

Pupil premium strategy statement

Galleywood Infant School

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	Galleywood Infant School	
Number of pupils in school	180	
Proportion (%) of pupil premium eligible pupils	31 17.1%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024	
Date this statement was published	Dec 2021	
Date on which it will be reviewed	Dec 2024	
Statement authorised by	Sarah Manning	
Pupil premium lead	Sarah Manning	
Governor / Trustee lead	June Gould/ Vicki Servantes	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,185
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,043
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,158

Part A: Pupil premium strategy plan

Statement of intent

At Galleywood Infant School we have high aspirations for all our pupils and our strategic intention is for all children, irrespective of their background or the challenges they face, to reach the highest levels of achievement and personal development across the curriculum.

Our pupil premium strategy supports disadvantaged learners to make good progress and to achieve that goal from different starting points, including those children who are already attaining well.

At Galleywood Infant School our intent for the pupil premium and recovery strategy is to:

- Ensure disadvantaged pupils make good or better progress from their starting points
- Bring the attainment of disadvantaged pupils overall closer to the attainment of all pupils at Galleywood Infant School
- Provide high quality, well planned and targeted intervention to all pupils identified as underperforming and not on track to reach the standard expected for the next stage in their learning; this includes provision for learning lost during school closure due to Covid
- Build strong and secure relationships with all our children, supporting and developing their emotional health, wellbeing and resilience.
- Enable disadvantaged children to access our rich and broad curriculum alongside their peers, including sometimes outside the school day.

We aim to do this through:

- Frequent monitoring of a range of data and observations to ensure accurate, timely identification of pupils in need of support; reviewing, evaluating and adjusting provision regularly at least every half term
- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff
- Ensuring all vulnerable children are ready to learn through access to daily breakfast club and by offering uniform provision
- Ensuring that vulnerable learners have access to high quality pastoral care including our learning mentor and referral for family support
- Having a well-established induction process to the school that involves teachers and SENCo meeting with parents, pre-schools, nurseries and health visitors where appropriate

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils including the range of skills for communication, listening and understanding. These are evident from children's entry to the Early Years Foundation Stage.
2	Foundation stage assessment shows a significant gap between disadvantaged and all learners in overall attainment across the FS and especially in communication and language and personal and social development which underpin learning in all areas.
3	Our assessments and observations indicate that some children have fallen behind in their learning, especially in reading, phonics, writing and maths due to time missed in school, lower levels of home learning support, capacity for families to engage in education. Many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils; these findings are supported by national studies.
4	Assessment shows that attainment in reading and phonics is lower overall for disadvantaged children than for all pupils at Galleywood, and lower than attainment for the non-disadvantaged group in all year groups.
5	Some of our disadvantaged children need greater access to emotional support including building self-esteem, self-confidence and resilience, to improve their wellbeing, their enjoyment of learning, their attainment and life chances. This could include friendship difficulties, the impact of parental mental health, lack of enrichment opportunities in their home lives and especially during school closure. Some experience financial barriers and/ or need family support, including sometimes onward referral, to manage challenging situations outside school. Support from outside professionals and agencies has been limited, and often virtual over last 2 years.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged pupils. In 19-20 and 20-21 attendance data did not follow usual patterns due to closures. However, X - Y% of disadvantaged pupils were identified as 'persistently absent' compared to X - Y% of their peers during that period. Absenteeism, broken weeks and late arrival negatively impact on disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, participation in discussion, sentence structures and vocabulary choices in writing and their ability to fully understand reading texts.
Improved outcomes in communication and language & PSED in the Foundation Stage among disadvantaged pupils, enabling children to embed characteristics of effective learning.	End of Foundation Stage assessments and observations show that more than 90% disadvantaged pupils achieved the Early Learning Goals in CLL and PSED.
Improved combined reading/writing/maths attainment for disadvantaged pupils at the end of KS1	KS1 combined reading/writing/maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain positive engagement with parents and improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and staff observations (teachers, TAs, MDAs, SLT) • increased engagement of disadvantaged pupils in clubs, enrichment activities, school and parent association events
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. • the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.

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: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on the teaching of reading and phonics, strategies to support struggling readers, compile case studies.	<p>EEF: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
Coaching and support from core subject leaders and SENCo to enhance practice, to ensure that pitch and expectations are appropriate and children's active engagement in learning is maximised.	<p>EEF: 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>Supporting high quality teaching is pivotal in improving children's outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,4
Progress meetings every 6wks with maths/ English subject leaders and teachers to discuss progress, next steps and provision for disadvantaged learners; focus on provision plans.	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1,2,3,4
Provision meetings termly with SENCo and class teachers to discuss progress and next steps for children with a range of barriers to learning, focusing on One Plans and provision plans.	<p>EEF: The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>EEF SEN report: Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p>	1,2,3,4,5
Learning Mentor provides support in school and liaison with families where children may be struggling with aspects of school routine, wellbeing, social opportunities, involvement.	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5,6

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

Budgeted cost: £ 16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture group 4 x week for 8 children in foundation stage- individual and group targets linked to communication and language development, and to PSED. Resources, take home packs, parent and child sessions every half term.</p>	<p>EEF Early Years report: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1,2,5,6</p>
<p>Precision teaching 1:1, individual targets linked to acquisition of phonics and sight words.</p> <p>Daily small group writing support in Yr2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4</p>
<p>Oral language interventions inc NELI and Wellcomm, delivered by Speech and language TA</p>	<p>A randomised controlled trial into the effectiveness of NELI, a language support programme designed to improve children’s vocabulary, listening and narrative skills, found that the intervention appeared to have a positive impact on children’s language skills, adding the equivalent of <u>three months</u> of progress in language skills compared to non-participants.</p>	<p>1,2</p>
<p>Pre & consolidatory phonics teaching</p> <p>Paired and small group guided reading sessions</p> <p>Pre and post maths to consolidate/ catch up</p>	<p>EEF SEN in mainstream schools: Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</p> <p>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>1,3,4</p>
<p>Paired and one-to one tutoring outside school day</p>	<p>One to one tuition is very effective at improving pupil outcomes providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,3,4</p>

Wider strategies

Budgeted cost: £ 10,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club for disadvantaged children to have breakfast, conversation, play games in a safe, nurturing environment.	Successful social and emotional learning underpins children's development in all areas https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,3,5,6
All children eligible for PP grant funded to attend one after school club, to attend theatre or music presentations and take part in curriculum visits.	Improved wider world experiences and an opportunity for disadvantaged children to access trips improves wellbeing and attendance. It is important that schools equip pupils with the knowledge and cultural capital they need to excel in life. This is essential knowledge that pupils need to be educated citizens. Ofsted handbook	
IT equipment loan, help set up to support home learning/ Tapestry where needed.	Parents play a crucial role in supporting their child's learning. Levels of parental engagement are consistently associated with better academic outcomes.	1,3,5,6
Signpost families to specialised support: Family support, counselling, Essex Wellbeing Service	EEF Teaching and learning toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Offer nearly new uniform bundles/items to parents of disadvantaged children.	Teaching and learning toolkit: Parental engagement +4	
Sports coach & additional MDA to support active, successful lunchtime play and friendship building.	Physical activity EEF toolkit (+1)	5
Office monitor attendance closely, work with teachers to engage with parents of pupils who fall into vulnerable attendance category, below 92%. Attendance meeting for pupils who are persistent absentees, below 90%- plan to support improvement.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance vital to reducing learning gaps.	6

Total budgeted cost: £ 60,500

To be spent Summer term: £ 2,658