

# 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	William Gilpin CE Primary
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	12% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	January 2026
Date on which it will be reviewed	October 2026
Statement authorised by	D.Genn (HT)
Pupil premium lead	D.Genn
Governor / Trustee lead	V. Van der Hoven

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,070
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	£12,070

# Part A: Pupil premium strategy plan



## Statement of intent

At William Gilpin Primary School, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. The school's core values of Courage, Compassion and Community drive this objective.

Our approach is to establish a culture of equity over equality that aims to understand the challenges that disadvantaged learners face, and that puts the right support in at the right time.

Our knowledge of our community, gained from our relationships with children and families, has led us to focus on:

- supporting Speech, Language and Communication from the Early Years,
- immersing children in high quality literature and experiences to develop a love of reading and
- supporting children with the emotional aspects of learning in order to become life long learners.

These identified needs form the foundation of our Pupil Premium Strategy.

For us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage over others. Our culture is based around four key principles:

1. **Collective Teacher Efficacy** (the collective belief of teachers in their ability to positively affect students) is the described by John Hattie as the 'number one influence' with an effect size of 1.57 in relation to student achievement (10 Mind frames for Visible Learning, John Hattie 2018).
2. **Quality first teaching** (Sutton Trust 2011): this is described as the single biggest variable (30%) that explains in-school variation. In order to develop High Quality Inclusive Practice (HQIP) that supports the progress and attainment of disadvantaged learners, we use a systemised approach to staff professional development built upon evidence-based research.
3. We apply a '**Find the gap; plug the gap**' mentality for specific areas of deficit, academic or otherwise. This PP gap analysis provides us with a holistic understanding of the children that helps to identify and target the right support at the right time.
4. We have designed and teach a **cumulatively sufficient, knowledge and vocabulary rich curriculum**. This enables us to ensure that children are engaged and enthused with their learning as Hattie (2018) concluded that boredom is not just problematic – it has serious detrimental effects on

attainment. With an effect size of -0.49, boredom is more damaging to student learning than lack of sleep, low socio-economic status, corporal punishment and depression.

“Learning is a persistent change in knowledge...knowledge is information that exists in our mind, in our long-term memory.” Peps McCrea 2016.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Teaching and Learning</u></p> <p>Given the fact that over half of the children eligible for Pupil Premium funding also have additional needs, there is a need for evidence-informed High Quality Inclusive Practice that meets the needs of all children.</p>
2	<p><u>Curriculum Development</u></p> <p>A key challenge many of our disadvantaged children face is a gap in background knowledge and weak prior learning. With this in mind, there is a need for curriculum design that provides routine opportunities to strengthen prior knowledge and deepen understanding.</p>
3	<p><u>Emotional Regulation</u></p> <p>Some children require support to regulate emotions to enable them to access learning. For example pupils can struggle to separate from care givers or children may find the classroom environment overwhelming.</p>
4	<p><u>Communication and Language Skills</u></p> <p>Assessments, observations, and discussions with teachers indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entry to EYFS.</p>
5	<p><u>Attendance</u></p> <p>We have identified that attendance is a barrier for some of the children who are eligible for the Pupil Premium funding.</p>

