

Gainford C of E Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium for 2025-2026 academic year 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	Gainford C of E Primary School
Number of pupils in school	49 (2024-2025) 40 (2025-2026)
Proportion (%) of pupil premium eligible pupils	2024 -2025 (10 pupils / 20%) 2025-2026 (9 pupils / 22.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024 / Reviewed March 2025 / July 2025 / November 2025
Date on which it will be reviewed	March 2026 / July 2026
Statement authorised by	Mrs. K. Whitaker
Pupil premium lead	Mrs. K. Whitaker
Governor / Trustee lead	Mr. W. Deakin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of intent

At Gainford C of E Primary School, we believe that every child deserves the opportunity to achieve their very best, no matter their background. We know that some pupils face additional challenges due to disadvantage and we are committed to using the Pupil Premium Grant to provide the support they need to thrive.

Our Aims

Through the use of Pupil Premium funding, we aim to:

- Provide high-quality teaching that supports all pupils and helps close gaps in attainment.
- Identify and respond quickly to any additional needs so that barriers to learning are addressed early.
- Make sure all staff share responsibility for the progress, wellbeing and success of disadvantaged pupils.
- Develop children's language and speaking skills to give them the confidence and tools they need to succeed in school and in life.
- Keep attendance high so that pupils can make the most of every learning opportunity.
- Promote pupils' mental health, wellbeing and resilience, ensuring pupils are supported emotionally and socially so they can achieve their full potential academically and personally.
- Develop staff expertise in supporting disadvantaged pupils by training a Lead Thrive Practitioner in school and having a Mental Health First Aider, ensuring all staff are confident in meeting pupils' emotional and social needs.
- Offer enriching experiences, such as school trips, residential visits and special events that pupils might not otherwise access.
- Work closely with parents in agreeing and reviewing support arrangements, for example through Personal Education Plans (PEPs) or SEN Support Plans.
- Support pupils at key stages of transition, including moving from primary to secondary school to ensure a smooth and successful progression.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data indicates that a higher proportion of pupils not reaching the expected standard in Reading, Writing & Maths are those pupils who are eligible for the PP Grant.
2	Nearly half of our disadvantaged pupils have Special Educational Needs and require a higher level of differentiation, adult support including both internal and professional external support.
3	Access to extended learning opportunities - Not all families can afford to fund school visits, wraparound provision / clubs, residential visits, music tuition etc.
4	Our attendance data indicates that attendance among disadvantaged pupils can be lower than for non-disadvantaged pupils. Although this is rising year on year. <ul style="list-style-type: none">• 2024-2025 (95%)• 2023-2024 (95%)• 2022-2023 (91%)• 2021-2022 (89.49%)
5	Nearly half of our disadvantaged pupils have experienced difficulties due to their family circumstances, such as parental separation, illness within the family and other challenges. These factors impact not only their learning and progress but also their mental health and emotional wellbeing.

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
1) Improved attainment in reading writing and maths for pupils in receipt of the PP Grant	<ul style="list-style-type: none">• PP children make at least good progress from their starting points in reading, writing and maths at the beginning of the year (5-6 points of progress).• PP children (without significant SEND) meet the expected standard in reading, GPS and writing for their year group expectations.• Disadvantaged children have access to high quality texts; are heard read regularly; have had opportunities to develop their comprehension skills and vocabulary development and have acquired a love of reading for pleasure.• Children to reach individual targets over the academic year (in line with our reading rewards scheme).• Reading (Teacher Assessment) / Accelerated Reader & Testbase data evidence that the gaps are closing.

