



## Pupil premium strategy statement – Great Gaddesden CE VA Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	Annually
Statement authorised by	Matt Beach (Headteacher)
Pupil premium lead	Matt Beach (Headteacher)
Governor / Trustee lead	Gemma Williamson (Vice Chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,160

## Part A: Pupil premium strategy plan

### Statement of intent

At Great Gaddesden CE VA Primary School, at the heart of our vision is The Golden Rule: "Treat others exactly as you would wish to be treated yourself" Luke 6:31 (World English Bible).

This provides a beacon of light in navigating our interactions with kindness and understanding. At its core, the Golden Rule is a call to empathy. It encourages us to step into the shoes of others and consider our actions from their perspective.

By treating each other with the same level of respect and kindness we wish for ourselves, we create a culture of mutual respect, where productivity and collaboration soar. We aim to grow a school community that values learning and humanity towards others which is underpinned and guided by the life and teachings of Jesus, our Christian values and inspired by the Ubuntu philosophy.

Our vision provides the foundation of our curriculum by:

- Recognising that we are all individuals made in the image of God and we aim to be supportive, inclusive and accepting to all
- Ensuring a culture of high-expectations for all (including those who may be disadvantaged)
- Developing leadership, responsibility and care towards all of God's creation
- Providing a diverse range of enriching learning experiences that prepare our children for life as global citizens

It is through our vision that we aim to support all members of our community to feel valued, included and become flourishing individuals, with a heart for others and the world.

Our intention is for all pupils to make good progress and achieve high attainment across all areas of the curriculum. The aim of our Pupil Premium Strategy Plan is to support disadvantaged children to achieve that goal, including those who are already high attainers. We aim to identify and meet the needs of all our disadvantaged pupils so that barriers to learning are addressed and pupils can reach their full potential across the curriculum and as members of our school and wider community.

In order to achieve this, Great Gaddesden school ensures the following strategies are in place:-

- High Quality Teaching (HQT) meets the needs of all our learners
- Barriers to learning are swiftly identified
- Targeted interventions to address learning needs and close gaps in learning
- Children have opportunities to engage in a broad range of curricular and extracurricular opportunities
- Pastoral support both within school and the wider LEA

## Challenges

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

Challenge number	Detail of challenge
1	Pastoral and well-being support has been identified as a very important part of the wider curriculum offer, for a number of our disadvantaged pupils.
2	Families where children are eligible for PPG often need financial support to enable their child(ren) to access a rich, broad range of experiences and extracurricular activities
3	A high proportion of our disadvantaged children come from families where parents require additional pastoral and family support
4	There is slight variance between overall attendance for PPG and Non-PPG pupils. So far this year, Non-PPG pupils overall attendance is 2% higher Persistent absence is 6% high in pupils in receipt of PPG
5	At the end of KS2 23-24, there was a significant attainment gap between PPG and Non-PPG pupils achieving at least the expected standard in Reading, Writing and Maths. *

## 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 lower the attainment gap between PPG and Non-PPG pupils at the end of KS2	<ul style="list-style-type: none"> <li>● Pupils in receipt of PPG will achieve either in line with or closer to their peers.</li> <li>● Gaps in knowledge will be identified through rigorous assessment and targeted interventions will close gaps</li> </ul>
To improve overall attendance for pupils eligible for PPG and reduce persistent absence	<ul style="list-style-type: none"> <li>● PPG eligible pupils will attend school as regularly as their peers</li> <li>● Persistent absenteeism will reduce within disadvantaged groups</li> </ul>
To provide effective pastoral and family support to enable pupils in receipt of PPG to flourish be able to achieve their full potential	<ul style="list-style-type: none"> <li>● Pupils and families will be well-supported and the school will evidence effectively managing and putting in place the right support at the right time to overcome any challenges</li> </ul>

