

Pupil premium strategy statement – Gilthill Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 To 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nicky Allison (Headteacher)
Pupil premium lead	Nicky Allison
Governor / Trustee lead	Cath Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,070

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is a funding initiative that is allocated to schools in England based on the number of pupils on roll who are known to have been eligible for free school meals (FSM) at any point in the past six years. The evidence is unequivocal; socio-economic hardship is the most significant predictor of a child's future life chances. The Pupil Premium aims to rewrite the futures of disadvantaged children by closing the attainment gap between them and their more affluent peers. It is our aim that these pupils not only meet expected progress benchmarks but also achieve beyond these expectations.

As educators, our mission is to ensure that every child within our care has the opportunity to attain their full potential. The strategic and targeted use of Pupil Premium funding supports this vision, allowing schools to implement tailored interventions and support structures that effectively address the diverse needs of our pupils.

In making decisions regarding the utilisation of Pupil Premium funding, it is crucial to consider the unique context of the school and the specific challenges that may arise in serving our pupil population. Evidence-based approaches should underpin our decision-making processes to ensure that the strategies implemented are both effective and impactful.

Our ultimate objectives are clearly defined. Firstly, we strive to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. This involves a concerted effort to ensure that all disadvantaged pupils within our school meet the expected standards of progress. Secondly, we are committed to providing support for the health and mental well-being of our pupils, enabling them to engage with learning at a level that is appropriate for their developmental needs. Additionally, we recognise the importance of pastoral support for families of vulnerable pupils, as their holistic well-being directly relates to their educational outcomes. We also place significant emphasis on increasing exposure to extra-curricular and cultural activities, understanding that such experiences can enrich the lives of our pupils. Finally, we aim to ensure that the attendance rates for our Pupil Premium children are consistently good, as regular attendance is a critical factor in academic success.

We will meet these objectives through a range of strategic actions. Ensuring that our teaching and learning practices are inclusive and tailored to meet the needs of all pupils is paramount. Furthermore, we acknowledge that not every child who receives free school meals is socially disadvantaged; thus, our approach to allocating funding must be nuanced and evidence-based. We will employ our Pupil Premium calculator to identify individual needs and allocate funding accordingly.

Quality first teaching remains at the heart of our educational philosophy. To this end, we will allocate teaching assistant support and implement a range of interventions that facilitate small group and one-to-one support where necessary. Adequate training for staff is essential to equip them to meet the individual needs of their pupils, ensuring that every child receives the attention and resources they require to thrive academically and personally.

In summary, the Pupil Premium is a vital tool in our endeavour to support disadvantaged pupils. Through targeted interventions, evidence-based practices, and a firm commitment to inclusivity, we aim to create an environment where all pupils have the opportunity to succeed, thus ultimately rewriting their futures.

