

Pupil premium strategy statement – The Gainsborough Parish Church CE 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	282
Proportion (%) of pupil premium eligible pupils	47%
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 with a clear evaluation of the impact of the strategies used in the previous academic year).	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2026
Date on which it will be reviewed (this should be a working document and therefore should be reviewed at least termly).	Termly with final review in July 2026
Statement authorised by	Theresa Peacock
Pupil premium lead	Carli Jones
Governor / Trustee lead	Vicky Matthews (Trust Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,290.83
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£199,290.83

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement powered by equity. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole.

The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges to achieve this and to ensure there is equality for all. Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

At Gainsborough Parish we aim to be an outstanding inclusive church school, supporting the flourishing of every person through the Christian values of wisdom, hope, community and dignity.

'Journeying Together with Hope and Aspiration'

Every vulnerable and eligible child has the right to be privileged, and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as in receipt of PP and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have

received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact. School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to learning) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches throughout the period of the strategy.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessment shows that children join reception with very low starting points. A number have not attended pre-school education and are not school ready. This is more prevalent amongst pupils from disadvantaged backgrounds. The key areas of challenge are; cultural literacy, communication and vocabulary, weak fine motor skills impacting on writing outcomes. Managing self is a challenge with several pupils needing intimate care.
2	Assessments, observations and discussions with staff and pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception, where 10% less pupils eligible for PP achieve expected standard in speaking than those without disadvantages, through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations and discussions with staff and pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in most year groups. On entry to Reception over 50% of pupils eligible for PP pupils arrive below ARE. The gap narrows slightly throughout school.
5	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in most year groups. On entry to Reception 63% of pupils eligible for PP arrive below ARE. The gap narrows slightly throughout school. Writing is an area that has been identified across school as negatively impacting on % of pupils achieving combined
6	We have a high proportion of children who come with multiple challenges, SEND, pupils known to social care and pastoral needs.
7	Emotional readiness for learning can also be a barrier to progress for our eligible pupils as a result of both personal and environmental issues. This has resulted in some gaps in knowledge causing some pupils to fall further behind age-related expectations. In correlation with this, some pupils have lost their resilience to tackle challenging tasks and are struggling to retain previous learning into long term memory (knowing more, remembering more). Some pupils who are disadvantaged can find it harder to demonstrate metacognitive strategies and to self-regulate. The school will continue to prioritise well-being/pastoral support due to the high level of need for our most vulnerable children. Teacher referrals for support remain relatively high, pupils currently receive support with Special Educational Needs - through EHelp, ELSA, Nurture, etc.
8	Discussions with staff, pupils and families identify that pupils have a limited range of experiences outside of school and the aspirations of pupils and families are low. This is coupled with low aspirations in some elements of the school community.
9	Attendance: Over time the gap between pupils in receipt of PP and those not has reduced:

	<p>Attendance gap 2024/25 -1.3%</p> <p>Attendance gap 2023/24 -1.8%</p> <p>Attendance gap 2022/23 – 1.8%</p> <p>However, attendance still remains a priority as attendance of pupils in receipt of PP is less than that of their peers and is lower our school target for attendance. As such it remains an area of focus.</p> <p>Attendance data for 2024-25 shows that 24.5% of pupils eligible for PP were ‘persistently absent’ compared to 21.1% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
10	Levels of parental engagement are limited and many parents require additional support to enable them to support their child in school.

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. – What is SC for each year Milestones. COMBINED SPECIFY MTC

Intended outcome	Success criteria
Disadvantaged pupils achieve GLD in line with their peers and national standards, through an improvement in the key areas of oral language, managing self, early writing.	<p>Enhanced provision in Early Years meets the needs of the children and is made bespoke to gaps identified.</p> <p>EYFS checkpoint tracker is used as a formative and summative assessment tool and gaps are addressed to ensure that pupils make progress.</p> <p>Children area able to manage their own self-care independently.</p> <ul style="list-style-type: none"> • 2025/26: PP pupils to be no more than 5% below non-PP in achieving GLD. • 2026/27: Gap reduced to <3%. • 2027/28: PP outcomes in line with peers and national.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, Pupil Book Study and observations indicate significantly improved oral language among eligible pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment amongst disadvantaged pupils.	<p>Reading outcomes across the school</p> <ul style="list-style-type: none"> • 2025/26: PP pupils to be no more than 5% below non-PP

