

Pupil premium strategy statement

School overview

Detail	Data
School name	Great Gaddesden Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	Last updated: January '24
Date on which it will be reviewed	30/07/24
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 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	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
<p>1. Disadvantaged children are more emotionally secure and their wellbeing needs are met in order to overcome this barrier to learning (as evidenced in attainment and demeanour and CPOMS).</p>	<p>Fewer children in need of additional SEMH support and monitoring. Fewer comments recorded on CPOMS. Emotional wellbeing needs are being met, as discussed at PP&A meetings. Actions of support are swiftly put into place when pupils have identified their wellbeing concerns/needs.</p>
<p>2. Additional needs are supported enabling the disadvantaged children to be able to make at least good progress.</p>	<p>Disadvantaged pupils with additional needs make progress in line with their non disadvantaged peer. External agencies are contacted for support and advice and this is implemented.</p>
<p>3. Parents are confident in ways in which they are able to support their children's learning at home.</p>	<p>Parents are well informed of how to support their children at home Parental workshop are offered within the school environment Resources are available for home that support disadvantaged pupils' learning</p>
<p>4. Disadvantaged pupils make at least good progress with their reading</p>	<p>Disadvantaged pupils are successful in their reading. Age appropriate and engaging reading resources are available. All reading resources are accurately linked to reading ability.</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: £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 child's needs.	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

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
Focus group - After school for targeted pupils - feedback on prior learning	Research reflects effective use of finance + progress.	1,2,3,4
ACE training to all staff to be delivered by external staff with a view to become a trauma informed school	Rising number of children are presenting with mental health difficulties and have a high ACE score . ACE study indicates 17,000 children are in schools in England requiring additional support to access learning.Green paper indicates that appropriately trained teachers can achieve results comparable to those of a trained therapist as noted in the Gov. green paper research.	1,2,3

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. Opportunity for purposeful social interaction	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	1,3,4

	increasing the time that pupils have for learning.	
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 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	EEF - Teaching and Learning kit states that peer tutoring has a high impact based on extensive evidence.	1,2,4
Working together with families to help improve attendance. Admin time to track attendance. SLT and Admin support parents to improve outcomes. 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.	DfE guidance - Improving school attendance: support for schools and local authorities Updated 6 January 2022. This guidance was informed by: <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 2022 to 2023 academic year.

Support needed for PP children with SEND and /or SEMH to make expected progress in line with cohort (SDP focus 1).	Small group support + 1:1 support. Activities include feedback (EEF +5 for this intervention) No comparative data from statutory assessments.
Encouragement for school lunch to be taken by PP pupils. Additional fruit + veg offered to all . Sporting equipment provided	School lunch uptake monitored + encouraged to ensure balanced meal during the day.
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.
PP individual spend/subsidies for educational visits, Breakfast Club and curriculum enrichment. In addition, funding to include payment for After School activities.	Educational visits now reintroduced to support learning. Access to After School clubs + activities. PPG places available. Payment subsidies for curriculum enrichment activities for PPG children.
Roles of responsibility within school day to support increase in attendance	Consistent attendance to support progress
Impact of targeted small group After School support in KS2 evident in progress + attainment data.	Reading materials provided to encourage love of reading and rich texts available a home.

Externally provided programmes

Programme	Provider
Provision provided internally	

