



Gillingstool Primary School **Pupil Premium Strategy**

This statement details our school's use of Pupil Premium funding to help improve the attainment of 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	Gillingstool Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	Annually
Statement authorised by	C Carter
Pupil premium lead	E Stimpson
Governor / Trustee lead	Nicola Thomerson and Hannah Amin

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£98,475
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	£98,475

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Gillingstool Primary School, we are committed to raising the attainment of disadvantaged children and helping them meet their full potential by:

- Ensuring they have access to high quality first teaching
- Deploying support staff effectively to meet the needs of our disadvantaged learners
- Analysing data to inform our staffing structure and whole school provision strategies to best meet the needs of our pupils
- Ensuring that **all** staff have high expectations and are ambitious for **all** learners
- Using evidence-based approaches to ensure our chosen strategies to support disadvantaged learners are effective
- Recognising that 'Pupil Premium' is one measure of being disadvantaged and that not all pupils who are socially disadvantaged qualify for 'Pupil Premium' or 'Free School Meals (FSM)'. We also recognise that some pupils who qualify for 'Free School Meals (FSM)' may not be socially disadvantaged

As a school with an 'above average' proportion of pupils in receipt of additional funding in school, our school improvement plan and this strategy are closely linked. Our key areas of focus therefore focus on securing strong pedagogical principles to raise attainment for these learners, prioritising strong reading fluency and securing a tiered system of inclusive support starting with our universal offer and ending with more targeted support. Our aim is that all strategies benefit all pupils and we place high quality-first teaching at the centre of our approach to best meeting the needs of our pupils.

At Gillingstool Primary School, we have adopted a tiered approach to Pupil Premium spending which allows us to focus on a series of targeted strategies which we feel have the greatest impact. These include:

1. Quality First Teaching:

Spending on improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in every class supported by skilled teaching partners. Every teacher and teaching partner is supported to keep improving in line with our areas of focus. This is a top priority of our Pupil Premium strategy and wider School Improvement Plan.

2. Targeted Academic Support

Evidence consistently demonstrates the positive impact targeted academic support can have. Our goal is for disadvantaged pupils to make the same progress as their non-disadvantaged peers. Where they have lower starting points, we offer bespoke

intervention to close this learning gap and support them to achieve in-line with their peers. We use a variety of one-to-one or small group interventions as a key component to sit alongside effective classroom teaching and learning. This support is informed by precise and robust assessment.

3 Wider Strategies

Our fundamental approach is to provide support for success at school, including attendance, behaviour, social and emotional support and family involvement.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower starting points than their peers and are not achieving in-line with their age-related expectations
2	Lack of emotional resilience, independence and poor self-esteem
3	Less engagement with home reading
4	The impact of attendance and punctuality on academic outcomes
5	Limited experiences outside of school and lack of family engagement
6	Weak oracy and vocabulary skills

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
Pupils eligible for Pupil Premium make accelerated progress and achieve in-line with their non-disadvantaged peers	<ul style="list-style-type: none"> Children make year-on-year progress and achieve at least their age-related expectation. Data analysis from their starting points to their end-of-year performance demonstrates that the majority of disadvantaged children are making progress
Pupil Premium learners will develop stronger emotional resilience, independence, and self-esteem, enabling them to engage more confidently in their	<ul style="list-style-type: none"> Pupils demonstrate improved ability to recognise, name, and manage emotions during learning and social situations.

<p>learning, manage challenges effectively, and sustain positive attitudes towards school.</p>	<ul style="list-style-type: none"> • Reduction in behaviour incidents linked to emotional dysregulation. • Pupils show increased perseverance when faced with challenging tasks, as evidenced through teacher observations and learning walk feedback. • Pupil voice reflects increased confidence in coping with challenge. • Pupil Premium learners increasingly complete tasks without additional adult prompts or reassurance. • Improved engagement with independent learning tasks • Classroom observations show pupils using strategies taught in interventions without adult direction. • Work scrutiny shows improvements in the quantity and quality of independent work. • Pupils actively participate in class discussions, group tasks, and wider school opportunities. • Staff report noticeable growth in pupils' willingness to take risks in learning and celebrate their achievements. • Families report improved confidence and motivation at home.
<p>Pupil premium children have good attendance</p>	<ul style="list-style-type: none"> • The average attendance of Pupil Premium children increases to 95% • The proportion of persistent or severe absences of Pupil Premium children reduces over the next three years
<p>Ensure Pupil Premium children are confident speakers with an increasing vocabulary</p>	<ul style="list-style-type: none"> • Pupils are able to articulate themselves clearly • Pupils demonstrate a wide and varied vocabulary • Teachers utilise oracy strategies across lessons such as sentence stems, structured talk and carefully planned speaking and listening activities across the curriculum

<p>Ensure disadvantaged learners access curriculum enrichment opportunities such as extra-curricular activities, visitors and school trips</p>	<ul style="list-style-type: none"> • All children have access to an enrichment opportunity each term • Participation in extra-curricular activities is inclusive for pupils across vulnerable groups (SEND and PP) • Pupil voice is positive about the opportunities provided
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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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff (including new staff) have received and have access to ongoing training to support the development of children's language and speaking and listening skills (Oracy) and implement this through high quality teaching and guided group intervention:</p> <ul style="list-style-type: none"> • Use Wellcomm to screen pupils and guide intervention for targeted children • Ensure and embed the consistent use for developing oracy: linguistic; physical; social/emotional; cognitive • Ensure that classroom practice utilises and engages pupils in a range of speaking and listening activities through Reception to Year 6 • Ensure that planned curriculum opportunities throughout the school enable 	<p>EEF-Early Years Toolkit Communication and language approaches: Source: https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>EEF Toolkit-Oral Language Interventions: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 6</p>