	<ul style="list-style-type: none"> • 2026/27: Gap reduced to <3%. • 2027/28: PP outcomes are improving and are in line with, or exceeding, peers and national. <p>Phonics outcomes</p> <ul style="list-style-type: none"> • 2025/26 show that outcomes for eligible pupils are at least in line or exceed National figures for all. • 2026/27 show that outcomes for eligible pupils exceed National figures for all.
Improved maths attainment for disadvantaged pupils.	<p>Maths outcomes across school</p> <ul style="list-style-type: none"> • 2025/26: PP pupils to be no more than 5% below non-PP in reading • 2026/27: Gap reduced to <3%. • 2027/28: PP outcomes are improving and are in line with, or exceeding, peers and national.
Improved writing attainment for disadvantaged pupils.	<p>Writing outcomes across school</p> <ul style="list-style-type: none"> • 2025/26: PP pupils to be no more than 5% below non-PP in reading • 2026/27: Gap reduced to <3%. • 2027/28: PP outcomes are improving and are in line with, or exceeding, peers and national. <p>Writing in all year groups has improved for all eligible pupils as writing is no longer the area of learning that is preventing children across all year groups from achieving combined.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	<p>Sustain high levels of well-being by 2025/26 by:</p> <ul style="list-style-type: none"> • qualitative data for pupil wellbeing surveys, parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant reduction in suspensions • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Inclusive practise is enhanced so that pupils in receipt of PP who have multiple challenges have their wide range of needs met. Parent/carer and pupil voice confirm that support is in place, including working with external agencies.

<p>All pupils, particularly those who are disadvantaged, have additional experiences which raise aspirations and impact positively on learning.</p>	<p>Discussions with staff pupils and families confirm that they have benefited from additional experiences, including external visitors, residentials, educational visits. School registers show that a higher number of children in receipt of PP attend extra-curricular clubs than their non-eligible peers.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly pupils in receipt of pupil premium funding.</p>	<p>Sustained low absence rates by 2027/28 achieved by a reduction in absence rates in 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils to be no more than national absence. • The absence gap between pupils in receipt of pupil premium funding is less than the national gap for pupils in receipt of pupil premium funding. • the percentage of all pupils and eligible pupils who are persistently absent is broadly in line with national PA figure for both.
<p>To improve parental/carer engagement leading to improved academic outcomes, including intensive home school links to support pupils and/or parents, identified by school as vulnerable or in need.</p>	<ul style="list-style-type: none"> • Parent/carer voice demonstrates that improved communication ensures that families can work with school to support their children • Increased involvement of parents in their children’s learning activities through increased parental workshops. • Parents/carers can work with outside agencies to support explore approaches to parenting, and access support in the home where required. • Pupils are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. • Reduced number of recorded behaviour logs for disadvantaged pupils.

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: £ 72,419

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1. EYFS 2. Oral language 3. Reading 4. Maths 5. Writing	Fund ongoing training and release time for EYFS staff to maximise learning - Opportunities to observe good practice, EYFS cluster and moderation. (Release time – 1/2 day a term) (£2554) Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction in the indoor and outdoor area. (£1200.00)	Evidence that cognitively challenging classroom talk can lead to gains for pupils in language, maths and science. https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf	End of Spring term: Summer term: Autumn term 2026:
2. Oral language	Embedding explicit teaching of vocabulary and language across the school curriculum, including a commitment to the Voice 21 Oracy Project. This will support pupils to articulate key	There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF Evidence that cognitively	End of Spring term: Summer term: Autumn term 2026:

	<p>ideas, consolidate understanding and extend vocabulary.</p> <p>- Reading language resources (£295– Widget)</p> <p>Subject Leader/Curriculum Leader</p> <p>Time to explore and embed vocabulary and oracy in their subject area. (£1440)</p>	<p>challenging classroom talk can lead to gains for pupils in language,</p>	
3. Reading	<p>Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice. Afternoon spotlight sessions for identified pupils</p> <p>Phonics Assessments each short term 5 days</p> <p>RWI development days 3 days (£2533)</p> <p>CPD for new staff</p> <p>Resources for further embedding of Read, Write, Inc. Phonics as an approved systematic synthetic phonics teaching programme. (Get Write books, Speed Sound resources, Book bag books, Reading books matching phonics stage, Oxford Owl subscription) (£3000)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Guidance - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF – Effective Professional Development Guidance</p> <p>The DfE Reading Framework – Teaching the Foundations of Literacy July 2021</p> <p>Statutory framework for the early years September 2021</p> <p>Phonics EEF</p>	

