



Pupil Premium Strategy Statement: Gade Valley Primary School

This statement details our school's use of pupil premium (and recovery 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 (R-6) in school	207
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	D Barron
Pupil premium lead	D Barron
Governor / Trustee lead	K Reading

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39,960

Part A: Pupil premium strategy plan

Statement of intent

At Gade Valley, we strive to prepare all our pupils for the future by giving them the best possible learning experience. This directly relates to our pupils in receipt of pupil premium funding.

By following the key aims below, we believe that we can maximise the impact of our pupil premium spending:

- Creating a happy, safe and positive school community where everyone is valued and all pupils have an equal opportunity to thrive.
- Developing pupils as successful lifelong learners.
- Developing each pupil's character by providing a meaningful curriculum, experiences and opportunities.
- Ensuring high quality teaching leads to high quality learning.

Our current pupil premium strategy plan will address the above aims by using the following objectives:

- The pupil premium funding will be used to improve the quality of teaching and classroom provision.
- The pupil premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The pupil premium funding will be used to develop wider strategies such as improving attendance or developing resilience.
- As far as its powers allow, Gade Valley will use the additional funding to address any underlying inequalities between pupils eligible for pupils premium and others.
- Gade Valley will ensure that the additional funding reaches the pupils who need it most and that it has a significant impact on their education and lives.

The key principles in the use of the pupil premium funding are as follows:

- Ensure that pupil premium funding allocated to our school is solely used for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- In the first instance, use high quality teaching and learning as the preferred way to narrow the gaps in attainment.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support and use these in a time limited way.
- Use the pupil premium for all year groups.
- All staff will be aware of the pupils who are eligible for pupil premium funding.
- All staff will be aware of the actions within the pupil premium plan and to ensure that they fully implement them.

- Make every reasonable effort to remove any potential barriers to learning such as poor attendance.
- Ensure there is regular monitoring and evaluation in place to account for the use of the pupil premium by the school and governing body.

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress and attainment:</p> <p>Our school attainment data indicates a gap between PPG pupils and non-PPG pupils in reading, writing and maths.</p> <p>In the 2023/24 academic year – Year 1-6 assessment showed:</p> <p>Reading – 46% of PPG pupils met age related expectations compared to 81% of non-PPG pupils.</p> <p>Writing – 42% of PPG pupils met age related expectations compared to 78 of non-PPG pupils.</p> <p>Maths – 58% of PPG pupils met age related expectations compared to 80% of non-PPG pupils.</p>
2	<p>Additional learning needs:</p> <p>Our school records indicate that 27% of PPG pupils are identified as having specific learning difficulties.</p>
3	<p>Disrupted education:</p> <p>Our attendance data over the last 3 years indicates that attendance among PPG pupils has been between 3.3 - 4.6% lower than for non-PPG pupils.</p>
4	<p>Access to wider opportunities:</p> <p>Our assessments, observations and discussions with pupils and families indicate that some PPG pupils have a lack of enrichment opportunities which in turn affects their vocabulary/knowledge/experience of the wider world.</p>
5	<p>Economic hardship:</p> <p>Our observations and discussions with families show that some families struggle to provide suitable clothing, equipment and food necessary for school.</p>

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
Improve progress and attainment in reading.	<p>The percentage of PPG pupils throughout the school meeting age-related expectations has increased from the previous academic year (46%).</p> <p>Most PPG pupils pass the phonics screening test in Year 1.</p>
Improve progress and attainment in writing.	The percentage of PPG pupils throughout the school meeting age-related expectations has increased from the previous academic year (42%).
Improve progress and attainment in maths.	The percentage of PPG pupils throughout the school meeting age-related expectations has increased from the previous academic year (58%).
Improve attendance	<p>The gap in attendance of PPG pupils to non-PPG pupils has been reduced from the previous year (3.8%).</p> <p>The overall unauthorised absence rate for PPG pupils has been reduced from the previous year (1.86%).</p>
Develop SEND progress	<p>All PPG pupils to pass phonics screening test by the end of Year 2 (or significantly increase mark from previous year).</p> <p>All PPG pupils will make at least expected progress in reading, writing and maths.</p>
Develop enrichment opportunities	To consolidate the opportunities and attendance of enrichment activities in and out of the school day.

