

Pupil premium strategy statement – Galliard Primary 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	704
Proportion (%) of pupil premium eligible pupils	39.5% (277 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Maria Athanasi
Pupil premium lead	Dawn James
Governor / Trustee lead	Harry Berman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£393,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£393,900

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Galliard is a large school with an additional resource provision situated in Jubilee ward, identified as the seventh most deprived ward in the borough of Enfield and it is amongst the top 20% of deprived wards in England. Almost half (42.3%) of all our pupils are pupil premium and over half identify English as not being their first language. We also have 16.3% of our pupils at SEN Support and 6% of our pupils have EHCPs which is well above the national average. 21.8% of our Pupil Premium children are at SEN Support and 9.8% have EHCPs.

At Galliard we have a strong ethos of inclusion and we work closely with our families to engage them in school life. Our children have access to learning mentors, pastoral care and Nurture group facilities. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all pupils and the part they have to play in addressing educational disadvantage.

We know that to achieve well the most important thing is that all children receive quality first teaching, this is particularly key for disadvantaged pupils. Our strategy ensures that we are improving teaching all the time through our induction programmes and our rigorous approach to on-going CPD led by experienced senior staff. All staff are also encouraged to take a pro-active and positive approach to their own professional development.

We also recognise that the vast majority of our children do start school with very low-level language skills. Early intervention is key to diminishing any existing learning gap and addressing barriers to learning. From the moment pupils join Galliard, we focus on their language development with a clear emphasis on oracy, vocabulary development and reading.

At Galliard we talk of accelerated learning and we offer a targeted programme of before, during and after school booster and master classes to improve pupil confidence and performance. This intervention may be through individual or small group targeting.

Our view is that the children deserve the best and their teachers are their chance of accessing the best education. The key principle of our plan is to ensure every child meets their potential and has a successful journey through Galliard.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Early years through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils in some year groups.</p> <p>Reception baseline shows a gap between PP and non PP pupils on entry. 2025 data shows a 14% gap between PP pupils and NPP.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is considerably lower than that of non-disadvantaged pupils in years 2-6.</p>
4	<p>Our assessments, observations, and conversations with pupils and their families have highlighted that many students face social and emotional challenges, which particularly affect disadvantaged pupils and their academic progress. Currently, 35 pupils require support with their social and emotional well-being, with 30 (86%) of these being Pupil Premium (PP) students. Furthermore, 69 pupils have identified speech, language, and communication needs (SLCN), of which 35 (51%) are Pupil Premium pupils. This underpins our strong focus on enhancing vocabulary and supporting vocabulary development and providing support for children's SEMH needs. 6 children attend our Nurture provision on a regular basis. A further 8 drop in weekly. All children who attend the nurture provision receive mentoring.</p> <p>Four of our children need 1:1 support throughout the day to keep them in their lessons. They are all PP premium pupils</p>
5	<p>Our overall attendance in 2024/25 (94.0%) is just below national (94.8%), still however, below the national target of 95% and well below the schools' own target of 96%. Our school attendance for PP pupils (93.1%). Attendance for all our pupils still needs to improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan - we know pupils experiencing success in the classroom is key to improving their life chances.</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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils by the end of KS1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes over the next 3 years show that more disadvantaged pupils meet the expected and higher standard.</p> <p>Difference in attainment between PP and non-PP children is diminished, particularly for those achieving the high standard.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1/2 maths outcomes over the next 3 years show that more disadvantaged pupils meet the expected standard.
To provide enrichment activities to support the development of children's Social and Emotional Wellbeing	<p>Decline in behaviour concerns.</p> <p>Opportunities to join clubs in- school and after school. Continuation of motivating reward system.</p> <p>Children to have opportunities such as access to experiences to build on their cultural capital- trips, STEM projects, author visits, projects across the Trust and HAF holiday provision.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>To sustain high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among

