



## 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	78
Proportion (%) of pupil premium eligible pupils	15%
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> )	2025-2026
Date this statement was published	2nd December 2025
Date on which it will be reviewed	Annually
Statement authorised by	Full Governing Body
Pupil premium lead	Matt Beach (Headteacher)
Governor / Trustee lead	Gemma Williamson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£26,455</b>

# 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 or vulnerable)
- 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 regardless of vulnerability. 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 with a particular focus on Literacy
- Barriers to learning are swiftly identified
- Targeted interventions to address learning needs and close gaps
- 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	The need for Pastoral and well-being support has been identified as a very important part of the wider school offer, for a number of our disadvantaged pupils.
2	A high proportion of our disadvantaged children come from families where parents require additional family support.
3	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.
4	There is a 4% overall gap (2024-25) between overall attendance for pupils eligible for PPG when compared to those who are not.
5	At the end of KS2 (2025), there is a 25% attainment gap in Writing for pupils in receipt of PPG reaching the expected standard compared with pupils not in receipt of PPG*

\*It is important to note when looking at this data that this was a small cohort.

## 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	Challenges Targeted	Success criteria
To provide effective pastoral and family support to enable pupils in receipt of PPG to flourish be able to achieve their full potential	1 & 2	<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><li>• Barriers will be broken down to support regular attendance</li></ul>
To continue to support all pupils to have equality of access to the wider curriculum	3	<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><li>• PPG pupils will regular attend clubs and additional enrichment activities</li></ul>

To improve overall attendance for pupils eligible for PPG and reduce persistent absence	4	<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 lower the attainment gap between PPG and Non-PPG pupils in Writing at the end of KS2	5	<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>

## 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: £3,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to implement an effective scheme of work for the teaching of Literacy (KS2 Group Reading, Writing and Spelling)</p> <ul style="list-style-type: none"> <li>● Provide a diverse range of rich literature (two year full implementation plan)</li> <li>● Access to CPD for staff</li> <li>● Clear progression of knowledge and skills as well as guidance for teachers designed for mixed age cohorts</li> <li>● Robust assessment</li> </ul>	<p>By putting literature at the heart of the curriculum, the Teach Through a Text approach engages children deeply, supports diverse learning needs, and gives teachers the confidence and tools to elevate writing outcomes.</p> <div> <div> <b>92%</b>  <small>of teachers saw a notable improvement in children's engagement and curiosity (2025)</small> </div> <div> <b>92%</b>  <small>of teachers said Literacy Tree had deepened their knowledge of children's literature (2025)</small> </div> </div> <div> <div> <b>96%</b>  <small>of teachers said Literacy Tree provides their class with diverse writing opportunities (2025)</small> </div> <div> <b>100%</b>  <small>of SEND/SENH schools said our CPD improved staff confidence and pedagogy (2024)</small> </div> <div> <b>90%</b>  <small>of international schools said children showed greater curiosity beyond English (2024)</small> </div> </div> <div> <div> <b>89%</b>  <small>of MATs say staff have deepened their knowledge of high-quality literature (2024)</small> </div> <div> <b>100%</b>  <small>of teachers attending "Teach Through a Text" training would recommend it (2024)</small> </div> </div> <p>(Literacy Tree, 2025)</p> <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)</p> <p>The EEF recommends that schools should</p>	5

	<p>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> <p>Teaching writing composition strategies through modelling and supported practice (Improving Literacy in KS2 Recommendation 4, EEF)</p> <p>Promote fluent written transcription skills by encouraging extensive and purposeful practice (Improving Literacy Recommendation 6, EEF)</p>	
To implement a new handwriting scheme	<p>Promote fluent written transcription skills by encouraging extensive and purposeful practice (Improving Literacy in KS1 Recommendation 6, EEF)</p> <p>Developing pupils' transcription and sentence construction skills should be through extensive practice</p> <p>(Improving Literacy in KS2 Recommendation 5, EEF)</p>	<b>5</b>
To provide Thrive Practitioner Training for the Pastoral Leader and embed this approach across the school	<p>An independent study looking into the social return on investment of the Thrive Approach estimates that between £7.70 and £9.06 of value for society is generated for every £1 invested in its implementation.</p> <p>When longer-term outcomes are taken into account - including reductions in social and emotional problems later in life as a result of exposure to Thrive in childhood - the potential social return rises to between £16.50 and £22.00 for every £1 invested in Thrive.</p> <p>As part of the independent study, a series of interviews aimed to draw out the various contexts, nuances and outcomes relating to the implementation of Thrive.</p> <p>This process facilitated the development of a 'Theory of Change' for Thrive comprising a detailed analysis of the various outcomes as they occur over time. This research proved integral to understanding the value of Thrive</p>	<b>1&amp;2</b>