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.

Spending priorities are mainly based on the Education Endowment Foundation's (EEF) research

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve reading comprehension by developing teaching and provision of whole class guided reading.</p> <p>Actions: Purchase whole class book sets. Deliver CPD SLT Monitoring Delivery of Cracking Comprehension Implement Fluency strategies Staff attend External training</p>	<p>EEF key findings:</p> <ul style="list-style-type: none"> • Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. • Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. • A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. • It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. • Although the main focus is on reading, comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text. • Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,4
<p>Improve fluency of maths through enhancements to the teaching and curriculum</p>	<p>HFL Education blog:</p> <ul style="list-style-type: none"> • The Ofsted Research and Analysis Review into mathematics (May 2021) recognises the need for fluency in base facts and the impact of not knowing them. • <i>“Pupils who are not able to quickly and easily recall maths facts struggle with calculations due to their</i> 	1,2

<p>Actions: Deliver CPD SLT Monitoring Implement new Fluency strategies Staff attend External training Use EEF guidance</p>	<p><i>working memory being overloaded. For example, a child who does not know number bonds will be stuck using various forms of ‘counting on’ when performing simple addition.”</i></p> <ul style="list-style-type: none"> • “Retrieval strengthens the memory and interrupts forgetting.” (Brown et al 2014). <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1701162130</p>	
<p>Develop pupil’s learning through improved feedback opportunities from teachers – especially verbal feedback.</p> <p>Actions: Ensure that feedback is given to PPG pupils in every writing lesson. Teachers and support staff to give regular feedback from lessons.</p>	<p>EEF Key findings:</p> <ul style="list-style-type: none"> • Feedback studies tend to show high effects on learning. • Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. • Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics. • Effects are high across all curriculum subjects, with slightly higher effects in maths. • The impact of oral feedback is higher, on average, than the impact of written feedback overall <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2
<p>Enhance systems to develop SEND achievement</p> <p>Actions: Deliver inclusivity training. Focus teaching and monitoring on vulnerable groups. Enhance procedures for delivering</p>	<p>Summary of recommendations (SEN needs in mainstream schools) from EEF:</p> <ul style="list-style-type: none"> • Ensure all pupils have access to high quality teaching - to a great extent, good teaching for pupils with SEND is good teaching for all. • 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. • Build an ongoing, holistic understanding of your pupils and their needs. Schools should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach 	1,2

<p>graduated approach. Create and embed use of personalised EHCP checklists.</p>	<ul style="list-style-type: none"> An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Accelerated reader to develop reading comprehension.</p> <p>Actions: Purchase Accelerated Reader Key stage meetings SLT monitoring Purchase a wider range of banded books PPG pupils progress with AR to be regularly reviewed</p>	<p>Research has proved that the use of Accelerated Reader has led to pupils' improving their reading comprehension. It leads to greater choice which in turn helps develop pupils reading for pleasure.</p> <p>Key finding from AR:</p> <ul style="list-style-type: none"> Decades of reading research has identified the best practices that transform "regular reading" into high-quality reading practice that sends growth soaring. Accelerated Reader helps teachers, pupils, and their families put these practices into action—and more than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for pupils of all ability levels. <p>https://www.renaissance.com/products/accelerated-reader/</p>	1,2,4
<p>Ensure that every PPG pupil reads to a member of staff (or practises phonics) each day.</p> <p>Actions: Monitor provision Deliver Staff CPD</p>	<p>EEF Key findings on regular reading:</p> <ul style="list-style-type: none"> Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,4