## 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
Improved attainment for disadvantaged pupils including those with additional challenges such as SEND.	End of KS2 attainment will continue to improve and the gap will continue to close between disadvantaged pupils and their non-disadvantaged peers Other statutory assessments will show improving attainment and a closing of the gap including Phonics and Times Tables Check Internal data will show a similar picture.
Teaching and learning enables disadvantaged pupils to learn with greater success.	Attainment will improve as above Observations by leaders, Teacher feedback, Pupil voice, Planning, and Evidence in books will show that disadvantaged pupils are having an increasingly consistent experience of 5 characteristics of High Quality Inclusive Practice.
Curriculum planning meets children's need to strengthen prior learning.	Children eligible for Pupil Premium actively engage with the curriculum and gaps in prior learning are found and filled.
Pupils are emotionally regulated, enabling them to consistently access learning.	CPOMS and lateness data will show a reduction in pupils missing learning due to emotional challenges. Transition from lighthouse will show that children are returning to mainstream classrooms at an increasing rate with high levels of success. CPOMs will show a reduction in emotional related logged incidents. Teacher's observations, Key adult observations, Pupil Voice, Evidence from books will indicate that children engage with learning with increasing success. Teachers' feedback shows they are increasingly confident and increasing skills in helping and managing pupils with emotional needs.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. <ul style="list-style-type: none"> <li>● Data used will include Milestone data from the Early Years curriculum</li> <li>● Tapestry observations</li> <li>● QLA of KS2 reading paper focussing on vocabulary</li> <li>● Teacher assessments of vocabulary teaching, especially in Reading, shows an increase in understanding</li> </ul>
Children's attendance improves.	Attendance data shows improvements in the attendance and punctuality of children eligible for Pupil Premium.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD	Sutton Trust found that, The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers. High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average has a positive impact on pupil attainment across early years, primary and secondary contexts. EEF effective Professional Development Guidance Report.	1,2,3,4,5
High Quality Texts	Immersion in high quality texts to support reading and writing has a significant impact on a child's attainment. By ensuring children can read increasingly challenging texts, this then subsequently promotes a love of reading.	1,2,4
CPD - Coaching and Mentoring	There is evidence that mentoring can have positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher/student interactions, and an improved classroom environment. National Institute of teaching, Mentoring and Coaching of teachers – July 2023	1,2,4
Phonics Programme - Read, Writing Inc	Rose Review in 2006 recommended the use of systematic phonics to teach reading. DfE recommended programme adopted to support the delivery of phonics across KS1. The EEF (July 2021) states, "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."	1, 2, 4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant focus in the classroom, PP children receiving weekly feedback on learning in the core subjects	Effective Feedback/Ordinarily Available Provision (+9 months)  1:1 support for children as required (x 3 PP children)	1,2,3,4
1:1 daily reading for PP children	Reading Comprehension Strategies (+6 months)	1,2,4
ELSA support	An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress	3
Speech and Language Therapy	Children who need support will either require small group support or 1:1 support from the school speech and language therapist.	4
Forest School	Research conducted by the New Economics Foundation (NEF) suggests that forest school supports children in the following ways: confidence, communication, motivation, physical development and social skills.  Meta-cognition and self-regulation strategies (+8 months EEF research)	3, 4, 5

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

Budgeted cost: £2,070

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance at extra-curricular sports provision and/or after-school club	Sport Participation (+3 months EEF research) Arts Participation (+2 months EEF research)	5
Access to Breakfast Club / After-School Club	Meta-cognition and self-regulation strategies (+8 months EEF research)	3,5
Cost of all school trips/visits (including residential)	Arts Participation (+2 months EEF research) Sport Participation (+3 months EEF research)	2,5

**Total budgeted cost: £12,070**

## 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.

#### Intended Outcomes:

1) *For PP children to achieve at least equally to children who do not receive PP support:*

	<b>READING</b>	<b>WRITING</b>	<b>MATHS</b>
<b>End of KS2 (ARE+)</b>	<b>75%</b>	<b>58%</b>	<b>75%</b>
<b>All Pupil Premium (ARE)</b>	<b>67%</b>	<b>44%</b>	<b>67%</b>
<b>Pupil Premium excluding SEND (ARE)</b>	<b>60%</b>	<b>60%</b>	<b>80%</b>

Children currently eligible for Pupil Premium funding do not achieve as well as their peers do at the end of KS2. The greatest gap is in Writing where 44% of children currently eligible for Pupil Premium funding are working at the expected standard whereas as the End of KS2, 58% of children achieved the expected standard in Writing.

However, when considering children currently eligible for Pupil Premium funding who do not have additional needs, the picture changes. These children are achieving in line with school's end of Key Stage 2 results in Writing and exceeding them in Maths.

This leads to the need for a focus on establishing high quality inclusive practice that meets the needs of all learners, especially those with additional needs.

2) *All PP children access and engage with a varied and enriching curriculum*

No children have been denied access to a broad and balanced curriculum and the subsidising of school trips & visits has ensured PP children have benefited. Pupil Premium books are always prioritised during book scrutinies.

*3) PP children have access to emotional and social wellbeing support when needed which leads to greater self-regulation and improved behaviour*

An extensive programme of therapeutic interventions has been implemented, with Pupil Premium children in need of such support being prioritised and fast-tracked. These interventions have included: ELSA, Draw & Talk, Rewilding, Lego Therapy, Relax Kids, the New Park Outdoor Learning programme (which included a parent celebration event) and Sensory Circuits. The NFLA Forest School initiative provided the opportunity for PP children to participate in Forest & Beach school in different settings. In addition, PP children have been able to benefit from the development of the Wellness hub. This has led to improved behaviour, concentration and self-esteem.