Gislingham Church of England Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils (from Sept 24)	11.5%
Academic year covered by pupil premium strategy plan	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tilian Partnership
Pupil premium lead	R Benstock
Governor / Trustee lead	B Morrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,293
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£29,293

Part A: Pupil premium strategy plan

Statement of intent

The intent of our Pupil Premium Strategy

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

We use pupil premium funding in a three-tiered approach, following government guidance, to:

- Invest in high-quality teaching
- Provide additional support for some pupils focussed on their specific needs
- To support non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges

Pupil premium funding is not funding attached to specific children. Schools are not required to spend pupil premium so it solely benefits eligible pupils. For example, using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils but by doing so, non-eligible pupils will also benefit.

Service pupil premium is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for schools to manage their spending. This funding is to help with pastoral support for these pupils.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have underdeveloped oral language skills and vocabulary gaps. This is particularly evident in the youngest pupils.
2	Some pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Some pupils have greater difficulties with reading comprehension than their peers. Alongside phonics it is a crucial component of early reading instruction.

4	Some pupils need additional support, high quality feedback and development of confidence in classroom activities
5	Some pupils need additional pre teaching or post teaching in order to consolidate their learning
6	Some pupils have gaps in prior learning and require overlearning of key skills (pupils joining from other schools & PPG pupils with SEN)
7	Some pupils lack opportunity to continue learning at home as their parents cannot support their learning
8	Some pupils need support from nurture groups. Some families need additional support with mental health and wellbeing.
9	Some families find it difficult to ensure children arrive at school before the start of the day
10	Some families cannot afford for their children to take part in extra curricular clubs and non-curricular activities

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
Gaps in learning are identified and prioritised; support provided and gaps narrowed	Internal data indicates good progress for all children in addressing prioritised gaps in learning
Progress and attainment of Pupil Premium pupils is in line with expectations for non disadvantaged pupils	Internal data comparisons and comparisons with other schools (locally and nationally where possible) indicates good progress for Pupil Premium pupils
All pupils are able to engage in home learning activities to support learning in school	Monitoring of response to home learning indicates that pupils are accessing these activities at home
Pupils arrive on time after having a suitable breakfast and are ready for learning	Monitoring of pupils' behaviour for learning indicates increased concentration for pupils
Opportunity to access extra curricular clubs and non-curricular activities is not reduced due to financial difficulties at home	Where financial support has been provided to families this increases attendance at extra curricular activities

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

Budgeted cost: £8686.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide regular training, coaching and mentoring for TAs/LSAs in effective phonics teaching and the delivery of reading practice sessions including reading comprehension	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils Little Wandle - Phonics training and development Lower attaining pupils benefit from the explicit teaching of strategies to comprehend text EEF Teaching and Learning Toolkit evidence on Reading Comprehension	2, 3
Continue to provide training to TAs in effective feedback during lessons. Monitor effectiveness to identify further training needs	EEF Teaching and Learning Toolkit evidence on impact of feedback. Used previously and evaluated as effective	4
Continue to provide training to TAs in effective pre teaching with designated groups, and post teaching as required	EEF Teaching and Learning Toolkit evidence TA led interventions	5
Continue to provide coaching and mentoring for TAs so that intervention and booster groups enable pupils' gaps in learning to be narrowed.	EEF Teaching and Learning Toolkit evidence Mastery EEF Teaching and Learning Toolkit evidence TA led interventions	6

Targeted academic support

Budgeted cost: £9793

Activity	Evidence that supports this approach	Challenge number(s) addressed

Provide specific support as identified during the year to support pupils to “catch up” where learning gaps have been identified (maths and reading comprehension)	EEF Teaching and Learning Toolkit evidence TA led interventions EEF Teaching and Learning Toolkit evidence on Reading Comprehension EEF Teaching and Learning Toolkit evidence Mastery Little Wandle and early reading strategies through policy.	3, 6
Catch up phonic sessions targeted at disadvantaged pupils who require further support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand EEF	2
Provide specific support for identified pupils in oral language skills & vocabulary development	EEF Toolkit evidence oral language interventions	1
Ensure all pupils have access to high quality learning materials & opportunities at home to support learning in school	EEF Teaching and Learning Toolkit evidence Homework	7

