



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	L Edwards
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	Attendance and Punctuality Attendance and punctuality can be affected for students whose families are facing additional pressures or limited resources. Some pupils struggle with regular attendance because of factors beyond their control at home.
2	Reading Writing and Maths Some children who face additional socioeconomic challenges may need extra support to reach the expected standard in reading, writing, and maths.
3	Wellbeing / Mental Health Children affected by disadvantage may encounter factors that impact their mental health and wellbeing, and may therefore benefit from extra support
4	Wider experiences Some children who face socioeconomic challenges may have had fewer opportunities to explore a wide range of cultural experiences, which can influence their aspirations

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
Persistent absence among disadvantaged pupils is reduced through targeted attendance support and early identification of barriers.	Reduction in Persistent Absence Persistent absence among disadvantaged pupils decreases term-on-term, with attendance moving closer to national and in-school peers. Early Identification of Barriers

	Pupils at risk are identified promptly, with clear systems enabling early flagging and consistent recording of underlying barriers. Targeted Attendance Support Personalised support plans and timely interventions lead to measurable improvements in attendance and engagement. Strengthened Partnerships with Families Supportive, solutions-focused work with families results in increased confidence, improved communication, and greater engagement with attendance processes. Timely Monitoring & Leadership Oversight Regular tracking and reporting inform leaders and governors of progress and emerging needs, enabling termly review and refinement of the strategy. Improved Punctuality & Daily Routines Late marks reduce and smoother morning routines support improved readiness for learning.
Reading Writing and Maths Some children who face additional socioeconomic challenges may need extra support to reach the expected standard in reading, writing, and maths.	High-quality, adaptive teaching Teaching consistently uses effective adaptations that maintain high expectations and support disadvantaged learners. Disadvantaged pupils participate confidently and show growing independence. Curriculum leaders demonstrate how subjects are adapted to promote equity. Timely and effective tailored support Barriers are identified early, with interventions reviewed regularly for impact. Pupils receiving support make accelerated progress from their starting points. Improved curriculum access and wider participation Disadvantaged pupils access the full curriculum and take part more in enrichment, clubs and leadership opportunities. Supportive relationships and classroom culture

	Pupils feel valued and supported, with improved engagement and effort. Staff demonstrate strong understanding of pupils' needs and motivations. Strengthened outcomes Attainment and progress improve, with gaps narrowing and gains evident in daily learning and assessments. Effective use of Pupil Premium funding Spending aligns with identified needs and the tiered model, with leaders evidencing improved conditions and outcomes. Governors receive clear reports on impact. Professional development enhances practice Training improves staff confidence and skill in adaptive teaching and equity. Subject leaders use coaching and feedback to embed consistent high-quality practice.
Disadvantaged pupils develop stronger resilience, self-regulation, and coping strategies through targeted wellbeing interventions.	Improved Self-Regulation Targeted pupils show calmer responses, fewer incidents, and stronger emotional self-management. Staff report greater emotional readiness to learn, with improved focus and reduced time out of class. Increased Confidence, Resilience and Coping Skills Pupil voice shows greater confidence, resilience and use of positive coping strategies. Parents report improved routines, reduced anxiety, or better emotional management at home. Effective and Consistent Wellbeing Interventions Interventions follow clear plans, have measurable goals, and are delivered consistently. Regular monitoring shows positive impact on behaviour, engagement and wellbeing. Strengthened Relationships and Social Skills Pupils show improved relationships with

	peers and adults, including empathy, cooperation and conflict resolution. Reduced Behaviour Concerns and Escalation Behaviour incidents and dysregulation episodes reduce, with fewer high-level SEMH referrals due to early support. Robust Graduated Response and Staff Expertise Wellbeing support follows assess–plan–do–review processes with clear adaptation over time. Trained staff (e.g. ELSA) apply strategies consistently, reflected in observations and case reviews. Positive and Supportive School Culture School culture promotes proactive wellbeing support, and disadvantaged pupils report feeling safe and able to share worries.
Exposure to a wider range of experiences strengthens disadvantaged pupils' aspirations, confidence, and understanding of future possibilities.	Increased Participation in Enrichment Disadvantaged pupils take part in a wide range of enrichment activities, with strong and proportionate representation. Barriers to participation are reduced, supporting high attendance at opportunities. Growing Confidence, Aspiration and Curiosity Pupil voice reflects increased confidence, aspiration and interest in new experiences or future possibilities. Pupils show greater confidence in discussions, group work and leadership roles. Positive Impact on Learning and Wellbeing Teachers observe improved engagement and enthusiasm following enrichment experiences. Wider experiences contribute to stronger confidence, resilience and positive relationships. Clear Records of Experiences and Progression A broad and varied offer of clubs and experiencing are accessed by

	disadvantaged pupils. Curriculum plans include purposeful exposure to diverse people, places and professions. Enhanced Understanding of Future Pathways Pupils demonstrate improved awareness of jobs, skills and future opportunities beyond their immediate environment. Family Engagement and Feedback Parents report increased motivation, interest or conversations at home linked to enrichment activities. • Evidenced Impact and Use of Funding Leaders show how Pupil Premium funding has expanded access to experiences and positively influenced disadvantaged pupils.
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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: £29, 376

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	EEF Teaching Toolkit-Phonics: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Ensure that all readers identified as at risk of not achieving in-line with their peers receive timely support and intervention to accelerate progress	EEF Teaching Toolkit-Phonics: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

through high quality teaching and targeted intervention in phonics and reading fluency. Ensure resources allow all pupils to access reading material that matches ability.	evidence/teaching-learning-toolkit/phonics	
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. Ensure all pupils have access to prompt and purposeful feedback to support progress.	EEF High Quality Teaching: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Toolkit-Teaching Assistant Interventions: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Toolkit – Feedback: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2

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

Budgeted cost: £38,475

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	2
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	2
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	2
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	2, 3

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

Budgeted cost: £32,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of curriculum and enrichment opportunities to develop children's cultural capital 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	The Nuffield Foundation: Source: https://www.nuffieldfoundation.org/project/revealing-social-capital EEF Toolkit-Arts Participation: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Toolkit-Outdoor Adventure Learning: Source: http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning EEF Toolkit-Physical Activity: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
Offer 1:1 and small group social and emotional interventions to support children with developing independence, self-esteem, emotional resilience and behaviour	EEF Toolkit-Social and Emotional Learning: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Toolkit – Behaviour interventions: Source: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3

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'	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	1, 4
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Total budgeted cost: £ 98,475

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