Intended outcome	Success criteria
2) Disadvantaged pupils with SEND will have full access to targeted interventions and regularly updated SEN Support Plans, ensuring their individual learning needs are met and their progress is maximised.	<ul style="list-style-type: none"> • All disadvantaged pupils with SEND have up-to-date SEN Support Plans that follow the assess, plan, do, review cycle. • Plans target specific needs across the four broad areas of SEND, supported by high-quality teaching, targeted interventions, and external support. • Pupils have access to high-quality teaching, targeted interventions and external support tailored to their needs. • Interventions and support are regularly reviewed for impact, with adjustments made as needed. • Pupils make measurable progress, show increased engagement and confidence and barriers to learning are addressed promptly.
3) Curriculum enrichment opportunities and extended school activities are offered to all disadvantaged pupils. Disadvantaged pupils access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress and through these first-hand experiences.	<ul style="list-style-type: none"> • Disadvantaged children to have access to all learning opportunities including both academic and non-academic. • Disadvantaged pupils are supported with homework and reading resulting in increased progress.
4) Attendance for disadvantaged pupils will improve and be sustained, ensuring they attend school regularly and are fully able to access learning opportunities.	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils increases and moves closer to, or above the national average. • Persistent absence among disadvantaged pupils is reduced. • Pupils attend school more regularly and on time. • Families show increased engagement with attendance support.
5) Disadvantaged pupils will be fully supported in both their emotional wellbeing and learning, enabling them to build resilience, engage positively in school and make improved academic progress despite challenging family circumstances.	<ul style="list-style-type: none"> • Pupils feel fully supported and know who to go to for help. • Improved attendance and engagement in lessons. • Reduced emotional or behavioural incidents. • Pupils show increased confidence and resilience. • Improved attitudes to learning. • Measurable progress in academic attainment.

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: £4379.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading - Comprehension Strategies	<p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> Implement explicit reading comprehension strategies in the classroom to enhance pupils' understanding of texts. This approach has been shown to improve reading outcomes, particularly for disadvantaged pupils (Education Endowment Foundation, EEF). Ninja Comprehension / Literacy Shed & Accelerated Reader Create a structured reading curriculum that incorporates diverse texts, allowing pupils to engage with a variety of genres and themes. This can help to develop their comprehension skills and foster a love for reading (EEF, Reading Comprehension Strategies). The Write Stuff / Literacy Shed <p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> Provide small group interventions focused on reading fluency and comprehension for disadvantaged pupils. Research indicates that targeted support can lead to significant improvements in reading skills (EEF, Reading Comprehension Strategies). Ninja Comprehension / Stile Questions / Testbase Organise regular reading sessions with teaching assistants or volunteers to provide one-on-one support for pupils who may struggle with reading. This personalised attention can help build confidence and improve reading skills (Lincolnshire Research School, Developing a Reading Culture). <p>Tier 3 - Wider strategies</p> <ul style="list-style-type: none"> Foster a reading culture within the school by creating a dedicated reading corner or library space that is inviting and accessible to all pupils. This can encourage pupils to explore books and develop a love for reading (Lincolnshire Research School, Developing a Reading Culture). Engage families by hosting reading workshops that provide parents with strategies to support their children's reading at home. This can help to create a supportive reading environment outside of school (EEF, Reading Comprehension Strategies). Collaborate with local libraries / Durham Learning Resources to promote reading initiatives and provide access to a wider range of books for pupils. This partnership can help to enhance pupils' reading experiences and encourage them to explore new genres (Lincolnshire Research School, Developing a Reading Culture). 	1 & 2
Writing	<p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> Professional Development in Effective Writing Instruction: Invest in training for teachers focused on evidence-based writing strategies, such as explicit teaching of writing techniques and text structures. ESP / KW To attend training via the English Hub linked to the New DFE Writing Framework. Create a multi-year plan linked to SDP. Implementation of a Structured Writing Curriculum (The Write Stuff): Develop or enhance a sequenced, knowledge-based writing curriculum that includes frequent, high-quality opportunities for writing across different subjects. <p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> Guided Writing Sessions: Implement guided writing sessions where small groups of pupils receive focused instruction tailored to their specific writing needs. This allows for targeted feedback and support (source: Improving writing with a focus on guided writing). 	1 & 2