Challenges

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

Challenge number	Detail of challenge
1	Our observations, assessments (PP calculator) and discussions with pupils and staff show social and emotional issues/adverse family circumstances for many of our disadvantaged children. 22% of our PP children scored 5 or more on the disadvantaged calculator index for social and emotional/adverse family circumstances sections. Disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement and well-being and build cultural capital.
2	Internal and external assessments indicate that attainment in reading among disadvantage pupils is lower than that of non-disadvantaged pupils in 3 out of the 7-year groups. On entry to Reception class in the last 2 years our disadvantaged pupils arrive below age-related expectations in language development compared to other pupils.
3	Internal and external assessments indicate that attainment in maths among disadvantage pupils is lower than that of non-disadvantaged pupils in 4 out of the 7-year groups.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, underdeveloped oral language is more prevalent among our disadvantaged pupils than their peers.
5	<p>Our attendance data over the last 2 years shows that poor attendance is a challenge for disadvantaged pupils. Our observations and assessments indicate that poor attendance is negatively impacting on disadvantaged pupils' progress.</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 2.1% lower in 22/23 and 1.9% lower in 23/24 than for non-disadvantaged pupils. This gap is closing however more work is need to support attendance for our disadvantaged pupils.</p> <p>Over the last 2 years the 16% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers.</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
PP pupils are engaged in a wide range of experiences and activities beyond the classroom.	<ul style="list-style-type: none"> • Improved engagement in a range of extracurricular activities and experiences. • PP children positively engage with enrichment activities (arts, music and PE) • A percentage of PP children participate in competitive sports events. • PP children participate in residential visits and other educational visits to support their learning. • PP children have access to a variety of social and emotional interventions throughout school. • Pupil wellbeing is a priority for school. Pupil wellbeing is reflected in practice.
Improved reading attainment for disadvantaged pupils.	Reading attainment at the end of the academic year shows a reduction in the gap between PP and non-PP in the 3 identified target year groups. Children make at least expected progress in reading. With 75% PP children, who do not have additional needs, achieving the expected standard in reading for their year group
Improved maths attainment for disadvantaged pupils.	<p>Reading attainment at the end of the academic year shows a reduction in the gap between PP and non-PP in the 4 identified target year groups.</p> <p>With 75% PP children, who do not have additional needs, achieving the expected standard in reading for their year group</p>
Improved oral language skills 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.
Improve the attendance of PP children.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <p>Reduction in attendance % gap between PP and non PP pupils over the three years.</p> <p>Reduction in the persistent absenteeism % of PP and non PP pupils over the 3 years.</p> <p>Attendance of pp children in each year group is 95% or above</p> <p>There is a reduction in the % of PP pupils with attendance lower than the National average.</p> <p>5 out of the 9 PP children identified have raised attendance to a minimum of 90%</p> <p>Parental guidance provided resulting in increased attendance.</p> <p>Attendance practices and procedures have been reviewed taking into account new government guidance.</p> <p>Daily monitoring is conducted alongside support mechanisms.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to online reading scheme through Little Wandle</i>	EEF Effective Parental Engagement +3 By offering online reading material that is matched to our phonics scheme parents can support early reading at home	2
<i>Implementing a bespoke oracy framework through Voice 21 programme. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom have a high impact on attainment. Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://voice21.org/our-mission/	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and continue to access Maths Hub and White Rose resources and CPD Implement TTR	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
NCETM Professional Development Lead Programme (through Maths Hub) training for our maths lead.	https://public.3.basecamp.com/p/KijKMxKwxG3T2bHx95yQYQYc The course is designed to demonstrate an awareness of the importance in PD design of embedding a sustainable culture of maths teacher professional learning.	3

Funding release time to complete training and attend workshops		
Continue to embed Reading for Pleasure using the pedagogy and strategies developed last year through the OU The Reading Schools Programme: Building a Culture of Reading.	EEF Reading comprehension strategies Reading comprehension strategies OU research and practice - Reading for pleasure OIU Reading for pleasure research and practice	2

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

Budgeted cost: £43,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide additional TA support to deliver 1:1 or small group phonics sessions</i>	EEF Teaching assistant interventions +4 EEF guidance report 'Making best use of teaching assistants' states that we should 'use teaching assistants to deliver high-quality one to one or small group support using structured interventions.' EEF Toolkit states phonics has a positive impact on progress (+5months) EEF Toolkit - phonics	2
<i>Literacy and Maths Guided Groups and SEN support - KS1 (TA NJC 17 TTO – 1 day)</i>	As above EEF Teaching assistant interventions +4 Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	2, 3
<i>Literacy and Maths booster sessions UKS2 Spring term (x1 day for 6 weeks)</i>	EEF Small group Tuition +4 Targeted small group tuition with trained teacher to prepare for end of KS2 expectations and assessment. Diagnostic assessment (NFER/DFE) used to target specific need.	2, 3

