



Gamlingay Village Primary Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school. Our current strategy plan is from the academic year 2022/2023- 2024/2025.

Changes made for academic year 2022-23 / Changes made academic year 23-24

School overview

Detail	Data
School name	Gamlingay Village Primary
Number of pupils in school	391(6 Pre-school)
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2022
Statement authorised by	Shelley Desborough Executive Headteacher
Pupil premium lead	Andrea Thompson Senior Teacher
Governor / Trustee lead	James Beedle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75, 320 (<i>£1345 x 56 – although not all funding from September 2021 38 on register in July</i>) £73, 975 (<i>55x 1345</i>) 82,935
Recovery premium funding allocation this academic year	£5510 (SLT £4658) £7974
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90, 909

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intent is for all pupils to reach their full potential through the support which is provided to them. We ensure we focus on pupils achieving academically, as well as socially, both of which are often affected by their disadvantages.

We ensure that we focus on high quality teaching, with targeted support within the classroom. We also provided additional interventions and tuition, as well as counselling, social skills groups and play therapy. We also want to ensure that every child can engage in all aspects of the curriculum, particularly when financial contributions need to be made, and therefore subsidise extra-curricular activities to ensure that pupils have rich experiences which will enhance their knowledge and understanding of the world and further support their personal development.

Challenges

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

Challenge number	Challenge	Detail of Challenge
1	Wide gaps identified from EYFS – pupils experience of the world and exposure to vocabulary is lower	Assessments and observations identified that disadvantaged pupils come into the setting with limited vocabulary and experience of the world.
2	Lack of engagement with school	Many of the parents of our disadvantaged pupils have difficulty engaging with school, this includes attending academic school events and supporting with home learning expectations.
3	Poor social and emotional health and wellbeing	Increased levels of anxiety and disruptive behaviours are being displayed and this is becoming a barrier to the pupils and their learning.
4	Lack of money for basic needs	Disadvantaged parents find it difficult to fund uniform, trips and visits and resources in the home needed to support learning (books, pencils, paper).
5	Poor attendance	Our disadvantaged pupils have a lower attendance rate than other groups of 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
To improve reading fluency and engagement with books	<p>Pupils in KS2 are showing chronological improvement on star reading tests. Pupils are completing and achieving 90% on their AR tests regularly, thereby increasing the number of texts they are reading.</p> <p>Key Stage 2 Reading results are above national average, more than 75% of disadvantaged pupils met the expected standard.</p>
In EYFS, through Nuffield Early Language Intervention, 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, book scrutiny and ongoing formative assessment.
Improved Phonics and reading attainment among disadvantaged pupils in Key Stage 1.	KS1 Phonics check outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard. In 2019, 71% of disadvantaged pupils reached the expected standard. Of the two children who did not achieve this, one was educated at GVP, one was educated elsewhere.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. In 2019 the results for disadvantaged pupils were:</p> <p>KS1 83% disadvantaged achieved ARE in Y2 SAT in 2019. KS2 43% disadvantaged achieved ARE in Y6 SAT with average scaled score of 99.6. Maths progress was -2.5 in 2019.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Pupils who have accessed ELSA, Nurture, Art Therapy or Counselling will have improved attendance and are making improved academic progress
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being

	<p>reduced by 1%. (2020 data – Non PP: 97.58% and PP: 95.61% = difference of .97%)</p> <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers. (2020 data – Non PP: 5% and PP: 14.04%, difference 9.04)
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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: **£32, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD sessions targeted to ensure all staff have time to develop their classroom practice	EEF guidance Research into Practice - Evidence-informed CPD in Rochdale EEF (educationendowmentfoundation.org.uk)	1
Training for Phonic Schemes for all staff	DfE accredited phonic scheme Phonics EEF (educationendowmentfoundation.org.uk)	1
Nuffield Early Language Programme	Increased vocabulary in EYFS to close gap as pupils move through the school. Oral language interventions EEF (educationendowmentfoundation.org.uk) We are using some of the materials for this academic year, to support identified groups of pupils to make rapid progress.	1
Power Maths – ongoing training and support	Mastery approach to ensure that pupils have a depth of knowledge and understanding which can be built upon each year, again narrowing the gap. KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: **£40, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Tutoring of disadvantaged pupils	Small group guidance Small group tuition EEF (educationendowmentfoundation.org.uk)	1 and 2
Interventions to target small groups to close the gaps	Small group guidance Small group tuition EEF (educationendowmentfoundation.org.uk)	1 and 2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Known adults to ensure relationships are strong too.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2 and 3
To establish nurture provision across the school, and work with small groups to improve wellbeing, resilience and emotional regulations	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: **£23,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling and Play therapy	Pupils will build their self-esteem, emotional resilience and have a safe space to discuss their worries. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Funded attendance to Wraparound Care and before and after-school clubs	By accessing provision, attendance will improve, targeted support and opportunities to complete reading and homework	2, 3, 4 and 5

Subsiding extra-curricular activities	Opportunities for knowledge and understanding of the world.	2 and 4
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Total budgeted cost: £ 75, 000

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. [21-22](#), [22-23](#)

Disadvantaged and vulnerable pupils, who were not accessing school during lockdown, were closely monitored during lockdown – the SENCo and Family Worker phoned 1-3 times a week and supported with additional learning / creating learning packs etc. This ensured that all disadvantaged and vulnerable pupils were engaging in learning throughout both lockdowns.

Small group intervention continued to take place, even during lockdowns – pupils who were not in school had access to a device and were able to participate remotely. [These took place from Reception to Year 6. There were some significant improvements in outcomes for pupils \(in school analysis\).](#) [Pupils with SEN and disadvantaged, did not make as much progress and were not attaining as other pupils – this is a further area of focus and will be targeted 2023-34.](#)

Teaching approaches and high-quality teaching was further developed throughout, and disadvantaged and vulnerable pupils are a priority in all classrooms. [Teachers and teaching assistants have consistent approaches which support pupils, particularly disadvantaged and vulnerable.](#) [Teaching Walkthrus CPD, and specific training such as Trauma informed practice, ACEs and Therapeutic behaviour management has been undertaken by staff to support understanding and therefore tailor provision to meet needs.](#)

Counselling continued at the latter end of lockdown, and this continued to support pupils with their emotional health and wellbeing. Art Therapy also enabled pupils to express themselves through different media. Those attending these sessions had an increase in attendance. [These have continued, in addition to afternoon ELSA sessions and from September 22 Nurture sessions. The children have a Boxhall profile at the start and the end of the sessions to measure impact and next steps. All provision enables a number of different children to have access throughout the year \(provision mapping\).](#) [There has been an increase in the number of sessions the Art Therapist and Play Therapist undertake, to meet to rising needs to the pupils.](#)

Breakfast / early morning club didn't re-open after the pandemic and this had an impact on attendance. However, we have now implemented a Wraparound Care facility and disadvantaged and vulnerable pupils have been targeted to attend to support an improvement in attendance in future years. [Attendance was closely monitored and pupils from disadvantaged backgrounds were supported to come to school through a number of ways, this included supporting families with wraparound care to attend appointments, support transition and engagement.](#) [Attendance has increased with a number of families who attend WAC, however there are a number who did not want to take up the](#)

opportunity of attending Roosters therefore the school have re-opened the early morning club, which is 15 minutes before school begins to support the transition into school and the classroom.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding

Due to the very low number of pupils in receipt of Service Pupil Premium Funding, this is not applicable – they are incorporated in the provision above. **We no longer have any Service children.**