

# Pupil premium strategy statement

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	Gilbertstone Primary
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	36.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2025
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Karen O'Reilly
Pupil premium lead	Karen O'Reilly
Governor / Trustee lead	Alex French

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	221,532
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	221,532

# Part A: Pupil premium strategy plan

## Statement of intent

Our goal is to ensure that every pupil, regardless of background or personal challenges, makes strong progress and achieves high standards across all subjects. We are committed to supporting pupils holistically, helping them develop the personal and social skills needed to succeed at every stage of their education. The core purpose of our Pupil Premium strategy is to enable disadvantaged pupils to reach these goals.

We also recognise the needs of vulnerable pupils, including those with a social worker or young carers. The actions outlined in this plan are designed to support them too, whether or not they are eligible for Pupil Premium funding.

To ensure pupils are ready to learn, it is essential that we address social, emotional, and mental health (SEMH) needs. Many disadvantaged pupils face specific SEMH barriers that can also affect attendance, so this is a key focus of our approach.

High-quality teaching remains at the heart of our strategy, complemented by targeted support in areas where disadvantaged pupils need it most. This approach has the greatest impact on closing attainment gaps and benefits all pupils across the school. Alongside this, we aim to sustain and improve outcomes for non-disadvantaged pupils.

Our approach is informed by robust diagnostic assessment and tailored to individual needs, rather than assumptions about disadvantage. The strategies we use work together to help pupils thrive. To ensure effectiveness, we will:

- Provide challenging and ambitious work for disadvantaged pupils
- Adapt provision to support and scaffold disadvantaged pupils with SEND needs
- Intervene promptly when needs are identified through assessments and monitoring of Pupil Premium outcomes
- Embed a whole-school commitment where every member of staff takes responsibility for disadvantaged pupils' progress and raises expectations of what they can achieve
- Deliver a curriculum that promotes social and emotional development, essential life skills, and wider enrichment opportunities

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speech and Language</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Disadvantaged pupils in EYFS and KS1 do not always have age-appropriate speech and language skills and this can affect their progress in other subjects.
2	<b>Phonics</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<b>KS2 Progress</b> Disadvantaged pupils especially those with SEND do not always make the expected progress in reading, writing and maths.
4	<b>Well-being</b> Disadvantaged pupils who also experience emotional issues and difficult family circumstances can need additional well-being, behaviour and academic support.
5	<b>Attendance</b> Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absence data is higher than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
<p><b>1. Speech and Language</b> Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Pupils with S&amp;L difficulties are identified early and appropriate intervention implemented.</p> <p>Pupils eligible for PP and identified as having S&amp;L difficulties have intervention to close the gap so they are working at their appropriate age-related band.</p> <p>Assessments and observations indicate improved oral language development.</p>
<p><b>2. Phonics</b> There is a consistent approach to the planning, delivery, and assessment of phonics / reading across Rec and KS1</p>	<p>Pupils eligible for PP make at least expected progress in their phonics so that the gap between PP and non-PP in the year 1 phonic screening is closing</p> <p>Phonic teaching is consistently good</p> <p>Phonic intervention impacts on pupil outcomes</p>
<p><b>3. KS2 Progress</b> There is a consistent approach to planning, delivery and assessment in reading, writing and maths across KS2.</p>	<p>Pupils eligible for PP make at least expected progress across KS2 and the gap between PP and non-PP progress measures in reading, writing and maths is closing.</p> <p>Teaching is consistently good.</p> <p>Teachers use a range of adaptive teaching strategies</p> <p>Rapid Reader intervention impacts on pupil outcomes</p>
<p><b>4. Well-being</b> To achieve and sustain improved well-being, for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Pupils eligible for PP are supported to develop their social skills and to manage their feelings and emotions so they can access the curriculum.</p>
<p><b>5. Attendance</b> To achieve and sustain improved attendance for disadvantaged pupils.</p>	<p>Attendance rates for disadvantaged pupils are at least in line with non-disadvantaged pupils</p> <p>Pupils eligible for PP are supported to attend school</p> <p>Early help is robust in supporting families and pupils to attend school.</p> <p>School has a greater understanding of Emotional Based School Avoidance</p>

## 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: £ 72,079**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD/monitoring for reading, writing and maths</p> <p>Embedding of teaching and learning Framework</p> <p>Adaptive teaching cpd</p>	<p>Consistent and effective Wave 1 teaching impacts on pupils' outcomes</p> <p>Adaptive teaching strategies impact positively on children's learning</p>	1, 2, 3
<p>A robust pupil progress cycle is used across school.</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Pupil progress meetings/moderation to ensure assessments are interpreted and administered correctly.</p>	<p>Assessment informs next steps in planning and identifies gaps in learning for timely targeted intervention (focus and target children)</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1, 2, 3
<p>Continue to embed a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (Bug Club Phonics)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	2
<p>Whole school Skills Builder programme (the development of essential learning and life skills)</p>	<p>Children need to develop essential learning-for-life skills that can be used across the curriculum and prepare them for the next phase in their education.</p>	1, 2, 3, and 4