	disadvantaged pupils being no lower than their peers.
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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: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund AHTs part-time out of class with responsibility for school-wide improvement in teaching and learning	Building on the skills, subject knowledge and understanding of pedagogy of all staff will lead to an improvement in the quality of teaching and learning in classrooms which will in turn will lead to an improvement in outcomes for all pupils including those who are disadvantaged. Evidence: https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf	1, 2, 3
Ongoing CPD purchase of development days for RWI	DFE approved programme for synthetic phonics for the teaching of early reading and to support those who did not achieve the phonics screening standard at the end of KS1 to catch up and diminish gaps. Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=pho	2
Ongoing CPD input for Reading programme.	Our commitment to ongoing, high-quality professional development ensures that teaching staff remain up-to-date with the latest skills and knowledge. Regular	2

<p>Continue to develop teachers' subject knowledge and modelling so that all teachers can effectively support the development of children's fluency and comprehension skills</p> <p>High quality training, support and QA for teachers focused on priorities:</p> <ul style="list-style-type: none"> • Teacher Talk (the teacher modelling their own thinking) and Student Talk to develop fluency and comprehension • Ensure teachers in KS2U are using the unseen text lesson as an opportunity for further teacher modelling and to support to develop their pace and stamina 	<p>quality assurance of our approach guarantees improved provision and outcomes for all pupils, including those who are disadvantaged. Evidence suggests that disadvantaged pupils are less likely to naturally use metacognitive and self-regulatory strategies unless they are explicitly taught. By directly teaching these strategies, we can help these pupils practice and use them more effectively in the future. With clear instruction and feedback, pupils are more likely to adopt these strategies independently and consistently, enabling them to take control of their learning and tackle challenges on their own.</p> <ul style="list-style-type: none"> • Key elements for effective metacognition strategies include: • Explicit teaching of metacognitive strategies • Teachers modelling their own thought processes to demonstrate these strategies <p>Evidence: Why focus on reading fluency?</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency#:~:text=A%20fluent%20reader%20is%20one,t hose%20resources%20available%20for%20comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Directing Maths lead to support with CPD, team-teaching, skill sharing and monitoring across the school.</p> <p>NCETM – Embedding mastery in number in Early Years and KS1</p>	<p>We recognise that building strong concrete foundations is essential in maths learning, and mastering number skills is crucial for providing the solid base needed for more advanced concepts and long-term success. Input from a skilled leader at the planning stage is crucial to ensuring better provision for all pupils in the classroom. Working alongside colleagues in a team-teaching and skill-sharing capacity helps improve practice, boosts teacher confidence, and supports pupils in achieving better outcomes.</p>	<p>3</p>

	<p>Evidence:</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1</p>	
Continued enhancement of early years practice through purchase of Early Excellence Training and Nursery World training - available for teachers and all support staff	<p>All teachers and support staff to access high-quality training to improve their practice in early years. Interactions are positive and talk is high-quality and language rich.</p> <p>Evidence:</p> <p>https://earlyexcellence.com/practice-and-pedagogy/exploring-the-importance-of-the-characteristics-of-effective-learning/</p>	1, 2, 3
Training of new staff on how to accurately assess pupils' knowledge	<p>The school will support the training of new staff by providing comprehensive professional development on accurate assessment techniques, ensuring they are equipped to identify pupils' knowledge gaps. Through regular, targeted training sessions, staff will learn how to use assessment data effectively to address these gaps and promote accelerated progress. Additionally, new staff will be trained on delivering high-quality, actionable feedback, which research shows can significantly improve learning outcomes by up to six months. This approach will empower staff to consistently support pupils' learning and help them make rapid progress.</p> <p>Evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1, 2, 3
High quality First Teaching with effective pedagogical strategies	<p>How teachers teach is crucial to gaining effective outcomes for children. Strategies such as shared goals, collaborative learning, personalised learning and making explicit links go a long way to creating effective outcomes.</p> <p>Evidence:</p> <p>https://walkthrus.co.uk/</p>	1, 2, 3