<p><i>Guided Groups - KS2 (TA NJC 17 TTO - 1 days)</i></p> <p><i>KS2 SEN Interventions/Elsa/Drawing and Talking (TA NJC 17 TTO -2 days)</i></p>	<p><u>EEF small group tuition +4</u></p> <p>This intensive tuition, conducted by a trained teaching assistant targeted to pupils' specific needs. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p><u>EEF Social and emotional learning +4</u></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	1, 2, 3
<p><i>Addressing EYFS language low baselines (TA NJC 17 TTO - 1 day)</i></p> <p><i>through oracy framework development (Voice 21)</i></p>	<p>The DFE guidance document Reading Framework – section 2 – language comprehension states the importance of talk in developing early language skills. This guidance can be used to model classroom practise that can be used by teacher and TA to develop early reading skills.</p> <p><u>EEF Teaching and learning toolkit – Oral language interventions +6</u></p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	2, 3

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

Budgeted cost: £15,900

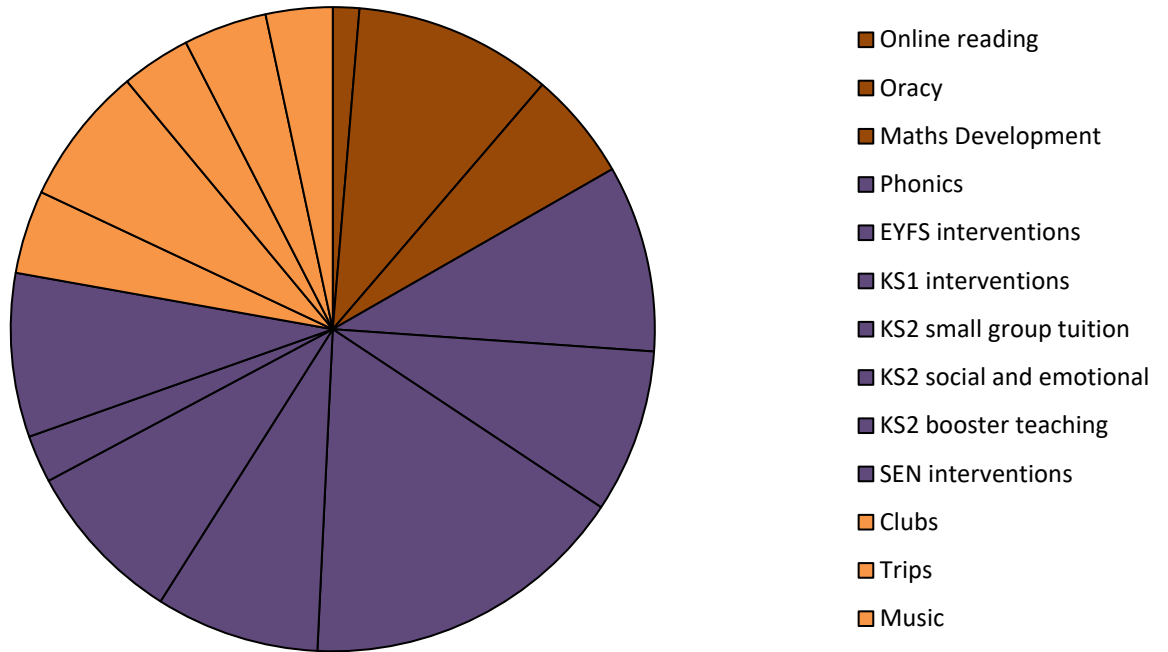
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Music Tuition – samba</i></p> <p><i>Sports tuition (part of FGC 1hr per wk targeted PP support)</i></p>	<p><u>EEF (Teaching and Learning Toolkit – Arts Participation) +3</u></p> <p>Supports the benefits of Arts participation for core academic attainment.</p>	1