To continue to support all pupils to have equality of access to the wider curriculum	<ul style="list-style-type: none"> <li>PPG pupils will have access to a broad range of wider curriculum resources and develop cultural capital</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To introduce a new Maths curriculum 'White Rose Maths' that provides:</p> <ul style="list-style-type: none"> <li>-Effective CPD for staff</li> <li>-High quality resources</li> <li>-Effective opportunities for retrieval</li> <li>-Clear progression of knowledge and skills as well as guidance for teachers</li> <li>-Underpinned by effective assessment</li> </ul>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment especially for socio-economically disadvantaged pupils (EEF, 2024)</p> <p>The EEF (2024) recommends that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials of the use of standardised assessment.</p>	5
<p>To introduce a new Writing curriculum that provides:</p> <ul style="list-style-type: none"> <li>-Effective CPD for staff</li> <li>-A broad range of rich literature that is diverse</li> <li>-Clear progression of knowledge and skills as well as guidance for teachers</li> <li>-Underpinned by effective assessment</li> </ul>		
<p>To purchase and introduce 7+ Rapid Catch Up reading books from Little Wandle</p>		

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide 1-1 targeted interventions during Early Morning Learning Time & Afternoon's delivered by skilled Teaching Assistants to close gaps in knowledge	<p>Intensive support- either one to one as part of a small group can support pupil learner if provided in addition to and explicitly linked with, normal lessons (EEF, 2024)</p> <p>The EEF (2024) Teaching and Learning toolkit summarises the evidence underpinning the impact of 1-1 and small group interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a Pastoral Support Assistant to provide pastoral support for pupils (group and 1-1), monitor attendance for vulnerable groups and work with families to improve attendance and punctuality.</p> <p>30% of salary to be funded through PPG</p>	<p>Social and emotional skills support effective learning (whole school and targeted interventions) and are linked to positive outcomes in later life.</p> <p>(EEF, 2024)</p> <p>Poor attendance at school is linked to poor academic attainment across all stages. Parental communication approaches and targeted parental engagement interventions can lead to improved attendance. (EEF, 2024)</p>	4, 3, 1
To buy into Dacorum Family Services to provide effective signposting, family support and 1-1 pupil support worker interventions	The EEF (2024) explains that levels of parental engagement are consistently associated with improving academic outcomes for children.	4, 3, 1

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a>	
<p>To support PPG learners to access the wider curriculum by supporting families to access:</p> <ul style="list-style-type: none"> <li>-Trips and events</li> <li>-1-1 Music tuition</li> <li>-School uniform</li> <li>-Costumes for productions</li> <li>-50% reduction in breakfast, after school club and some other clubs provision</li> </ul>	<p>Extracurricular activities are an important part of education. The EEF (2024) explain these may increase engagement in learning.</p> <p>Supporting breakfast clubs can benefit pupils by preparing them for learning and supporting behaviour and school attendance (EEF, 2024)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	2
<p>To provide Forest school sessions for all children once a half term (cost covered by Sports Premium)</p>	<p>Numerous researchers have delved deep into understanding the profound impact of nature-based learning on children's development. Notable among them is Dr. Sara Knight, a pioneer in the field whose work has illuminated the transformative power of outdoor experiences.</p> <p>Dr. Knight's research emphasises the role of nature in promoting holistic development, from fostering creativity and curiosity to enhancing physical health and emotional well-being.</p> <p>(Forest School Association, 2024)</p> <p><a href="https://forestschoollassociation.org/exploring-the-impact-of-forest-school-education-a-look-at-notable-research/">https://forestschoollassociation.org/exploring-the-impact-of-forest-school-education-a-look-at-notable-research/</a></p>	4, 3, 1

**Total budgeted cost: £ 1,000 + £9,000 + £15,000 = £25,000**

£160 (overspend flexibility)

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2023-2024 Attainment

Early Years (Good Level of Development)	Year 1 Phonics Screening Check
<b>Overall/all pupils 81.3%</b>	<b>Overall/all pupils 100%</b>
PPG 100% Non-PPG 78.6% Attainment gap- 21.4%	PPG 100% Non-PPG 100% Attainment gap- 0%
Total number of children: 16	Total number of children: 8

*End of KS2 (Combined RWM)
<b>Overall/ all pupil: 55.6%</b>
PPG 0% Non-PPG 71.4% Attainment gap- 71.4%
Total number of children: 9

*End of KS2 (Separate strands)		
EXS+ Reading	EXS+ Writing	EXS+ Maths
<b>77.8%</b>	<b>55.6%</b>	<b>77.8%</b>
PPG 50% Non-PPG 85.7% Attainment gap- 35.7%	PPG 0% Non-PPG 71.4% Attainment gap- 71.4%	PPG 0% Non-PPG 100% Attainment gap- 100%
Total number of children: 9		

Key: EXS+ = Reaching the expected standard or above