Pupil Premium Strategy Statement 2025-2028

Galley Common Infant 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	158
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michelle Dodds
Pupil premium lead	Michelle Dodds
Governor / Trustee lead	John Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45510
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£45510

Part A: Pupil premium strategy plan

Statement of intent

> *Our school is a safe, nurturing, happy place. Where everyone feels valued and supported to the best that they can be.*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are care experienced. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

• ensure disadvantaged pupils are challenged in the work that they're set

• act early to intervene at the point need is identified

• adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	On entry to their year groups 17/32 (53%) were working below in reading. Similarly, 16/32 Pupil Premium children were working at expected in phonics on entry to their year

	group in September 2022. 9/15 (56%) achieved the phonics screen check in June 2023, which was only a slight improvement on 2022 data (54%)
2	There continues to be a significant number of Pupil Premium children with SEMH needs. Last year 6 of 14 Year 2 Pupil Premium children receive additional Thrive support for their SEMH needs, this reduced the time available to Year 1 and reception pupils. The employment of a learning mentor has been instrumental in supporting these children
3	Attendance remains a concern for Pupil Premium children. Summer 2023 data shows 23/38 (61%) children had below 96% attendance. 26/38 (68%) had an overall attendance below 96%. Compared with non Pupil Premium the attendance rate was lower by 2.24% for Pupil premium children in 2022-23.
4	Pupil Premium children working at greater depth remains lower than non pupil premium children. Year 1 and 2 data for July 2023 shows 23% working above in reading, 10% working above in writing and 16% in Maths.
5	There is an increasing number of families requiring Early Help. In July 2023, of the 4 Early Help available, 2 were pupil premium families. There are more pupil premium families who could benefit from Early Help, with the introduction of the learning mentor, capacity has increased.
7	Pupil Premium children do not, on the whole, have access to same cultural and social experiences as their peers.

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
To ensure the gap in reading, phonics, writing and maths between Pupil Premium and non-Pupil Premium children by the end of Key Stage 1 narrows, particularly in writing and phonics.	The gap between school pupil premium and non-pupil premium children narrows so at least 70% of Pupil Premium children achieve expected or above in reading, phonics, writing and maths.
Increase the number of Pupil Premium children working at greater depth so that Maths and Writing is more in line with Pupil premium children.	At least 23% of pupil premium children to achieve greater depth in Maths and Writing in Year 1 and 2 combined.
The percentage of Pupil Premium children passing the phonics screen check in Summer 2023 will increase.	At least 75% of Pupil Premium children will achieve the Phonics Screen check (6/8 children)
Pupil Premium children will have access to Learning Mentor and enhanced Thrive provision which will support their social and emotional wellbeing, particularly in light of the pandemic and likely effect on these children.	Following a period of time in Thrive, pupil premium child will be better equipped socially, emotionally and behaviourally to meet the demands of everyday school life. By the end of Key Stage 1, Pupil Premium children will make the same amount of progress (or more) as non-Pupil Premium children. Families are better supported through Early Help – successful feedback from families.
Attendance improves for pupil premium children.	Attendance improves so that it is in line with non pupil premium children by July 2023.

	Attendance intervention at the earliest point – Learning mentor intervention, target setting, raising the importance of attendance with children and parents
Improve engagement of parents with their children's learning: Workshops Reading diaries Early Help	Majority of children can access and complete their learning. Children read regularly at home. Parents engage with learning opportunities for children e.g. clubs, parent workshops. Families engage with the Early Help process and receive targeted support from the Learning Mentor
Increase opportunities to engage in clubs and trips to widen social and cultural experience.	More pupil premium children will access school based clubs. All pupils will attend school trips and visits.

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled additional support for targeted pupils to improve reading, phonics, maths and writing skills through activities dependent on need. Termly monitoring of pupil premium children in reading, maths, phonics and writing to intervene if necessary.	Evidence shows that high-quality teaching is the most important lever schools have to improve outcomes. 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Improve metacognition and self-regulation strategies of pupils. We will fund teacher release time to support staff CPD and embed strategies. Non teaching staff to be trained along with teaching staff.	There is extensive evidence that shows that metacognitive strategies can improve outcomes for all pupils particularly disadvantaged. Metacognition and Selfregulated Learning | EEF (educationendowmentfoundation.org.uk)	1, 2, 4

