Pupil Premium Strategy Statement – Galleywall 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 in school	339
Proportion (%) of pupil premium eligible pupils	48.08%
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)**	2026/27
Date this statement was published	10.09.26
Date on which it will be reviewed	31.07.27
Statement authorised by	Martin Blain
Pupil premium lead	NA
Governor / Trustee lead	Chris Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,789.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	None
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*	£230,789.00

Part A: Pupil premium strategy plan

Statement of intent

At Galleywall, we are working towards ensuring that every child, including those who experience disadvantage, is provided with everything they need to flourish, thrive and achieve their full potential across all areas of their development. We recognise that children who experience disadvantage across the country can experience adverse outcomes and barriers to learning, and therefore may require additional support throughout their childhood to achieve positive outcomes. We are committed to removing these barriers wherever possible and always work towards aspirational outcomes, while recognising and building upon each child's individual starting point, strengths and needs.

Our aim through this strategy is to close attainment gaps between children who are eligible for pupil premium funding and those who are not. We also want to ensure that children eligible for pupil premium funding develop their oracy skills to an outstanding level, enabling them to communicate confidently and effectively in a range of contexts. Alongside this, we aim to develop their social and emotional skills, resilience and independence so that they are well equipped for adulthood and future success. We also ensure that disadvantaged pupils are able to access a broad and balanced curricular offer, including a rich and diverse range of extra-curricular, enrichment and cultural experiences that broaden their horizons and raise their aspirations.

Through developing a detailed understanding of our cohort, identifying individual barriers and needs, and taking an evidence-informed approach, we aim to address the challenges outlined below through an exceptional pupil premium offer encompassing:

1. **High-quality teaching for all**
2. **Targeted academic support**
3. **Wider strategies**, including social, emotional and mental health (SEMH) support, improving attendance, developing positive attitudes to learning and providing meaningful enrichment opportunities
4. **The broadest possible range of extra-curricular activities**, ensuring disadvantaged pupils have opportunities to develop interests, talents and experiences beyond the classroom

At Galleywall, we offer a high level of individualised support for pupil premium pupils, with provision prioritised in the following order: LAC; PP and CIN/CP; and those eligible for pupil premium who do not fall within the other categories mentioned. This

prioritisation enables us to respond proportionately to levels of need while ensuring that all disadvantaged pupils receive appropriate support and opportunities to succeed.

Our approach is based on best practice guidance and a whole-child approach, in line with our school ethos and values (EEF, 2021; Sobel, 2018). We recognise that academic attainment is only one aspect of a child's development and that successful outcomes depend upon pupils feeling safe, supported, included and motivated to learn. To ensure the effectiveness of our strategy, we:

● Ensure disadvantaged pupils are taught with the appropriate level of support, challenge and ambition, enabling them to make strong progress from their individual starting points.

● Implement additional support at the point need is identified, using a graduated approach model and increasing to specialist levels of support where required. This enables provision to remain responsive to changing needs and ensures that interventions are timely and purposeful.

● Adopt a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils. All staff maintain high expectations of what disadvantaged pupils can achieve and actively contribute to removing barriers to their academic, personal, social and emotional development.

● Use evidence, assessment information and a strong understanding of individual pupils to evaluate the impact of provision and ensure that resources and support are directed towards strategies that have the greatest potential to improve outcomes.

● Work closely with pupils, families and relevant professionals to develop a shared understanding of barriers and ensure that support is coordinated, consistent and focused on achieving the best possible outcomes for every child.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of pupils enter the school in Reception with speech and language skills that are significantly below those of their peers. These early gaps can have a lasting impact on pupils' ability to communicate effectively, engage confidently in learning and make strong academic progress as they move through the school.
2	The need for additional targeted support for pupil premium eligible pupils to achieve high standards and make good or better progress across reading,

	writing and mathematics, particularly where gaps in prior learning may present barriers to their progress and attainment.
3	Delayed development of fine and gross motor skills in the early years can affect children's confidence, independence and ability to engage positively in learning activities. These difficulties can create barriers to participation and, over time, have a negative impact on children's progress, attainment and overall learning outcomes.
4	The social and emotional wellbeing of children can affect their ability to engage in their learning.
5	Poverty at home, whether financial, aspirational or through limited access to cultural capital and wider experiences, can create significant barriers to children's development and future life chances. The school aims to reduce these barriers by providing pupils with access to appropriate resources, enriching experiences and a wide range of cultural, social and educational opportunities that broaden their horizons, raise aspirations and support them to achieve their full potential.
6	Families within our community may experience a range of additional pressures, including housing insecurity, high mobility, financial difficulties and other challenges. These circumstances can create barriers to families providing the level of support they would like to give their children and may, in turn, affect children's engagement, wellbeing, attendance and educational outcomes.

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
The gap in pupils' language skills closes; pupils develop the speech and language skills needed to access the curriculum and engage confidently in learning. Specific speech and language needs are identified early to ensure timely intervention is put in place. Increased speech and language provision supports this, with one speech and language therapist focused on EYFS and KS1. Measured by achievement in Phonics, GLD, ELG, KS1/KS2 SATs, and teacher assessments.	● Tracking of speech and language groups demonstrates high levels of accelerated progress and positive outcomes for participating pupils. ● Evidence from teacher interviews, lesson observations, learning walks, book scrutiny and other monitoring activities demonstrates that pupils are highly engaged in their learning and have the necessary communication, language and learning skills to access and maximise opportunities throughout the school day.
Pupils eligible for Pupil Premium funding make good or better progress in reading,	● Pupils achieve (or exceed) expected levels in reading, writing and maths and make (or exceed)

writing and mathematics through consistently high-quality teaching and effective targeted support. Gaps in pupils' learning and knowledge are identified promptly, with targeted teaching and interventions carefully planned to address specific gaps and accelerate progress.	expected progress. Current attainment gaps close across reading, writing and maths. ● Formative assessment will see gaps being addressed. Pupils will make (or exceed) expected progress. Intervention support will lead to accelerated progress and subject leads will ensure that interventions are of a high quality. Interventions will be successful in achieving this across reading (including phonics), writing and maths
The gap in pupils' physical development closes through timely identification and early intervention. Children are supported to develop their fine and gross motor skills, enabling them to participate confidently and successfully in all aspects of the curriculum. Children requiring more specialist support are identified promptly to ensure appropriate early intervention and targeted provision are put in place. Progress is measured through lesson observations, learning walks and scrutiny of pupils' work.	● Tracking of motor skills groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. ● Children, identified as needing specialist provision, have intervention put in place early in their school careers for maximum impact on progress and attainment.
Pupils can access learning and have self-belief because their social and emotional needs are met.	● Pupils are ready to learn and have positive perceptions of themselves as learners. Pupils are well-supported with their social, emotional mental health (SEMH) and wellbeing. Pupils achieve exceptionally well in terms of academic attainment and social/emotional outcomes. Every child is supported holistically to achieve success.
Pupils are provided with a broad and enriching range of experiences through the curriculum and wider school offer, inspiring and motivating them to develop their interests, broaden their horizons and raise their aspirations.	● Pupils eligible for pupil premium funding access a rich and engaging curriculum. They engage in the wider curriculum including attending visits, events and activities they would not usually be exposed to such

	as school trips.
Families are supported to access appropriate support both within school and through external services to help them manage the conflicting pressures they may be facing. This enables families to feel more supported and better placed to support their children's learning, wellbeing and development, and to engage positively in school life. Impact is measured through parent surveys, attendance at parent workshops, and improvements in pupil attendance and punctuality.	• Families, in need of more targeted support, accessing appropriate internal and external support.

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: £ 30,223.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Innovations for learning: Chapter One £6,820	High level of evidence from around the country of this approach works. Results from 23-24 and 24-25 were good and improving as a result of this intervention.	1,2,5
DPIL (English) £1,090	Ensuring the effectiveness of teaching and that every teacher is supported to keep improving is described by the EEF as 'the key ingredient of a successful school and should rightly be a top priority for pupil premium spending' (EEF, 2021). Galleywall continues to heavily invest in continuous professional development for teachers in pedagogy, subject leadership and subject specialism.	1,2,3

Maths Mastery £2,875	Research by the Education Endowment Foundation showed that pupils on Mathematics Mastery Primary made two months' additional progress, when compared to pupils not on the programme.	2
Music provision £19,438.00 (Teaching, clubs)	Galleywall uses Southwark Music service (a specialist music service) to deliver a comprehensive music curriculum scheme of work incorporating the flexibility to reflect your school's topics and core beliefs. Evidence states that a music specialist leading lessons in school is a sure-fire way to enthuse pupils and support progress in learning across the curriculum (Arts Award).	5

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

Budgeted cost: £100,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT £68,832.00	We contract Speech and Language Therapists 3 days a week. At Galleywall we heavily invest in Speech and Language support. This is based on the needs of our cohort as well as being an evidence based approach to addressing the attainment gap (The Sutton Trust, 2021) and demanded by many EHCPs.	1
TA Interventions: *This tops up the money provided by EHCPs in order to provide the support required.* In the past this has been supported by pupil	The EEF guidance report highlights that the strongest evidence for Teaching Assistants (TAs) having a positive impact on pupil attainment relates to their role in delivering structured, targeted interventions, particularly through one-to-one or small-group provision. Research indicates a consistent positive impact on attainment, with pupils making approximately three to four months of additional progress over an academic year (effect size 0.2–0.3). At Galleywall,	2

premium but not this year	TAs will deliver targeted interventions in phonics, reading, writing, mathematics, and speech and language to address identified gaps, accelerate progress and strengthen pupils' access to the wider curriculum.	
Maintenance of two positions in the Inclusion team - Inclusion Officer and Inclusion Assistant, both partially funded by PP. *Proportion of salaries* £28,636.00	Studies report that TAs trained in their roles and to deliver targeted interventions have helped to raise the attainment of at-risk pupils (Savage and Carless, 2005, Savage and Carless, 2008, Savage et al., 2003, Farrell et al., 2010, Miller, 2003). Total staff cost:	2
Puppet Theatre £3,121	Long term project combining oracy, art, craft and a range of social skills	

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

Budgeted cost: £ 99,977.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2Be - £3,500 Stormbreak - £450.00		1, 2, 3
Family Liaison Officer	There is a substantial body of evidence demonstrating that children are less likely to reach their academic potential when their social, emotional and wellbeing needs are not appropriately met (TMHIS, 2021). The need for this support has been further heightened by the lasting impact of the coronavirus pandemic and the additional pressures experienced by many families. Our Family Liaison Officer builds strong, trusting relationships with vulnerable children and families and supports them to access the appropriate services and resources they require. We work closely with Children's Services, community organisations and other relevant agencies to provide a coordinated	6

	network of support, ensuring families are able to access the help they need to enable their children to thrive, succeed and achieve their full potential.	
Assistant Head for Pastoral Approx 50% paid from PP budget	There is a substantial body of evidence demonstrating that children are less likely to reach their academic potential when their social and emotional needs are not appropriately met (TMHIS, 2021). The need for this support has been further heightened by the lasting impact of the coronavirus pandemic and the additional pressures experienced by vulnerable children and families. Our Assistant Head for Pastoral provides strategic oversight of safeguarding, attendance and behaviour, working closely with the Family Liaison Officer (FLO). This joined-up approach ensures strong communication and cohesion across these key areas, enabling concerns to be identified and addressed promptly and reducing the risk of vulnerable children and families slipping through the net.	6
£96,027.00	Cost for Attendance behaviour and Wellbeing Staffing cost	

Total budgeted cost: *£ 230,789 = approximate sum of 3 amounts stated above*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Results at KS2

Pupil Premium GAPS						
	Reading		Writing		Maths	
	EXS	GD	EXS	GD	EXS	GD
School	21%	0%	26%	-1%	28%	13%
National 2023	-18%	-17%	-19%	-9%	-20%	-16%

Phonics Screening Year 1

PP: 100% Non-PP: 78% Gap: +22%

Just to be clear on the methodology, we have a NEGATIVE gap ie disadvantaged pupils out-performed the cohort. On one measure, there was a gap, but far lower than the national gap.

Teaching

For 2025/26, a significant focus within the teaching strand of the Pupil Premium Strategy was on professional development (CPD), with the aim of strengthening subject knowledge and pedagogical expertise across the school. This included working with subject consultants and subject leaders with specific expertise in relevant areas, ensuring that high-quality teaching and learning remained at the heart of provision for all pupils.