Wider strategies

Budgeted cost: £10,813.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving attendance of PPG pupils by using discounted Breakfast Club and After School Club	Used previously and evaluated as effective	9
To ensure all pupils can access extracurricular activities & non-curricular trips/experiences	Used previously and evaluated as effective	10
To ensure good mental health for all pupils To provide Pupil Well Being Lead support for pupils & their families	Used previously and evaluated as effective	8

Total budgeted cost: £29,293

Part B: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year

Aim	Outcome
Priorities for ensuring high quality teaching and learning and targeted academic support.	
Embedded 'Little Wandle' phonics programme to meet all the expectations of the National Curriculum and to help prepare our pupils to go beyond the expectations of the phonics screening check.	33% Y2 passed phonic screening check Summer 2025 95% Y1 passed phonic screening check Summer 2025 70% Y2 achieved expected or above in Reading 25% of Y2 PPG children achieved expected standard in Reading with 25% achieving GDS.
Provide regular training, coaching and mentoring for TAs/LSAs in effective phonics teaching and the delivery of reading practice sessions including reading comprehension	Little Wandle training has been robust and the number of staff leading groups has increased. This results in more refined differentiation and targeted support where needed.
Continue to provide training to TAs in effective feedback during lessons. Monitor effectiveness to identify further training needs	Observations and drop-ins, combined with high quality planning and data, have shown that the on-going training and support given to TAs and by TAs has improved. Further training needs regarding Oracy development and the supporting of GDS writing have been identified and will be included in the training for 2026_27.
Provide specific support as identified during the year to support pupils to "catch up" where learning gaps have been identified (maths and reading comprehension)	Internal data reflects the progress made by all groups of children. The intense intervention programme has been successful, although we have discovered further gaps in knowledge. SENCo and Head are compiling a new list of children who are being 'monitored' and are considered on the cusp of SEN in order to specify targeted 'in-class' intervention as a preventative measure.

Ensure all pupils have access to high quality learning materials & opportunities at home to support learning in school	Purple Mash and other online services have encouraged children to use more academic programmes at home. We bought more resources for White Rose maths, Little Wandle and for art / DT projects in order to provide the children with high quality resources in school and at home.
Provide specific support for identified pupils in oral language skills & vocabulary development	Provided as part of intervention programmes such as Nessy, Desty and NELI. Children are also given excellent oracy and communication modelling, however this will be a development target next year.
Data to show impact of targeted academic support	**KS2 Data 2025** PP EXS and above: 100% R, W, M combined **KS1 Data 2025** PP EXS and above: Reading - 25% Writing - 25% Maths - 50%
Wider strategies	
Focus on improving attendance of PPG pupils by using funded Breakfast Club	Breakfast Club provided. Attendance of PPG children approx 70%;
Farm Schools and Outdoor Learning Development	100% of PPG were actively involved in this year's Farm School projects. Classes worked with a local farmer to understand more about arable farming, farm to fork, rearing animals, environmental protection and endangered species. Children were involved in the further development of Thornham Walks and have been working with Lodge Farm on some new environmental initiatives. Access to this style of learning is proven to engage all children, but especially those from more deprived backgrounds who recognise the awe and wonder of learning in this way. Through the LEAF programme, we intend to continue this and branch out further to engage vulnerable groups more specifically.
To ensure all pupils can access extracurricular activities	All PPG had access to x2 free after school sports clubs. 100% attendance (at least one club).

	Range of free before/after school clubs provided by staff.

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
Language Link	Speech Link Multimedia Ltd
NELI	Nuffield
Desty	Education Desty Ltd
NESSY	Nessy Learning 2025
Regular support programmes	Specialist Education Services

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details