	OFSTED research 2019 explored the importance of developing cultural capital for PP pupils, that is introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. Providing additional music and sports tuition provides opportunities to develop cultural capital that might not be available outside of school.	
<i>Trips/Visitors/Residential Participation in clubs</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Learning is contextualised in concrete experiences and language rich environments. Financial support will ensure PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interest. This is then reflected in the work they produce and their overall progress levels.	1
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance.	Improving School Attendance The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Access to the EMET school counsellor	EEF Social and emotional learning +4 Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health.	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £71,645 (PP budget £69,070 – school additional allocation £2,575)

Pupil Premium Accounting

Brown - Teaching and learning
Purple - Targeted academic support
Orange - Wider Strategies



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Attendance data 23 - 24

PP – 93.6%

Non PP – 95.8%

-2.2% difference (+0.2% on previous years data)

EYFS - GLD

	Achieving GLD
Total %	57%
PP %	40%
Non PP	42%

End of KS1 (9 children – all PP children including those with additional needs)

	Reading	Writing	Maths
Total % (30)	83%	80%	80%
PP % (9)	67%	67%	67%
Non PP % (21)	90%	86%	86%

End of KS2 (4 children - all PP children including those with additional needs)

	Reading	Writing	Maths
Total % (31)	87%	77%	84%
PP % (4)	50%	50%	50%
Non PP % (27)	96%	81%	88%

Evaluation of 2023/2024 strategy

Intended outcome	Success Criteria	Impact
PP pupils are engaged in a wide range of experiences and activities beyond the classroom.	<p>Improved engagement in a range of extracurricular activities and experiences.</p> <p>PP children positively engage with enrichment activities (arts, music and PE)</p> <p>A percentage of PP children participate in competitive sports events.</p> <p>PP children participate in residential visits and other educational visits to support their learning</p>	<p>92% of all children have accessed at least 1 after school club this academic year. 79% of PP children accessed at least 1 after school club.</p> <p>Extra PE slots of PP children (x1 hr per week)</p> <p>Music tuition for PP children.</p> <p>79% of PP children accessed at least 1 after school club.</p> <p>Cross country 20%</p> <p>Football matches.27%</p> <p>Wheelchair basketball 37%</p> <p>All PP children attended Year 4 residential</p> <p>All PP children attended the year 6 residential.</p> <p>School funded 2/3 of the cost of all visits including residential.</p> <p>PP children in Yr R, 1, 3, 5, 6 completed first aid training. This is an annual training event</p>