Maths	<p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> Professional Development in Mastery-Based Approaches (White Rose Maths) - Invest in specialised training for staff on mastery methods in Maths, which have been shown to improve understanding and retention in pupils. Evidence from the Education Endowment Foundation suggests that mastery learning can increase progress by approximately five months over a school year. Mentoring and Coaching for Teachers - LS to observe staff alongside HT & CSP. Mentor and coach - teaching skills and directly impact pupil learning by enhancing the quality of Maths instruction delivered. <p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> Targeted interventions and resources will be used to address identified numeracy gaps, including tailored support for disadvantaged pupils with SEND through tools such as Dynamo Maths, Testbase, NFER assessments, Times Table Rockstars, and NumBots. The HLTA /ETA will be deployed to support learning by working in class to enhance high-quality maths teaching and by delivering structured targeted interventions where needed under the guidance of the class teacher / SENDCO. 	1 & 2
SEND in Mainstream Schools	<p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> Implement inclusive teaching strategies that cater to diverse learning needs, such as differentiated instruction and flexible grouping. This approach ensures that all pupils, including those with SEND, receive high-quality teaching tailored to their individual requirements. https://researchschool.org.uk/essex/news/implementing-the-eefs-five-a-day-principle-to-support-send-learners-in-the-classroom Utilise the Education Endowment Foundation's (EEF) 'Five-a-day' principle, which includes strategies like explicit instruction, scaffolding, and formative assessment to support SEND learners effectively. https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send Foster a positive and inclusive classroom environment by encouraging pupil participation in planning, monitoring, and evaluating their own learning. This promotes self-regulation and independence among SEND pupils. https://www.highspeedtraining.co.uk/hub/supporting-pupils-with-sen-in-the-classroom/ Professional Development in Differentiation and Inclusive Practices Invest in training programs for teaching staff, focusing on differentiation techniques and inclusive educational practices. Training to be delivered through local providers e.g. Durham County Council Local Offer. This aims at enhancing teacher capability to meet diverse learning needs effectively. 	1 & 2

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

Budgeted cost: £7291

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND in Mainstream Schools	<p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> Provide targeted interventions that are evidence-based and closely monitored, ensuring that they supplement high-quality teaching rather than replace it. This could include small group work or one-on-one support tailored to specific learning goals. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support Specialised SEND Resources -Purchase specific learning resources and tools that aid SEND pupils in overcoming learning barriers, e.g. Dynamo Maths programme tailored for dyscalculia. 	1 & 2

	<ul style="list-style-type: none"> • Strategically deploy Teaching Assistants (TAs) to support pupils with SEND, ensuring they are well-prepared and integrated into the classroom to enhance learning without isolating pupils from their peers. https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send • Regularly assess and adjust interventions based on pupil progress, ensuring that support remains relevant and effective in addressing individual needs. <p>Tier 3 - Wider strategies</p> <ul style="list-style-type: none"> • Build strong relationships with pupils and their families to understand their unique needs and challenges better. • Incorporate social and emotional learning (SEL) programmes that help all pupils, especially those with SEND, develop self-regulation strategies and improve their emotional well-being. Zones of Regulation / PSHE – Jigsaw Programme / Thrive. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment opportunities and extended school activities.	<p>EEF – Extending School Time The research focuses on three main approaches to extending teaching and learning time in schools: <ul style="list-style-type: none"> • extending the length of the school year; • extending the length of the school day; and • providing additional time for targeted groups of pupils, particularly disadvantaged or low-attaining pupils, either before or after school. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and better engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>EEF – Outdoor Adventure Learning Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	3 & 5