<p>4. Maths</p>	<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through the embedding of our spiral maths curriculum.</p> <p>Maths lead teacher release time to embed key elements of guidance in school and to access resources and CPD (£2353)</p> <p>Termly Trust Maths SL CPD (£392)</p> <p>Maths SL to visit other school in Trust/hub to share good practise (£785)</p> <p>To ensure children in all classes have access to high quality concrete maths resources. (Maths desk) (£1000)</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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>3. Reading 4. Maths 5. Writing</p>	<p>Purchase of standardised diagnostic assessments for KS2. PIRA/PUMA Copying of end of KS tests (£1191)</p> <p>Training for staff.</p>	<p>Standardised tests (PIRA/PUMA/YARC) can provide reliable insights into the specific strengths and weaknesses of each pupil, and groups of pupils, to help to ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking</p>	

		<p>schemes have dominated schools' practices for years, leading many professionals to sideline the importance of getting to grips with core assessment principles.</p> <p>Assessment that does not rely on test outcomes is hard to get right and therefore requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	
5. Writing	English Subject leader release time for planning and monitoring in order to develop and embedding a high-quality,	There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom	

	<p>ambitious Writing curriculum that expands the cultural capital of all. (£2353)</p> <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations by purchasing high quality texts and developing an ambitious writing spine. (£2000)</p> <p>Purchase of digital reading logs to promote reading for pleasure and support and develop string home to school links (£364)</p> <p>Termly Trust English SL CPD (£785)</p>	<p>discussion, are inexpensive to implement with high impacts on reading:</p> <p>Literacy EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	
<p>2. EYFS 3. Reading 4. Maths 5. Writing</p>	<p>Training for staff. Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment.</p> <ul style="list-style-type: none"> • Pupil Progress Meetings 3x a year – cover for staff (£9748) • Moderation of practice (in school, within or across hubs schools) (£4526) 	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to sideline the importance of getting to grips with core assessment principles.</p> <p>Assessment that does not rely on test outcomes is hard to get right and therefore requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p>	

		https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better	
1. Oral Language 2. EYFS 3. Reading 4. Maths 5. Writing 9. Attendance	<p>Training and release time to support high quality teaching and learning, including feedback, policies and practices. Coaching to develop QHFT based on the LAAT teaching and learning toolkit. Development of paired/group coaching.</p> <p>Release time for lead staff to support colleagues.</p> <p>Provision for first 20% First and Best approach and HQFT across all areas of the school – embed strategic systems for monitoring and evaluating – timely feedback</p> <p>Inclusive practise</p> <ul style="list-style-type: none"> - TA coaching (release time, SL time CPD) - Monitoring practice (£1770) 	<p>EEF Guidance - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Rapid Evidence Assessment summary.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	<ul style="list-style-type: none"> - Visit to observe HQ practise in other Trust Schools (£1046 - Visit to Spalding) - PP children first ethos - Share, monitor and review good practice/use of evidence based strategies -Subscriptions to support HQFT (£1400) -release time for staff to undertake digital apprenticeship (£1702) 		
<ul style="list-style-type: none"> 1. Oral Language 2. EYFS 3. Reading 4. Maths 5. Writing 8. Aspirations 9. Attendance 	<p>Ongoing CPD to support staff to ensure QFT (LAAT subject leaders updates, effective questioning, teaching development, embedding of T&L toolkit)</p> <p>Whole school CPD lined to SIP priorities - PP Champion to ensure PP high profile with clear focus on monitoring and review (£4800 - 0.5 day a week)</p> <p>SLT driving improvements within QFT (£ – 0.5 day a week) KA TLR/Senior Teacher TLR (£8660)</p> <p>Release time given to Subject Leaders to review their curriculum to ensure that knowledge is taught progressively. (£5492)</p> <p>Schemes purchased to support HQFT (Language Angels, Get Set 4 PE, Charanga) (£1487)</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>5ee9f507021911ae35ac6c4d_EBE_GTT_EVIL_DENCE REVIEW DIGITAL.pdf (website-files.com)</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	SLs to attend Trust wide CPD (£4323)		
--	--------------------------------------	--	--

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

Budgeted cost: £28, 670

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
1. EYFS 2. Oral Language	WELLCOM in EYFS. (£241)	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning Oral language interventions EEF (educationendowmentfoundation.org.uk) • EEF guide to pupil premium – targeted academic support <p>WELLCOM</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
3. Phonics/Reading	Additional phonics sessions (FTT) targeted at disadvantaged pupils who require further phonics support. TAs are in post to support children through targeted interventions to help support learning and accelerate progress. (£10,581)	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Guidance - Use TAs to deliver high quality one-to-one and small group support using structured interventions</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

		<p>Research into TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2– 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
<p>3. Reading 4. Maths 5. Writing 6. Multiple challenges 9. Attendance</p>	<p>Specific Targeted Interventions Targeted booster sessions 30 mins a week (£746)</p> <p>Pre and Post Teaching Interventions, including reading fluency (£14813)</p> <p>Educational psychologist SEMH interventions (£833)</p>	<p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p> <p>Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006). Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

		<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF[VM1]</p>	
2. Reading	<p>Ongoing implementation of Reading Fluency Program, including assessment and intervention using YARC, ensuring that children are developing their reading skills and are able to read fluently and understand the text. Bespoke resources to support specific interventions (£500)</p> <p>Pre Teaching/Reading Intervention – 121/small group sessions</p>	<p>the EEF reports offer seven practical evidence based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Improving Literacy in Key Stage 2 EEF</p>	

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

Budgeted cost: £77, 309

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
6. Multiple challenges 7. Emotional readiness 9. Attendance 10. Parental Engagement	<p>Tiered Approach Overview:</p> <ul style="list-style-type: none"> • Universal: weekly monitoring, class rewards, first-day calling by SLT and Pastoral Lead. • Targeted: Attendance surgeries, parent meetings, action plans once a child hits <94% By SLT and Pastoral Lead. • Intensive: EWO involvement, formal plans, multi-agency support for <90% <p>Pupils and families with SEMH needs, supported by DHT, Pastoral Lead and SENDCO, e.g. coffee and connect, pre-exclusion placements, SUMO parental workshop, wrap around care (£15,810)</p> <p>Supervision for ELSA and Support staff in high risk roles (£6178)</p> <p>Uniform and clothing (£500)</p>	<ul style="list-style-type: none"> • EEF – Social Emotional Learning, Wellbeing and Mental Health • EEF – Improving Social and Emotional Learning in Primary Schools • Gainsborough Parish School is set in an area of high deprivation. A number of families need additional support through parenting needs, behaviour, financial, etc. through our Pastoral Lead targeted support can be accessed and sometimes additional professionals are used to enhance this. <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): Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

	Extended Provision Places for school holiday (£1000)		
8. Aspirational experiences/personal development 9. Attendance	Subsidy of costs of residential visits/school trips/visitors to enrich PP children's experiences. (£2,000) Subsidy of costs so that Pupils can access swimming e.g. Bus and kits costs (£2000)	<ul style="list-style-type: none"> • EEF – Social Emotional Learning, Wellbeing and Mental Health • EEF - Outdoor adventure learning Parental engagement EEF (educationendowmentfoundation.org.uk)	End of Spring term: Summer term: Autumn term 2026:
6. Multiple challenges 7. Emotional readiness 9. Attendance	Nurture breakfast and lunchtime wellbeing club. (£2,000)	<ul style="list-style-type: none"> • EEF – Social Emotional Learning, Wellbeing and Mental Health • EEF – Improving Social and Emotional Learning in Primary Schools Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	End of Spring term: Summer term: Autumn term 2026:
8. Aspirational experiences/personal development 9. Attendance	Music and instrument lessons for all children delivered by specialist, musician in residence experience. (£1377)	Creating inspiring experiences and impacting on positive attitudes to learning. Arts participation EEF (educationendowmentfoundation.org.uk)	
8. Aspirational experiences/personal development 9. Attendance	Targeted PP pupils to be offered the opportunity to learn a musical instrument (£1070)	Arts participation EEF (educationendowmentfoundation.org.uk)	
8. Aspirational experiences/personal development 9. Attendance	To provide a wide range of enrichment activities through extra-curricular clubs lead by teaching staff targeted at children in receipt of PP. PP champion to monitor and track attendance at extra-curricular clubs,	Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	

	gather pupil voice in order to target clubs to meet interests/needs of this group. (£9162)		
8. Aspirational experiences/personal development 9. Attendance	To set up a pathway of career education that is built into the Parish Pathway	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	
6. Multiple challenges 7. Emotional readiness 9. Attendance	School counsellor weekly to support identified children who are struggling with their emotional needs. Children are having 1:1 input through play therapy to help them to work through some aspects of trauma and support with behaviour needs. (£1597)	EEF Guidance - 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. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	
6. Multiple challenges 7. Emotional readiness 9. Attendance	Nurture room staffed all day and regulation stations in each classroom (£32, 614)	EEF Guidance - 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. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £178, 399 (£20, 653 Contingency to be allocated as strategy is reviewed following implementation cycles)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's pupils in receipt of pupil premium during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

GLD – Good Level of Development		
2023-24	All - 65%	PP - 67%
2024-25	All - 59%	PP - 67%
PSC – Phonic Screening Check		
2023-24	All - 82%	PP - 75%
2024-25	All - 83%	PP - 79% >1 chd
MTC – Multiplication Times Tables Check		
2023-24	All – Average 19	PP - Average 16
2024-25	All - Average 20	PP – Average 18

	Reading			Writing			Maths		
	All	PP	Gap	All	PP	Gap	All	PP	Gap
Y1	50%	54%	+4	50%	53%	+3	59%	62%	+3
Y2	47%	35%	-12 >3 chd	47%	40%	-7 >2 chd	58%	55%	-3 >1 chd
Y3	58%	51%	-7 >3 chd	38%	28%	-10 >4 chd	56%	48%	-8 >3 chd
Y4	61%	52%	-9 >3 chd	37%	24%	-13 >4 chd	65%	56%	-9 >3 chd
Y5	35%	29%	-6 >2 chd	21%	14%	-7 >2 chd	34%	19%	-15 =3 chd
Y6	78%	81%	+3	62%	52%	-10 =2 chd	58%	52%	-6 > 2 chd

An increased focus on oral language development in the early years, WELLCOM in particular, enabled children of receipt of PP to achieve GLD in line with their peers. Vocabulary development across the rest of the school, through use of CPD, teaching toolkit, display etc has continued to build on these foundations. However, this has not yet shown impact in reading and writing outcomes.

The use of pupil premium funds for phonics, including; Read, Write, Inc (RWI) resources, RWI development days, FTT and monitoring has resulted in strong PSC results. Children in receipt of PP are broadly in line with peers (a difference of less than 1 child) and also in

line with national. In order to sustain this we need to continue to ensure that children in receipt of PP have secured these fundamentals to access and succeed in all areas of the curriculum.

Implementation of a new spiral curriculum in maths, alongside coaching with a maths consultant and an investment in a wider range of concrete resources has shown a positive impact on outcomes in Early Years and KS1. Foundational knowledge and skills for maths is broadly in line with their peers in number with a difference of >1 child. We now need to see this positive impact in KS2. The MTC gap is narrowing over time, but this still needs to be focus to ensure that children in receipt of PP have these fundamentals secured.

Reading has been a priority with a new curriculum and pedagogy beyond phonics introduced; this was trialled first by the English lead and Y6 teacher and showed a positive impact, with pupil premium children achieving outcome beyond their peers. A carefully planned and bespoke reading spine was introduced to address the cultural literacy gaps of our pupils in receipt of PP. We now need to embed this throughout the school. Whilst ensuring that this is embedded the focus will be on the writing curriculum.

Standardised testing (PIRA/PUMA/YARC) alongside pupil progress meetings and moderation, both in house and Trust wide, has increased the accuracy of data. There is still work to be to be done to use the knowledge of this assessment data to increase progress amongst all pupils and to close the gap between those in receipt of PP and their non-eligible peers.

Focussing on pupils' personal development means that we were able to offer 70 different clubs last academic year, alongside our residential in KS1 which ensured an increase in cultural capital.

Working closely with the SENDCO for those children who have multiple barriers to learning – such as being disadvantaged and on the SNED register we have worked with outside agencies to ensure that high quality intervention meets their wide range of needs. This will be a significant focus of our three-year plan. Our year 6 cohort for 25/26 has significant multiple barriers that need addressing.

Attendance

	2022/23	2023/24	2024/25
Attendance ALL	92.9%	92.7%	93.4%
Attendance PP	90.6%	90.9%	91.6%

	2022/23	2023/24	2024/25
Persistence Absenteeism ALL	24.5%	20.8%	21.1%
Persistence Absenteeism PP	34.0%	29.9%	24.5%

Attendance for our children in receipt of PP is close to average and there is a relative improvement. Whilst the persistent absenteeism for pupils in receipt of PP has reduced by almost 10% in the last 3 years we do recognise the need to further reduce this amongst our children with PP as a key priority moving forwards.

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
WELLCOM	GL assessment
Read, Write, Inc	Ruth Miskin

Oxford Owl Online reading	OUP
SALT	NHS
MHST	LCC
SUMO	Sumo4schools
BOSS	LCC
Music service	LCC
TT Rockstar	Maths Circle Ltd
ELSA	ELSA
Charanga Music	Charanga
Language Angels	Language Angels
Get Set 4 PE	Get Set PE
Digital reading logs	Learning with Parents

Further information (optional)

In planning our pupil premium strategy, we evaluated the impact of previous plans. A review was completed with teaching and support staff to analyse what had worked well and to explore the barriers that face our families in receipt of pupil premium and those that don't quite meet the threshold.

We also participated in a pupil premium workshop led by the Trust pupil premium lead, with the opportunity to engage in collaborative professional dialogue and planning with schools from similar contexts to share good practise.