	<p>EEF Key findings on phonics:</p> <ul style="list-style-type: none"> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Ensure PPG pupils have regular 1:1 support with maths outside of the lesson</p> <p>Action: 1:1 regular intervention focus CPD SLT monitoring</p>	<p>EEF Key findings:</p> <ul style="list-style-type: none"> On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2
<p>Deliver small group tuition</p> <p>Actions: Provide small group tutoring for PPG pupils. Staff CPD Monitoring</p>	<p>EEF Key findings:</p> <ul style="list-style-type: none"> Evidence shows that small group tuition is effective Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,4

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

Budgeted cost: £3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop range of experiences to enrich school experience and promote personal development</p> <p>Actions: Embed Champ 4 Life programme Increase external visitors</p>	<ul style="list-style-type: none"> Learning is contextualised in concrete experiences and language rich environments Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils Enrichment activities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Staff and pupil feedback has evidenced how school experiences such as trips or wow days have developed personal skills such as resilience and academic skills such as writing.</p>	4
<p>Set aside a contingency fund for acute issues, in particular to support PPG pupils with funding for enrichment activities.</p> <p>Actions: Ensure office staff contact parents</p>	<ul style="list-style-type: none"> Trips and visits can enhance and enrich the curriculum providing 'sticky learning' to enhance the curriculum opportunities and help to develop cultural capital. <p>(See above EEF evidence for further details)</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	4,5
<p>Provide places for selected PPG pupils in the early bird club and sports clubs</p> <p>Actions: Staff to contact parents directly.</p>	<p>EEF key findings:</p> <ul style="list-style-type: none"> Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. There is a small positive impact of physical activity on academic attainment 	3, 4

	<ul style="list-style-type: none"> Physical activity has important benefits in terms of health, wellbeing and physical development. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Staff and pupil feedback has shown that pupils that attend early bird club settle more effectively in to the school day.</p>	
<p>Improve system for the SLT and class teachers to support the attendance of PPG pupils.</p> <p>Action: Regularly check and act on attendance levels. Develop communication messages Work closely with parents Embed principles of good practice set out in the DfE's guidance on working together to improve school attendance</p>	<p>At school we embrace the saying 'every day counts'. In school data shows that, in general, pupils with high attendance make better progress and attain higher. It is evident that, in general, persistent absentees have gaps in their learning.</p> <p>www. Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3

Total budgeted cost: £ 39,960

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that most pupils (95%) made at least expected progress in reading writing and maths. Maths was the subject where attainment and progress was most notable with the majority (58%) of pupils at least meeting age related expectations which was an 18% increase from the previous year. In comparison 46% (4% lower than previous year) of pupils met age related expectations in reading and 42% (2% higher than previous year) in writing.

Due to the low number of pupils in the cohort, no conclusions can be made from the end of KS2 data.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that there is still a noticeable gap between disadvantaged pupils and non-disadvantaged pupils, this being 3.8% over the academic year; however the gap reduced by 0.8% from the previous academic year. In terms of enrichment activities, all pupils participated in a range of events throughout with a large majority (71%) attending at least one extra-curricular club.

Based on all the information above, the performance of our disadvantaged pupils partly met intended outcomes from the previous plan.

Our evaluation of the approaches delivered last academic year indicates that the strategies relating to maths and enrichment opportunities had the most noticeable impact. Other strategies did have an impact, however are making slower progress against the intended outcomes such as attendance or writing.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year as well as success criteria on our intended outcomes.

Externally provided programmes

Programme	Provider
Times Tables Rockstars	TT Rockstars
Accelerated Reader	Renaissance
Cracking Comprehension	Rising Stars
Nessy	Nessy
Phonics Play	Phonics Play

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The school is using another funding stream to develop the use of outdoor learning and provide resources for PPG pupils to access outdoor learning.

Actions:

Develop allotment

Purchase online learning platform for outdoor learning and deliver training.

Develop classroom gardens and central garden

EEF key findings:

- There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.
- Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.
- Outdoor adventure learning shows positive benefits on academic learning and self confidence
- Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.
- The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.

<https://educationendowmentfoundation.org.uk/>

[education-evidence/teaching-learning-toolkit/outdoor-adventure-learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning)