



Pupil premium strategy statement

School overview:

Detail	Data
School name	Great Gaddesden Primary School
Number of pupils in school	15
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021/22 - 2024/25
Date this statement was published	Last updated: 11/02/22
Date on which it will be reviewed	06/04/22
Statement authorised by	Mrs S.M.Wickens
Pupil premium lead	Headteacher
Governor	Mrs G Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19 725
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£21 725

Part A: Pupil premium strategy plan

Statement of intent

- At Great Gaddesden C of E Primary School, 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:-

- Quality First Teaching meets the needs of all our learners, with teachers meeting the needs of all the children
- Barriers to learning are swiftly identified
- Targeted interventions to address learning needs and gaps in learning.
- Children have opportunities to engage in a broad range of curricular and extra-curricular 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 offered for some of our disadvantaged pupils.
2	Some disadvantaged children also have additional needs.
3	A high proportion of our disadvantaged children come from families where parental support and engagement from home is usually positive but limited.
4	Our assessments show that slow progress in reading has been identified as a key barrier to learning for a high proportion of our disadvantaged pupils.

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
1. Disadvantaged children are more emotionally secure and are overcoming this barrier to learning (as evidenced in attainment and demeanour and CPOMS).	Fewer children in need of additional SEMH support and monitoring. Fewer comments recorded on CPOMS. Fewer needs for each child discussed at PP&A meetings. Pupil Wellbeing survey queries and needs promptly addressed
2. Disadvantaged children have improved effective oral communication. Reduction in SaLT needs due to support provided.	WellComm interventions are in place and making a positive impact on communication. Advice from SaLT is implemented following discussion with SENCO. Targeted support is provided to address all SaLT needs. Individual children are showing an improvement
3. Improved attendance and consistently punctual arrival of disadvantaged children.	Effective system in place to track non-Covid attendance figures. Attendance percentage for individual children is an improving picture. Decrease in percentage of late arrival of pupils. Families are proactive about ensuring children are in school, including when other family members are absent.
4. Disadvantaged pupils with additional needs make progress in line with their cohort.	Pupils' learning is scaffolded and supported, breaking down the steps of learning into manageable chunks. External agencies are contacted for support and advice. Pupils will participate in additional curricular support, which is offered beyond the school hours.

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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support training for all staff	CPD for pastoral support within staff. Cascaded within staff as appropriate.	1
Little Wandle phonic training	EEF reports that Teaching and Learning Kit states that Phonics has high impact based on very extensive evidence.	2,4
Training all staff on WellComm in Early Years and Teaching Assistants across the school	EEF Early Years report states that Communication and Language approaches have very high impact for low cost - based on extensive research. EEF Teaching and Learning Kit states that Oral language interventions have very high impact based on extensive evidence.	2,4
Staff meeting time focussing on application of Feedback Policy	EEF Teaching and Learning Kit states that 'feedback' has very high impact based on extensive evidence.	1,2,3,4
Recruitment + retention of experienced senior staff	Recruitment and retention of experienced staff to model + support strategies for successful learning	1,2,3,4

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

Budgeted cost: £7,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm resource ensures that staff quickly identify areas of concern re. language, communication, and interaction development. This enables early targeted intervention. Individual profiles are created to reflect each	EEF Early Years report states that Communication and Language approaches have very high impact for low cost, based on extensive research. EEF Teaching and Learning Kit states that Oral language interventions have a very high impact based on extensive evidence.	1,2,4

child's needs.		
Phonics Adopting Little Wandle approach	EEF Teaching and Learning Kit states that Phonics has high impact based on very extensive evidence.	1,2,4
Reading comprehension adopting Little Wandle approach	EEF - Teaching and Learning Kit states that Phonics has a very high impact based on extensive evidence.	1,2,4
Small extra curricular focused teaching - in 1:1 and as a small group.	Research links success progress as a result of feedback + pre teaching	1,2,3,4

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing activities, such as Forest School, to support positive wellbeing	Research shows that Forest School/ outdoor activities can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment	1,2,3,4
Wider extra curricular opportunities	EET reports that there is evidence that character/essential life skills in childhood are associated with a range of positive outcomes at school and beyond. EET recognises that schools may well wish to pursue them for their wider benefits irrespective of impacts on attainment.	1,2,4
Parent view of Arbor data gives current attendance rate	Pupils with below average attendance are likely to be behind their peers, particularly in their acquisition of language and their social development.	3
CPOMS used to record + share behaviour overview	EET research shows that early behaviour interventions have a positive impact by increasing the time that pupils have for learning.	1,3,4
Metacognition and self regulation, through support and discussion with staff and the Wellbeing in Action Programme and the Behaviour Policy (including updated Steps training for all staff).	EEF Early Years states that self-regulation strategies have high impact. EEF Teaching and Learning Kit states that metacognition and self-regulation has very high impact based on extensive evidence.	1
Peer tutoring - children working in pairs or small	EEF - Teaching and Learning kit states that peer tutoring has a high impact based on	1,2,4

groups providing each other with support, such as: mixed ability + age groupings, mixed ability + age paired work, talk partners, self-editing, self and peer feedback	extensive evidence.	
<p>Working together with families to help improve attendance.</p> <p>Admin time to track non-Covid attendance.</p> <p>SLT and Admin support parents to improve outcomes.</p> <p>Maintain clear and effective links with external partners to support pupils with persistent absence, including: - local authority education welfare and attendance services - school nursing and mental health professionals + children's social care.</p>	<p>DfE guidance - Improving school attendance: support for schools and local authorities Updated 6 January 2022. This guidance was informed by:</p> <ul style="list-style-type: none"> • engagement with schools who have significantly reduced their persistent absence levels • teachers' standards • Ofsted's school inspection handbook • other DfE statutory and non-statutory guidance 	1,3

Total budgeted cost: £21,225 (£5,500 + £7,225 + £9000)

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.

Support needed for PP children with SEND and /or SEMH to make expected progress in line with cohort (SDP focus 1).	Covid impacted on attainment and progress due to lockdowns, illness and bubble closures. No comparative data from statutory assessments.
School lunch vouchers during Covid-19 school closure and fruit for vulnerable children attending school.	School lunch vouchers have been provided to all PPG families beyond lockdown as part of the Government funding.
To embed the Wellbeing in Action approach across the school – to enhance the physical and mental wellbeing of all pupils and support them in their wider development to improve their resilience to cope with life's challenges and to help them to grow into well-rounded, healthy individuals (SDP focus 1)	High levels of engagement and enjoyment in all physical activities and events including after school clubs, and enrichment activities, in line with Covid restrictions. Weekly in newsletter. Wellbeing Wednesday during remote learning.
PP individual spend/subsidies for educational visits, Breakfast Club and curriculum enrichment. In addition, funding to include payment for After School activities.	Limited educational visits last academic year. Access to After School clubs + activities. PPG places available. Payment subsidies for curriculum enrichment activities for PPG children.
<i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales</i>	

Externally provided programmes

Programme	Provider
Provision provided internally	