A literacy consultant worked closely with teachers and leaders to strengthen the quality and consistency of literacy provision across the school. This work has had a positive and significant impact on the quality of teaching and learning and has contributed to improved outcomes for pupils. The school has also introduced a new validated phonics scheme to further strengthen the teaching of early reading and ensure a consistent, evidence-informed approach.

Teachers' expertise in mathematics has continued to develop through the use of Maths Mastery and ongoing work with the Maths Hub. Although mathematics outcomes have improved significantly over the past two years, this remains an important area for continued development. In 2026/27, we intend to build on this work and further consolidate teachers' professional learning, ensuring that subject knowledge is secure and that teachers are increasingly able to deepen pupils' mathematical understanding, reasoning and problem-solving skills.

Leaders were also strategically redeployed to provide additional teaching capacity and directly improve pupil outcomes. This was highly impactful. In Year 1, an Assistant Headteacher taught every day, contributing to improved outcomes in the Phonics Screening Check across the year. In Year 6, the Headteacher, Deputy Headteacher and Assistant Headteachers provided additional teaching and targeted support, resulting in significant improvements in outcomes, particularly in writing and mathematics, as outlined above.

A specialist music teacher from Southwark Music has also strengthened the quality of teaching and learning across the school. Pupils benefit from high-quality instrumental tuition alongside a broad range of musical opportunities, including choir, recorder and ukulele clubs. This provision supports pupils' musical development while also contributing to their confidence, creativity, engagement and wider enrichment.

Targeted support

Targeted support in 2025/26 focused on addressing identified gaps in reading, phonics, writing and mathematics, alongside wider areas of need including speech, language and communication, and social and emotional development. Interventions were carefully targeted to individual pupil needs, with the aim of accelerating progress, strengthening key skills and removing barriers to learning.

Speech Bubbles, which was available to a number of vulnerable pupils, provided targeted support to develop speech, language and communication skills through play, storytelling and engaging activities. The intervention has resulted in significant improvements in pupils' oracy and communication skills, which in turn has supported their confidence, engagement, progress and attainment across the curriculum.

Speech, Language and Communication remains a significant area of need across the school. Having Speech and Language Therapists (SLTs) working in school three days a week has therefore been hugely beneficial in strengthening pupils' language and communication skills. SLTs provide direct support to pupils through one-to-one and small-group interventions, while also working alongside teachers and Teaching Assistants (TAs) to provide training, modelling and professional development. This approach builds capacity across the school and ensures that strategies to support communication are embedded consistently within classroom practice.

The support provided by the SENCO and SENCO Assistant has also been an important strength, particularly in developing the knowledge, confidence and skills of TAs. Through ongoing guidance and support, TAs are better equipped to identify and respond to individual needs and provide effective, targeted support for vulnerable pupils.

Wider strategies

The pastoral team focused on improving attendance and punctuality to remove barriers to education for our pupils. This included the use of incentive schemes and close coordination with the Educational Welfare Officer to provide targeted support to families. Vulnerable pupils also received regular wellbeing check-ins, providing them with a trusted and safe space within school to discuss any concerns and access appropriate support. Workshops addressing key issues including racism, homophobia, online safety and emotional regulation were delivered across the school, alongside targeted sessions and focus groups for vulnerable pupils.

Specialist interventions, including Drama Therapy and Music Therapy, provided pupils with opportunities to access therapeutic support through creative and engaging approaches. These interventions enabled children to express their feelings and worries, explore difficult experiences and begin to process trauma in a safe and supportive environment. This has helped pupils to develop greater emotional wellbeing and resilience, supporting them to be in a more positive and settled headspace for learning.

The school has also expanded its programme of residential trips, providing specific financial subsidies for pupils eligible for Pupil Premium funding. This ensures that disadvantaged pupils have equitable access to enriching experiences and opportunities that they may otherwise be unable to access, helping to broaden their horizons, build confidence and develop independence.

Externally provided programmes

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

Programme	Provider
Puppet Theatre	Young People's Puppet Theatre
Chapter One	Innovations for Learning
Primary Stars Millwall FC Staff working as a coach and mentor	Millwall FC

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**
N/A

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 or recovery premium funding.