Wellbeing	<p>Develop staff expertise in supporting disadvantaged pupils by training a Lead Thrive Practitioner in school and having a Mental Health First Aider, ensuring all staff are confident in meeting pupils' emotional and social needs.</p> <p>Tier 1 – High quality teaching</p> <ul style="list-style-type: none"> Lead staff (RC) to be trained in Thrive approaches and mental health awareness can adapt teaching strategies to meet the emotional and social needs of disadvantaged pupils, improving engagement and learning outcomes. <p>Tier 2 - Targeted academic support</p> <ul style="list-style-type: none"> The Lead Thrive Practitioner (RC) and Mental Health First Aider (LM) can provide small-group or one-to-one interventions for pupils struggling with emotional or social barriers, supporting their readiness to learn and progress academically. <p>Tier 3 - Wider strategies</p> <ul style="list-style-type: none"> By building staff confidence in addressing pupils' wellbeing, pupils receive consistent emotional support across the school, improving resilience, behaviour, attendance and overall wellbeing. 	3 & 5
Attendance	<p>Tier 3 - Wider strategies</p> <ul style="list-style-type: none"> Develop a school-wide attendance policy that includes flexible approaches to accommodate the unique circumstances of disadvantaged pupils, such as family responsibilities or health issues. Education Conferences UK Implement incentives for good attendance, such as recognition in school assemblies or special rewards, to motivate pupils to attend regularly. Education Conferences UK Collaborate with families and support services (Parent Support Advisor – RS) to create a holistic understanding of each pupil's needs, ensuring that any barriers to attendance are addressed promptly and effectively. Education Endowment Foundation 	4

Total budgeted cost: £ 14,800

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.

The 2024–2025 academic year has seen positive outcomes for our Pupil Premium (PP) pupils, demonstrating good progress (from their starting points) and engagement across all areas.

All PP pupils successfully passed their Phonic Screening Check, achieving a 100% pass rate. This reflects the effectiveness of targeted phonics support and early literacy interventions implemented throughout the year.

In terms of academic progress, the vast majority of PP pupils in Key Stage 1 & Key Stage 2 made good progress from their starting points. All pupils, with the exception of one, achieved at least the expected progress of 5–6 points over the year in reading, writing and maths. This demonstrates that most pupils are meeting or exceeding expectations and the targeted interventions we provide are helping to close gaps in learning.

Attendance for Pupil Premium pupils in 2024–2025 was 95%, which aligns with national expectations, as whole-school attendance across England typically averages 95%.

Disadvantaged / PP pupils have been offered regular access to our before and after-school clubs, ensuring they can participate fully in the life of the school. Additionally, PP pupils have benefited from a variety of educational visits throughout the year, including:

Durham University workshops – exploring Ancient Greece, Hinduism and The Hancock Museum (Time Odyssey) (Key Stage 2)

The Locomotion Museum, Raby Castle and Hardwick Park – focusing on History from the Stone Age to Iron Age and the History of the local area – castles and transport. (EYFS -Key Stage 2)

Residential visit to Robinwood – providing opportunities for teamwork, resilience and personal growth. (Key Stage 2)

Sporting competitions and festivals – collaborating with other local primary schools across the year (EYFS -Key Stage 2)

Violin lessons – supporting the development of musical skills (Key Stage 2)

These experiences have not only enriched the curriculum but have also helped to develop pupils' social, cultural and personal skills, giving them opportunities that they might not otherwise have had.

The mental health and wellbeing of all our pupils continue to be a priority for us. In 2025–2026, we will place greater emphasis on supporting mental health and emotional wellbeing by training a Mental Health First Aider and a Thrive Practitioner within school. In addition, we will offer support to families by working closely with our Parent Support Advisor to access practical help, such as medical or financial support, ensuring that pupils and their families are fully supported both in and out of school.

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
Accelerated Reader	Renaissance Place
Jigsaw PSHE	Jan Lever Group
White Rose Mathematics	3P Learning
Times Table Rockstars / NumBots	Maths Circle
Dynamo Maths	JellyJames Publishing
Thrive	The Thrive Approach

