



Gilthill Primary School Pupil Premium Action Plan 2025-2028

Priority 1: Improve Writing Outcomes for disadvantaged pupils

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Deliver whole-school CPD on spelling rules and handwriting expectations.	English Lead	Training materials: staff meeting/INSET time	Year 1	Consistent marking of spelling/handwriting; improved accuracy.
Implement consistent spelling & handwriting marking expectations for all staff.	English Lead, All staff	Updated handwriting policy, spelling scheme	Year 1	Consistency evident across all books.
Introduce school-wide spelling progression document	English Lead	Spelling progression map; resources	Year 1 (Spr–Sum) then ongoing	PP pupils accurately apply taught rules in independent writing.
Targeted pre-teaching and small-group writing support for PP pupils.	Teachers, TAs	TA intervention time; structured writing resources	Years 1–3	50%+ PP pupils without SEND reach EXS by end of KS2.
Coaching cycles focused on modelling and scaffolding writing.	English Lead, SLT	Coaching sessions	Years 2–3	Clear improvements in writing stamina, cohesion and consistency.

Priority 2: Improve Maths Outcomes for Disadvantaged Pupils

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Staff training on diagnostics (CAT4) and fluency interventions.	HT	CAT4; diagnostic tools	Year 1	Staff confidently identify PP pupils' gaps and tailor teaching.
Embed daily fluency practice across school.	Maths Lead, Teachers	Fluency resources; manipulatives	Year 1 → ongoing	Improved fluency and number recall in assessments.
Deliver targeted small-group maths interventions, including UKS2 boosters.	Teachers, TAs	TA time; intervention programmes	Years 1–3	Gap decreases year-on-year; 50%+ PP without SEND meet EXS.
Introduce reasoning sentence stems & oracy structures in maths.	Maths Lead, Teachers	Oracy frameworks (Voice 21)	Year 2 → ongoing	Increased PP participation in maths talk; improved reasoning outcomes.



Priority 3: Reduce Persistent Absence for Disadvantaged Pupils

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Embed new Trust attendance policy and communication flow.	HT, Attendance Lead	Trust guidance; admin support	Year 1	Consistent procedures applied for all PP pupils.
Weekly monitoring and early intervention for identified PP families.	Attendance Lead	Time allocation; tracking systems	Years 1–3	Persistent absence reduces annually (below 13% by Year 3).
Introduce attendance mentoring for target pupils.	HT, SENCO	Mentor time; tracking sheet	Year 2–3	Target pupils' attendance moves above 90%.
Develop incentives and rewards for improved attendance.	Attendance Lead	Certificates; rewards budget	Year 2–3	Increased motivation; improved attendance at class and individual level.
Strengthen family support and early help referrals.	SENCO/Wellbeing Lead	Referral pathways	Years 1–3	Improved engagement and reduction of barriers.

Priority 4: Strengthen Family Engagement & Access to Enrichment

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Launch PP Enrichment Passport for tracking opportunities.	PP Lead	Passport template; admin time	Year 1	All PP pupils complete at least 1 enrichment activity.
Ensure financial support for trips, clubs, residential.	HT, PP Lead	PP budget	Years 1–3	All PP pupils attend enrichment, visits and residential.
Continue with timetabled open classroom events to encourage parents into school	SLT & Teachers	Classroom resources	Ongoing	Improved parental confidence & involvement.
Increase PP participation in arts, sports and cultural events by 15%.	PP Lead, Subject Leads	Clubs, external providers	Years 2–3	PP uptake increases and participation gap closes.



Priority 5: Improve Oral Language, Confidence & Resilience

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Embed Voice 21 oracy framework across all subjects.	Oracy Lead, Teachers	Voice 21 resources; CPD time	Year 1–2	PP pupils contribute more frequently in lessons.
Establish targeted “Talking Groups” for identified PP pupils.	TAs & SENCO	Time allocation; small-group resources	Year 1–3	Improved confidence and articulation observed.
Introduce oracy-based sentence stems and talk routines (talk pack).	Teachers	Classroom displays; planning time	Year 1–3	Increased vocabulary and structured talk in classes.
Develop oracy ambassadors and pupil leadership roles.	Oracy Lead	Badges; training time	Year 2	PP pupils take on leadership roles in speaking.
Strengthen SEL support via ELSA, Drawing & Talking and counselling.	SENCO/Wellbeing Lead	ELSA time; counselling access	Years 1–3	Improved mental health indicators (traffic light system).

Priority 6: Ensure High-Quality Teaching & Targeted Intervention

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Implement B-Squared for small steps tracking.	SENCO & Teachers	B-Squared software; training	Year 1	Accurate measurement of progress for PP pupils with SEND.
Hold half-termly PP progress meetings.	HT, PP Lead, teachers	Data reports; assessment time	Years 1–3	Actions clearly targeted; improved progress outcomes.
CPD on adaptive teaching, scaffolding and metacognition.	SLT	CPD time; Trust support	Ongoing	Book looks and observations show strong adaptive practice.
Peer observations focusing on PP engagement.	SLT	Cover for release time	Year 3	Increased consistency and quality of classroom practice.
Review & refine intervention impact termly.	SENCO, PP Lead	Assessment tools/monitoring schedule	Years 1–3	Interventions show measurable progress for all PP pupils.