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Extra release time to build capacity of Reading leader to make an impact.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Providing booster groups and master classes for pupils who have gaps in their learning. A significant proportion of the pupils receiving master classes will be disadvantaged, including those who are high attainers.</p>	<p>Focused on pupils who need to make accelerated progress, these sessions are held before and after school. Research consistently demonstrates the positive effect of targeted academic support, particularly for those pupils who are not making adequate progress across the full range of achievement.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	<p>2, 3</p>
<p>Nurture group/my space</p>	<p>Children who attend NG and My Space have a significant chance of improving their learning skills including language and literacy skills. There is also an improvement in pupils' behaviour and social skills and they result in a more positive attachment to school. Furthermore, attendance has improved for children who have participated in or are currently attending the nurture group.</p>	<p>1, 2,3, 4, 5</p>

	Evidence: https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £91,120

Activity	Evidence that supports this approach
<p>Embedding principles of good practice set out in the DfE's advice: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>This will involve training and release time for staff to develop and implement new procedures and ongoing training for newly appointed attendance officer to improve attendance.</p>	<p>The DfE guidance has been informed by eng https://educationendowmentfoundation.org.uk/education-reviews/attendance-interventions-rapid-evidence-</p>
<p>To provide enrichment activities to support the development of children's Social and Emotional Wellbeing</p>	<p>Children to have opportunities such as acces To ensure that the gap between disadvantage https://www.gov.uk/government/publications/school-enrichment https://www.gov.uk/government/news/extra-curricular-activities</p>
<p>Well-being team</p>	<p>With the increase in both children and adults ordinate any well-being strategies and interven There is convincing evidence of a relationship https://oxfordimpact.oup.com/wp-content/uploads/2019/07/Well-being-team-2019-2020.pdf</p>
<p>Access to 'Forest learning activities for Nursery children. Extended to Reception and in the future targeted pupils in KS1.</p>	<p>Learning is contextualised in concrete experie https://www.forestresearch.gov.uk/research/forestry-education/wales/#:~:text=The%20evaluation%20suggested https://outdoorclassroomday.org.uk/resources/</p>

Trauma Informed Practice School	Evidence suggests that in trauma informed schools This supports and promotes positive mental health https://oxfordimpact.oup.com/wp-content/uploads/
Contingency fund for acute issues.	Based on our experiences and those of similar schools identified.

Total budgeted cost: £393.900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Statutory data indicates that our work using pupil premium funding is having a largely positive impact for our disadvantaged pupils.

2025 KS2 results

	School Disadvantaged Pupils	National Non-disadvantaged Pupils	National Disadvantaged
Percentage meeting expected standard in RWM combined	66%	69%	47%
Percentage achieving higher standard in RWM combined	5%	10%	3%
Percentage meeting expected standard in Reading	70%	81%	63%
Percentage meeting expected standard in Writing	77%	78%	59%
Percentage meeting expected standard in Maths	80%	81%	61%

At the end of Reception 2025 GLD for non-PP was 74% compared with 60% for PP and 69% whole school.

Phonics results were positive for the school with 91% achieving expectation in year 1 and 97% in year 2- well above national average.

At the end of Key Stage 2, the percentage of PP/disadvantaged pupils at or above expected in Reading (70%) is higher than National (63%). The percentage of PP/disadvantaged at or above expected in writing (77%) is higher than National (59%). The percentage of PP/disadvantaged at or above expected in maths (80%) is higher

than National (61%). The outcomes for PP at the end of KS2 in Writing and Maths are close to National for non disadvantaged which is extremely encouraging

While these results are encouraging, it remains essential that we continue to focus on our priorities and embed effective strategies across the school to ensure sustained progress for all pupils.

At KS2, in 2025, our percentage for PP children (66%) achieving reading, writing and maths combined was in-line with national for NPP (69%) and significantly above national for PP (44%).

The aim at Galliard is for **all** pupils, whatever their needs and starting points, to attain well and we know many of our non-pupil premium pupils still need extra support. We are aiming to consistently achieve results above national and in line with or above London averages.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin Training
White Rose Hub	White Rose Hub
My Maths	OUP
Widgit	Communication in Print
Timestables Rockstars	Maths Circle
PLN	Primary Languages Network LTD

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.