	<p>PP children have access to a variety of social and emotional interventions throughout school.</p> <p>Pupil wellbeing is a priority for school. Pupil wellbeing is reflected in practice.</p>	<p>Elsa 4 PP children Drawing and talking 6 PP children</p> <p>Whole school wellbeing policy devised. Wellbeing newsletter out to parents termly. Appointed a school wellbeing lead and a wellbeing governor to oversee provision.</p>																																								
Improved maths and reading attainment for disadvantaged pupils.	<p>In the academic year 2023/24, out of 46 Pupil Premium (PP) children, 10 also had Special Educational Needs (SEN), representing 21% of the cohort. Notably, no PP child with SEN at the end of Key Stage 2 made less than expected progress from their starting points. Lesson observations and a study of pupil books reveal that SEN PP pupils are actively engaged in their learning and can recall key knowledge effectively. Termly pupil progress meetings provide insight into the interventions and support implemented. Regular discussions with the Senior Leadership Team (SLT) and the SEN Coordinator (SENCO) demonstrate that teachers possess a thorough understanding of the individual needs of SEN PP pupils, enabling them to target support efficiently.</p> <table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Maths</td></tr><tr><td></td><td>PP (not SEN)</td><td>Not PP</td><td>PP (not SEN)</td><td>Not PP</td></tr><tr><td>1 (4 PP no SEN need)</td><td>100%</td><td>77%</td><td>75%</td><td>85%</td></tr><tr><td>2 (7 PP no SEN need)</td><td>71%</td><td>83%</td><td>71%</td><td>78%</td></tr><tr><td>3 (5 PP no SEN need)</td><td>100%</td><td>82%</td><td>100%</td><td>91%</td></tr><tr><td>4 (7 PP no SEN need)</td><td>86%</td><td>95%</td><td>86%</td><td>95%</td></tr><tr><td>5 (7 PP no SEN need)</td><td>43%</td><td>81%</td><td>57%</td><td>81%</td></tr><tr><td>6 (2 PP no SEN need)</td><td>100%</td><td>92%</td><td>100%</td><td>81%</td></tr></table>		Reading		Maths			PP (not SEN)	Not PP	PP (not SEN)	Not PP	1 (4 PP no SEN need)	100%	77%	75%	85%	2 (7 PP no SEN need)	71%	83%	71%	78%	3 (5 PP no SEN need)	100%	82%	100%	91%	4 (7 PP no SEN need)	86%	95%	86%	95%	5 (7 PP no SEN need)	43%	81%	57%	81%	6 (2 PP no SEN need)	100%	92%	100%	81%	
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Improved oral language skills 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.	Observations from the Oracy Champion indicate heightened confidence and engagement in speaking and listening activities among pupils. Pupil voice reflects high confidence in sharing ideas, yet concerns remain regarding reactions from peers. Emphasis on praise and adherence to established discussion guidelines is essential to further enhance oracy outcomes.																																								
Improve the attendance of PP children.	Attendance of pp children in each year group is above 95%	<p>This remains a challenge for some of our PP children. We continue to work with identified families to remove barriers and improve attendance across the year.</p> <p>PP attendance 2023/2024</p> <p>R – 96%</p>																																								

		<p>1 – 91%*</p> <p>2 – 96.6%</p> <p>3 – 95.6%</p> <p>4 – 90.6%*</p> <p>5 – 93% *</p> <p>6 – 96%</p> <p>PP attendance 2023/24 = 93.6%</p> <p>PP attendance 2022/23 = 93.3%</p> <p>3 year groups did not achieve the target last year. Focused work will be completed with families as these children move into their next year group.</p> <p>4 out of 9 identified children achieved this target this academic year.</p> <p>Individual attendance meetings and support</p> <p>New attendance policy written by the school which reflects new government guidelines to be implemented in Sept 24</p> <p>Daily procedures in place to monitor and track attendance.</p>
	<p>5 out of the 9 PP children identified have raised attendance to a minimum of 90%</p> <p>Parental guidance provided resulting in increased attendance.</p> <p>Attendance practices and procedures have been reviewed.</p> <p>Daily monitoring is conducted alongside support mechanisms.</p>	

Based on the information above, the performance of our disadvantaged pupils has partially met expectations, and we are currently on course to achieve the outcomes we set out to realise by 2024/25, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered during the last academic year indicates that further work is necessary this year to support some Pupil Premium (PP) families with attendance.

Data suggests that PP children with additional Special Educational Needs (SEN) and English as an Additional Language (EAL) difficulties are making progress from their starting points; however, this is at a slower rate than their non-SEN/EAL PP peers and non-PP peers. In the coming year, we plan to fully embed our oracy framework within our whole-school curriculum to ensure that all pupils become confident speakers capable of articulating their knowledge and understanding.

Furthermore, our enrichment offer will continue, with PP children being closely monitored and targeted to ensure they benefit from a range of experiences throughout the academic year. We will also maintain our commitment to working with families in challenging circumstances to mitigate any potential negative impact on the child's educational experience.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Oracy development and training	Voice 21
Synthetic phonics programme	Little Wandle – Letters and Sounds
OU Reading Schools programme: Building a culture of reading.	Open University

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Counselling is available through the EMET counselling service for any service child in need of emotional support. We also have 2 training ELSA TA's who are able to offer support if needed.
The impact of that spending on service pupil premium eligible pupils
Stable emotional wellbeing for our service children.

Further information (optional)