



Pupil premium strategy statement 2025/26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gaddesden Row JMI School
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	C Braybrooke
Governor	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Recovery premium funding allocation this academic year	£0
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	£22,725

Part A: Pupil premium strategy plan

Statement of intent

At Gaddesden Row JMI School, we believe that every child deserves the opportunity to succeed. Our purpose is to ensure that all pupils, regardless of background or circumstance, are supported to achieve well. We are committed to recognising individual strengths, addressing barriers to learning and enabling every child to flourish both academically and personally.

Through the strategic and purposeful use of the Pupil Premium Grant (PPG), we focus on raising attainment, improving progress and widening opportunity for pupils who face disadvantage.

1. Maths Fluency

Secure fluency with mathematical facts underpins success across all areas of mathematics. We will create an environment where all children have regular opportunities to practise and develop fluency in age-appropriate maths facts, including number bonds, addition and subtraction facts, and multiplication and division tables. By strengthening automatic recall and confidence, pupils are better equipped to reason, problem-solve and apply their learning effectively.

2. Oracy, Language and Communication

Talk is the foundation of thinking and learning. We will promote a language-rich environment in which all pupils have frequent, purposeful opportunities to speak, listen and engage in meaningful dialogue. Across the curriculum, children will be supported to develop vocabulary, articulate ideas clearly and build confidence in their communication, enabling them to access learning and express understanding successfully.

3. Writing

Writing is a vital tool for expressing ideas, demonstrating understanding and recording learning. Through high-quality teaching, clear modelling and purposeful practice, we will raise standards, expectations and aspirations in writing. Pupils will be supported to develop transcription, composition and stamina so they can write with confidence, clarity and pride.

4. Identification and Support for SEND

Early identification of additional needs is essential to ensure pupils receive the right support at the right time. We are committed to robust assessment and close monitoring to identify SEND promptly and accurately. This enables targeted intervention, appropriate provision and effective collaboration with families and external agencies, ensuring pupils with SEND can make strong progress and achieve their potential.

Challenges

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

Challenge number	Detail of challenge
1	Too many children have limited maths fluency, with some pupils struggling to recall basic number facts and apply them to their learning in maths. Analysis of assessment data has highlighted that this is a barrier for attainment in maths for some pupils and contributes to lower attainment.
2	Some children present difficulties surrounding oracy and communication - some pupils require additional support to develop spoken language, vocabulary, and confidence in expressing ideas. Some children have low language comprehension which affects reading, writing and general understanding across the curriculum.
3	Some pupils eligible for PPG have a lack of fluency in the secretarial skills of writing (e.g. handwriting and punctuation) which hinders pupil's ability to construct coherent and accurate written work.
4	Special Educational Needs and Disabilities (SEND) A higher proportion of pupils eligible for PPG also have identified SEND, which presents additional challenges to progress and requires tailored support

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
Children will recall times tables in line with their year group expectations with increasing speed. Pupils' recall of number facts will increase.	<ul style="list-style-type: none">- Children use Times Table Rock Stars on a frequent basis, and this will record the speed and accuracy of pupils' times table recall- More disadvantaged pupils pass the multiplication check- Children's confidence, accuracy and speed during fluency sessions will increase- Ongoing maths assessments show accelerated progress- More disadvantaged pupils reach age-related expectations or above in maths

Pupils will develop their oracy and communication skills and will have opportunities to practice these within lessons. Language will be taught explicitly in lessons, and the children will have opportunities to practice using it.	<ul style="list-style-type: none"> - Some children will use the 'Chatterdillo' intervention programme to enhance their speech and language, and communication development - Teachers will include oracy-based lessons in their teaching sequences - More disadvantaged pupils reach age-related expectations or above in writing - Pupils will have more opportunities for 'talk' within the classroom, providing explicit opportunities for children to orally rehearse and practice using language
Special Educational Needs and Disabilities (SEND) Pupils with SEND will receive tailored support that enables meaningful progress in core subjects.	<ul style="list-style-type: none"> - Individual learning plans reflect precise identification of needs and targeted interventions - Evidence of progress is seen in small-step targets and pupil work - Engagement and confidence in learning increase, as observed in lessons and pupil voice

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)

£14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a new pedagogy and curriculum focused on oracy.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 4
Develop systems for diagnostic assessments for early identification of need and to address specific areas to	https://educationendowmentfoundation.org.uk/news/eef-blog-five-ways-to-use-diagnostic-assessment-in-the-mathematics-classroom	1, 2, 3, 4

learning.			Budget cost:
CPD - High quality teaching CPD for staff members.	https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-on-professional-development	1, 2 3, 4	
Training and resources for developing language and oracy.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot	1, 2, 3, 4	
Begin to explore new English curriculum to focus on mastering basic sentence writing.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2, 3, 4	
Recruit, retain and train teachers and Tas with expertise in oracy and communication.	https://educationendowmentfoundation.org.uk/news/talking-the-talk-teacher-and-leader-views-on-embedding-oral-language-across-the-curriculum (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/news/eef-launches-updated-guidance-to-help-schools-deploy-their-teaching-assistants (educationendowmentfoundation.org.uk)	2, 3, 4	

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

Budgeted cost: £4,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chaterdillo	https://chatterdillo.com/support/	2, 3, 4
Review current interventions and identify areas of need	https://educationendowmentfoundation.org.uk/using-pupil-premium/diagnose-your-pupils-needs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions	1, 2, 3, 4
Maths fluency skills intervention	https://educationendowmentfoundation.org.uk/news/eef-blog-using-evidence-to-support-maths-fluency	1
High frequency words/common exception words intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/early-literacy-approaches	2, 3, 4
Year 6 SATS booster program	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance rewards program		

Ringfence money to support engagement in school, trips, extra-curricular activities		
SEMH Safe Space Therapies		4
Parent engagement opportunities e.g. workshops, open mornings and discussions.		

Total budgeted cost: £22,725

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 2024-2025 academic year.

The impact of 1-1 tuition did not have significant impact on the progress and attainment of our PPG learners. Instead, having more consistent TA support within lessons would be more beneficial. Teacher/TA group/1-1 work surrounding misconceptions has been useful in closing the gap in attainment, particularly in maths, and this is something to continue into next year. Additional parental workshops/engagement opportunities continues to be an area to focus on. More work surrounding oracy and basic skills, including writing and mathematical fact recall are also areas to focus on.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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