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

**Budgeted cost: £ 90,040**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the delivery of TA-led Pearson Rapid Reader catch up reading programme in KS2	Proven impact-measured intervention scheme for reading catch up targeted at KS2 pupils who have dropped below age related expectations.	2, 3
Continue to embed the TA Led Pearson Rapid Phonics catch up programme.	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
Speech and language (Talk Boost) targeted intervention	Proven impact-measured intervention scheme adopted to ensure that age-related expectations for speech and language are met. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Use of success at arithmetic Maths intervention for KS2	Proven impact-measured intervention scheme for maths catch up targeted at KS2 pupils who have dropped below age related expectations with their basic arithmetic / calculation skills	3

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

**Budgeted cost: £ 59,413**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training from Beacon behaviour support services.	Schools with good behaviour and consistent management systems support pupils to achieve better academic outcomes.	4
Beacon Behaviour Support services used to provide support for pupils on behaviour plans and SEMH needs	Behaviour can be a significant barrier to learning and some pupils need support in managing their feelings and emotional responses	4
Ongoing senior learning mentor support for children and families (school-based Early Help/regular children's team meetings/pastoral meetings)	A holistic approach to developing and supporting the whole child will give them solid foundations for learning and life. Pupils with positive well-being and attitudes to learning can apply themselves.	4
Provide Early Help for families where pupil attendance is a concern Eg Parental support activities eg Anxiety workshop, school nurse referrals, Family Connect referrals	Evidence suggests that small improvements in attendance can lead to meaningful impacts for pupil outcomes.	5
Curriculum enrichment opportunities	Evidence in the EEF toolkit – arts participation states that participation can have a positive impact on academic outcomes in other areas of the curriculum	3,4,5

## Total budgeted cost: £221,532

Itemised planned expenditure	Challenge Number	Amount
<ul style="list-style-type: none"> <li>Provision of additional teaching (teacher / TA) resource to provide targeted intervention sessions, including Talk Boost, Rapid Reader, phonics, 1<sup>st</sup> Class @ Number, Success @ Arithmetic</li> </ul>	1,2,3	
<ul style="list-style-type: none"> <li>Diagnostic Tests eg Pira, NFER testing materials</li> </ul>	2,3	
<ul style="list-style-type: none"> <li>Rapid Reader Intervention subscription</li> </ul>	2,3	
<ul style="list-style-type: none"> <li>Bug Club home reading books to support intervention work</li> </ul>	2,3	
<ul style="list-style-type: none"> <li>Rapid Phonics intervention and resources</li> </ul>	2,3	
<ul style="list-style-type: none"> <li>Bug Club resources and subscription</li> </ul>	2	
<ul style="list-style-type: none"> <li>Phonics Tracker subscription</li> </ul>	2	
<ul style="list-style-type: none"> <li>Ready Steady Write Subscription and training</li> </ul>	1,2,3	
<ul style="list-style-type: none"> <li>White Rose Maths Subscription and training</li> </ul>		
<ul style="list-style-type: none"> <li>School Improvement Advisor Deep Dive days to evaluate teaching and learning</li> </ul>	1,2,3,4,5	
<ul style="list-style-type: none"> <li>Learning Mentor Provision</li> </ul>	4,5	
<ul style="list-style-type: none"> <li>Skills Builder Programme</li> </ul>	1,2,3,4,5	
<ul style="list-style-type: none"> <li>Beacon Behaviour Support Services</li> </ul>	4,5	
<ul style="list-style-type: none"> <li>CPD Training Courses and Inhouse release time</li> </ul>	1,2,3,4	
<ul style="list-style-type: none"> <li>Pupil Progress Meetings</li> </ul>	1,2,3	
<ul style="list-style-type: none"> <li>Attendance Support for families</li> </ul>	4,5	
<ul style="list-style-type: none"> <li>Curriculum enrichment opportunities (visits, workshops)</li> </ul>	3,4,5	

## 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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that outcomes for disadvantaged pupils continue to improve.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and to results achieved by non-disadvantaged pupils nationally

### Key Stage 2025

- School disadvantaged **reading data (71%)** at the expected standard shows that disadvantaged pupils are achieving slightly above national disadvantaged pupils and the gap between school disadvantaged compared to national non disadvantaged is narrowing.
- At Key stage 2 school disadvantaged **writing data (54%)** at the expected standard shows that school is close to national disadvantaged pupil outcomes but the gap between school disadvantaged compared to national non disadvantaged has widened from the previous year.
- At Key stage 2 school disadvantaged **maths data (79%)** at the expected standard shows that school outcomes are above those national disadvantaged pupils and the gap has been narrowed with non-disadvantaged pupils

### Other Statutory Benchmarks

- **EYFS:** School disadvantaged Good level of development outcomes (55%) show that a gap remains with national non disadvantaged.
- **Year 1 Phonic Screening Check:** School disadvantaged pupils meeting the standard of the check (89%) is slightly above national non disadvantaged showing the gap is closed for this cohort.
- **Year 4 Multiplication Check:** School disadvantaged Average point score (19) is closing but shows that a gap remains with national non disadvantaged (21.3)

## Externally provided programmes

Programme	Provider
N/A	N/A