<p>structured speaking and listening activities.</p> <ul style="list-style-type: none"> • Ensure that curriculum opportunities allow spoken language and discussion skills to be explicitly taught. • Prioritise ongoing teacher training to support effective implementation of successful oracy strategies. 		
<p>Through monitoring and further training, ensure all children are receiving high quality phonics teaching across our lower school and, where identified, ensure effective use of assessment so that all children achieve in line with their age-related expectations.</p>	<p>EEF Teaching Toolkit-Phonics: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 3, 6</p>
<p>Ensure that all readers identified as at risk of not achieving in-line with their peers receive timely support and intervention to accelerate progress through high quality teaching and targeted intervention in phonics and reading fluency. Ensure resources allow all pupils to access reading material that matches ability.</p>	<p>EEF Teaching Toolkit-Phonics: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 3, 6</p>
<p>Ensure the quality of teaching and intervention is carefully monitored and relevant CPD is provided to strengthen the teaching across the curriculum for all relevant and new staff.</p> <p>Ensure all pupils have access to prompt and purposeful feedback to support progress.</p>	<p>EEF High Quality Teaching: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Toolkit-Teaching Assistant Interventions: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Toolkit – Feedback:</p>	<p>1, 4</p>

	Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group intervention following WellComm programme and monitor for consistency in approach to accelerate acquisition of language skills.	EEF-Early Years Toolkit Communication and language approaches: Source: https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1, 3, 4, 6
Through data analysis, identified disadvantaged pupils receive additional, targeted phonics sessions to close gaps and accelerate progress	EEF Teaching Toolkit-Phonics: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 4, 6
Targeted 1:1 and small group reading, writing and maths sessions to accelerate progress	EEF Toolkit-Teaching Assistant Interventions: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 4, 6
Ensure that all relevant and new staff are well-trained and skilled to deliver targeted interventions	EEF Toolkit-Teaching Assistant Interventions: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a range of curriculum and enrichment opportunities to develop children's cultural capital</p> <p>Offer and promote a range of after school clubs or school enrichment opportunities (trips and visitors) which are either free or discounted for disadvantaged pupils</p>	<p>The Nuffield Foundation: Source: https://www.nuffieldfoundation.org/project/revealing-social-capital</p> <p>EEF Toolkit-Arts Participation: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF Toolkit-Outdoor Adventure Learning: Source: http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>EEF Toolkit-Physical Activity: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5
<p>Offer 1:1 and small group social and emotional interventions to support children with developing independence, self-esteem, emotional resilience and behaviour</p>	<p>EEF Toolkit-Social and Emotional Learning: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF Toolkit – Behaviour interventions: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2

<p>Introduce a breakfast and afterschool club to improve attendance and ensure a soft start to the day. Build on success of already established 'Sunshine Club'</p>	<p>Extended service in practice-A summary of evaluation evidence for Head teachers, DfE-2011: Source: https://www.gov.uk/government/publications/extended-services-in-practice-summary-of-evaluation-evidence-for-headteachers</p>	<p>2, 5</p>
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Total budgeted cost: £

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 to 2025 academic year.

Review | Last year's aims and actions 2024-25

The PP Strategy has had a strong and positive impact across the school. Oracy is now embedded within everyday practice, with pupils confidently articulating ideas in full sentences and engaging thoughtfully with others' views. Our next focus is to further enrich pupil vocabulary through staff modelling, planned experiences and healthy challenging of pupils to expand their responses.

Reading provision has been strengthened through a revised lesson structure that prioritises fluency and exposes pupils to a wide range of high-quality texts. Our aim is for our pupils to actively deepen their love of literature using the tools provided to them in lessons.

Assessment practices have been refined and aligned with the Mosaic Partnership Trust, with pupil conferencing and well-considered lesson sequences supporting a clearer understanding of learning needs; the next step is to ensure teaching is increasingly responsive to assessment information.

Teaching and learning continue to improve through the effective use of modelling, particularly in mathematics, with clear steps to success supporting pupils' understanding; this approach will now be adapted more consistently across other subjects and learning environments.

Pupils are increasingly independent learners and show enthusiasm for working independently, with a continued focus on addressing misconceptions and maintaining high expectations.

Wellbeing remains a key strength, supported by a robust, tiered system and regular review. Pupils feel happy and safe in school and are keen to showcase their out-of-school achievements. Future work will focus on building pupil resilience and self-esteem towards their learning.

Whilst the school remains below the national average for attendance, it continues to be a priority with proactive strategies and close work with the EWO supporting improvement and collaboration with families. School has high expectations for attendance and actively promotes this through school open days, family events and frequent communication regarding its importance. Parental engagement is also strengthening, with improving communication between home and school and ongoing review of systems to further enhance partnerships and to promote school as a place for all.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Education Welfare Officer	SC Education Welfare Consultancy
Mentoring Services	Empower Mentoring and Krunch
Speech and Language Intervention	Boost Speech and Language