Activity		Challenge number(s) addressed
CPD training and networking to allow staff to access the most up-to-date research and share resources and provision with other schools.		1,2,4
Increase access to Thrive through additional TA's receiving training at Level 5.	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. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Thrive's approach to behaviour starts with understanding what's driving it. It's an expression of emotional need, shaped by each child or young person's developmental journey, life experiences and relationships. Through training, practical tools and ongoing support, we give educators the confidence to recognise emotional needs and respond with curiosity and compassion rather than control or consequence, creating nurturing environments where every pupil can thrive.	4

Targeted academic support

Budgeted cost: £ *7000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled additional support for targeted pupils to improve reading, maths and writing skills through activities dependent on need. Termly monitoring of pupil premium children in reading, maths and writing to intervene if necessary.	This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2, 4
Pupil Premium children will make improved progress in Phonics so that an improved number of	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	1,

children achieve the Phonics check/recheck	necessarily comprehension), particularly for disadvantaged pupils: [Phonics	Toolkit Strand	Education Endowment Foundation	EEF](#)	

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

Budgeted cost: £ 36768 + £2242 (support + enrichment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium children will have access to Learning Mentor and enhanced Thrive provision which will support their social and emotional well-being, particularly in light of the pandemic and likely effect on these children.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Both targeted interventions and universal approaches can have positive overall effects: [Behaviour interventions	EEF](#) [(educationendowmentfoundation.org.uk)](#)	1, 2, 3, 4, 5, 6
Embedding principles of good practice set out in the DfE's [Improving School Attendance](#) advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Inform parents of entitlement for free clubs and school trips.	There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. [https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation](#)	1,2. 3, 4, 5, 6

Attendance team meets weekly to monitor attendance, support families, refer absences.	Research shows that schools use a wide variety of strategies to improve pupil attendance. There is some evidence of promise for **parental communication and engagement approaches** and **responsive interventions** that meet the individual needs of the pupils. The interventions that show promise take a **holistic approach in understanding pupils and their specific need**, and **address the specific barriers to attendance that have been identified**. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.	3

Total budgeted cost: £45510

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of year outcomes 2024-2025

	Reading Exp + PP (cohort)	Writing Exp + PP (cohort)	Maths Exp + PP (cohort)
Reception	62.6% (68%)	62.5% (68%)	75% (72.9%)
Year 1	90% (77%)	89% (75%)	89% (82.7%)
Year 2	50% (71.6%)	62.5% (71%)	62.5% (72.9%)

Intended Outcome

To ensure the gap in reading, phonics, writing and maths between Pupil Premium and non-Pupil Premium children by the end of Key Stage 1 narrows, particularly in writing and phonics. 70% of Pupil Premium children achieve expected or above in reading, phonics, writing and maths.

This data demonstrates that the gap between outcomes for PP pupils, compared with the whole cohort, is closing. While the target of 70% of PP at Exp+ has not been achieved across school, there has been notable increases in the percentage of PP children working at and above the expected standard in 2025.

	Reading GDS PP (Non PP)	Writing GDS PP (Non PP)	Maths GDS PP (Non PP)
Reception			
Year 1	11% (34.9%)	11.1% (27.9%)	11.1% (34.9%)
Year 2	0% (33.3%	0% (22.9%)	0% (25%)

Intended Outcome

Increase the number of Pupil Premium children working at greater depth so that Maths and Writing is more in line with Pupil premium children. At least 23% of pupil premium children to achieve greater depth in Maths and Writing in Year 1 and 2.

This outcome has not been achieved. It is important to consider the other factors which impact on pupil outcomes in addition to their eligibility to receive pupil premium funding. There is a link between pupils with SEND and PP for example.

Phonics Screening Check 2025	PP	Non PP Cohort
Year 1	80%	71.4%

Intended Outcome

The percentage of Pupil Premium children passing the phonics screen check in Summer 2023 will increase. At least 75% of Pupil Premium children will achieve the Phonics Screen check.

This represents a significant increase in the number of PP children passing the phonics screening check since 2024 in Year 1.

Attendance 2024-2025

	Present	Absent	Unauthorised	Persistently Absent
School Non PP	94.7%	4.11%	1.2%	12.7%
PP	92.8%	4.7%	2.4%	23.5%

Intended Outcome

Attendance improves so that it is in line with non pupil premium children.

While overall present and absence marks are broadly in line between PP and Non PP children, there is a marked difference in the percentage of unauthorised and persistently absent marks. This will be a focus for the next strategy to ensure that PP families value their child's school experience, understand the attendance policy and are well supported by the school attendance team to enable good attendance.