

Gainford C of E Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium for 2024-2025 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 / 52
Proportion (%) of pupil premium eligible pupils	2024 -2025 (10 pupils / 20%) 3 Additional Pupils – February 2025 (25%)
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
Date on which it will be reviewed	March 2025 / July 2025 / October 2025
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

Part A: Pupil Premium Strategy Plan

Statement of intent

At Gainford C of E Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

We aim to:

- provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- narrow the gap between the educational achievement of these pupils and their peers.
- address underlying inequalities, as far as possible, between pupils.
- ensure that the PPG reaches the pupils who need it most.
- make a significant impact on the education and lives of these pupils.
- work in partnership with the parents of pupils to collectively ensure pupils' success.

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focused on clear short-term goals, providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP) or Special Educational Needs Support Plans (SEN Support Plans))
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.

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 Phonics, Reading & Writing are those pupils who are eligible for the PP Grant
2	Assessment data indicates that a higher proportion of pupils not reaching the expected standard in Maths are those pupils who are eligible for the PP Grant
3	Reading - Assessments, observations and discussions with pupils suggest disadvantaged pupils generally are not read to or with at home regularly. This negatively impacts on their development as readers. This means staff must ensure there are additional opportunities provided in school to support and value reading.
4	At least 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.
5	Access to extended learning opportunities - Not all families can afford to fund school visits, wraparound provision / clubs, residential visits, music tuition etc.
6	Our attendance data indicates that attendance among disadvantaged pupils can be lower than for non-disadvantaged pupils. <ul style="list-style-type: none">• 2023-2024 (95%)• 2022-2023 (91%)• 2021-2022 (89.49%)

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 and writing 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 and writing at the beginning of the year (5-6 points progress). PP children (without significant SEND) meet the expected standard in reading, GPS and writing for their year group expectations.
2) Improved attainment in 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 at the beginning of the year. PP children (without significant SEND) meet the expected standard in maths for their year group expectations.
3) Provide increased opportunities in school to support and enthuse a love of reading. Increase engagement with parents to support home reading.	<ul style="list-style-type: none"> By the end of academic year attainment in reading for all pupils improves across the year. 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.
4) Pupils with SEND & who are disadvantaged have access to targeted interventions / regularly updated SEN Support Plans.	<ul style="list-style-type: none"> SEN Support plans are in place and follow the assess, plan, do, review cycle. They identify specific needs in relation to the 4 broad areas of need. These needs are targeted directly and pupils have access to high quality teaching, external support and targeted interventions to address the identified needs and gaps in learning.
5) 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.
6) To improve (and sustain) attendance for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> Reduce the number of persistent absentees. Demonstrate an increased attendance % for pupils entitled to pupil premium.

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: £3,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>Testbase / Accelerated Reader / NFER</p>	1,2,3,4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Sounds Write Programme</p>	1,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Purchase additional maths resources to support identified gaps and develop fluency in mental maths.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>White Rose Maths / Archimedes Maths Hub TRG / Dynamo Maths programme tailored for dyscalculia / Times Table Rockstars.</p>	2

<p>Implement explicit reading comprehension strategies in the classroom to enhance pupils' understanding of texts</p>	<p>This approach has been shown to improve reading outcomes, particularly for disadvantaged pupils (Education Endowment Foundation).</p> <p>Reading Comprehension Strategies / EEF</p> <p>Ninja Comprehension / The Write Stuff / Literacy Shed / Accelerated Reader / Stile Resources</p>	<p>1, 3, 4</p>
<p>Organise regular reading sessions with teaching assistants or volunteers to provide one-on-one support for pupils who may struggle with reading.</p>	<p>This personalised attention can help build confidence and improve reading skills</p> <p>Lincolnshire Research School, Developing a Reading Culture).</p>	<p>1, 3</p>
<p>Foster a reading culture within the school by creating a dedicated reading corner or library space that is inviting and accessible to all pupils.</p> <p>Apply for grant funding for a wider range of diverse books in the library.</p>	<p>This can encourage pupils to explore books and develop a love for reading (Lincolnshire Research School, Developing a Reading Culture).</p> <p>Collaborating with local libraries / Durham Learning Resources to promote reading initiatives and provide access to a wider range of books for pupils will help to enhance pupils' reading experiences and encourage them to explore new genres (Lincolnshire Research School, Developing a Reading Culture).</p>	<p>1, 3</p>
<p>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. Invest in training for teachers focused on evidence-based writing strategies, such as explicit teaching of writing techniques and text structures</p>	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing.</p> <p>The EEF report contains key recommendations to impact children's learning in Literacy</p> <p>Improving Literacy in Key Stage 1 / EEF</p> <p>Improving Literacy in Key Stage 2 / EEF</p> <p>Professional Development in Effective Writing Instruction:</p> <p>ESP – To complete the National Professional Qualification for Literacy Leaders.</p> <p>All teaching staff to access The Write Stuff online training.</p>	<p>1, 3</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>PSHE Jigsaw Programme / Zones of Regulation</p>	4, 5, 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group interventions for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p>	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Targeted academic support / EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Work with the English Hub (see separate audit)</p> <p>Sounds Write Intervention Master Class</p>	1,3

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

Budgeted cost: £2,829.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on identified areas of SEND needs with the aim of ensuring that all SEND pupils are well-prepared and integrated into the classroom to enhance learning without isolating pupils from their peers.	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	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing an attendance / support officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Guidance Working Together to Improve School Attendance Supporting School Attendance – EEF	6
Ensuring PP pupils have access to the same enrichment opportunities and extended school activities as their peers.	Extending School Time – EEF 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. 	5

	<p>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.</p> <p><u>Outdoor Adventure Learning - EEF</u></p> <p>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.</p> <p>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.</p>	
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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 2023 to 2024 academic year.

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	
Dynamo Maths	JellyJames Publishing

