/21 academic year due to the COVID pandemic and isolation requirements. This will therefore be a key priority for the 2021/22 academic year and the use of additional adults to support this fully.</p>
<p>Priority 3</p> <p>Ensuring health & wellbeing of PP pupils-children are ready to learn every day.</p>	<p>School played a vital role in supporting families throughout the COVID pandemic. The introduction of the PSHE Scheme and Recovery Curriculum guidance did impact positively to ensure the health and well-being of PPG children.</p>

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
OPAL	Outdoor Play and Learning
Times Tables Rock Stars	