	<p>to schools and settings as well as society, and in turn the development of the 'Theory of Change' for Thrive.</p> <p>Outcomes were identified for four main groups of stakeholders (Pupils, Families, Staff and Wider Professionals)</p> <p><a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a></p> <p>School-level behaviour approaches are often related to improvements in attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>(EEF)</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide 1-1 targeted interventions during Early Morning Learning Time &amp; Afternoon's delivered by skilled Teaching Assistants to close gaps in knowledge</p> <p>Either providing intensive support- one to one as part of a small group</p>	<p>Targeted support can be employed to help boost language development, literacy or numeracy as well as other subject areas.</p> <p>Recommendations for effective use of TAs:</p> <ul style="list-style-type: none"> <li>• Supporting high quality teaching with carefully chosen interventions</li> <li>• Lead out of class interventions</li> <li>• Pre teach upcoming content or lead retrieval tasks with small groups</li> <li>• Provide same day targeted support to address misconceptions in preparation for future teaching.</li> <li>• The evidence shows that TAs can support pupils effectively through structured interventions. (EEF)</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	5

<p>To provide additional TA support in lessons to facilitate split teaching, higher adult to pupil ratio to target gaps and provide effective and personalised in lesson support</p>	<p>Effective teacher - Teaching Assistant partnerships (EEF)</p> <p>Role of TAs in lessons:</p> <ul style="list-style-type: none"> <li>• Circulate and prompt across the whole class so the teacher can provide support for target pupils/lead flexible groups</li> <li>• Support pupils to consider their knowledge of the task they're doing, the strategies they should use and the personal qualities they need to show</li> <li>• Repeat key learning points and important vocabulary, to emphasise what needs to be learned.</li> <li>• Model correct use of visual, verbal or written scaffolds that support pupils' independence (e.g., a number line or vocabulary list), including through creating 'live scaffolds' (e.g., key words on a mini-whiteboard)</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p><b>5</b></p>
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## 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>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> <p>Building a holistic understanding of families, diagnosing specific needs and</p>	<p><b>1,2 &amp; 4</b></p>

	communicating effectively with families is key to improving attendance (EEF)	
To buy into Dacorum Family Services to provide effective signposting and targeted support where required	<p>“interventions that show promise take a holistic approach in understanding pupils and their specific need(s), and address the specific barriers to attendance that have been identified.” (EEF, 2022)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	
<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>-Subsidising clubs</li> </ul>	<p>Extracurricular activities are an important part of education. The EEF (2024) explains 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>	3
To provide Forest school sessions for all children once a half term (cost covered by Sports Premium)	<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. 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>	3

**Total budgeted cost: £3,455 + £8,000 + £15,000 = £26,455**

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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2024-2025

#### Good Level of Development (End of Reception)

Great Gaddesden (all)	Non-PPG	PPG	National
78% *	No pupils in receipt of EYPP		68.4%

#### Year 1 Phonics Screening Check

Great Gaddesden (all)	Non-PPG	PPG	National
100%	100%	100%	79.9%

Comments: No gap between PPG and Non-PPG as all pupils passed the Year 1 phonics screening check.

#### End of Key Stage 2\*

	% of pupils reaching the expected standard or above					% of pupils reaching Greater Depth				
	GG (All)	Non-PPG	PPG	National	Local (Herts)	GG (All)	Non-PPG	PPG	National	Local (Herts)
Reading	100%	100%	100%	75.1%	78%	50%	50%	75%	33.3%	39.1%
Writing	88.3%	100%	75%	72.3%	69.6%	0%	0%	0%	12.8%	15%
Spelling, Punctuation & Grammar	100%	100%	100%	72.6%	75.7%	50%	50%	50%	29.5%	33.9%
Maths	100%	100%	100%	74%	75.6%	50%	50%	75%	26.2%	30%

Comments: There is no attainment gap between PPG and Non-PPG pupils in Reading and Maths. There is a 25% attainment gap between PPG and Non-PPG in Writing reaching EXS. More pupil premium pupils reached Greater Depth in Maths and Reading than Non-PPG.

#### Combined % of pupils reaching the expected standard in Reading, Writing & Maths

Great Gaddesden (all)	Non-PPG	PPG	National	Local (Herts)
88.3%	100%	75%	62.2%	61.1%

Comments: Although the % of PPG pupils reaching the expected standard in Reading, Writing and Maths has significantly improved from 2023-24, there is still an attainment gap of 25%. However, this is still above the National Average. The subject where not all pupil premium children reached age related is Writing which is one of the whole school development priorities.

**\*It is important to note when looking at this data that this was a small cohort.**

Pupil Premium Pupil Attainment

## Attendance over the last year

REVIEW POINT	Overall absence (all pupils)	SEND	PPG	Persistent absentees
Autumn Term '24	91.9%	80.33%	87.79%	29.89%
Spring term '25	93.21%	86.48%	89.02%	22.22%
Summer term '25	94.08%	87.87%	92.25%	16.67%
Autumn term '25	94.98%	92.37%	94.83%	18.9%*
Impact over last year	Improved by 3.08% and over the last two terms is broadly in line with National Average	Improved by 12.04%	Improved by 7.04%	11% reduction in persistent absentees

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Literacy Tree (KS2 Group Reading, A complete book-based approach).	<a href="https://literacytree.com/">https://literacytree.com/</a>
Little Wandle Rapid Catch Up	<a href="https://www.littlewandle.org.uk/whats-included/rapid-catch-up/">https://www.littlewandle.org.uk/whats-included/rapid-catch-up/</a>