

**St Gilbert of Sempringham C of E Primary School**

**Pupil Premium Strategy 2025-2026**

<b>2025-2026</b>		
<b>PP Budget for academic year: £42,357</b> £40,251 (Inc. £5,406 carry forward)- PP/FSM £363- Service £1743 EYPP	<b>Number of pupils on roll- 72</b> <b>(excluding nursery)</b>	<b>Dates of most recent external review:</b> January 2024- Ofsted
<b>PP Lead- Sophie Foston</b> <b>Inclusion Governor- Rob Cole</b>	<b>Number of pupils eligible for PP funding –</b> <b>27- September 2025</b>	<b>Dates of internal reviews:</b> Autumn term 2024 Spring Term 2025 Summer Term 2025

2024-2025 Summary

	% Achieved GLD Whole Cohort PP
Reception	75% 0%

Phonics Screening Check	% Achieved 32 or above Whole Cohort PP
Year 1	80% 67%
Year 2	50% 0%

KS1	% Achieving expected standard and above Whole Cohort PP	% Achieving a higher standard Whole Cohort PP
Reading	80% 0%	10% 0%
Writing	50% 0%	20% 0%
Maths	80% 0%	0% 0%
Combined	50% 0%	0% 0%

Y4 Multiplication Times Table Check	% Whole cohort % PP
20+ out of 25	69% 50%
25 out of 25	62% 50%

KS2	% Achieving expected standard and above Whole Cohort PP	% Achieving a higher standard Whole Cohort PP	Average Point Score
Reading	78% 80%	22% 20%	104.11 104.2
Writing	78% 80%	0% 0%	N/A
Maths	56% 40%	11% 0%	99.22 97
Combined	56% 40%	11% 0%	N/A
Spelling, Punctuation and Grammar	78% 80%	11% 0%	101.78 100.2

2025-2026 POINTON	Number of pupils eligible for PP funding September 2025 December 2025 March 2026	PP % of cohort September 2025 December 2025 March 2026
Reception (10) (11) (9)	2 1 1	20% 10% 11%
Year 1 (8) (7) (7)	2 1 2	25% 14% 28%
Year 2 (10) (9) (8)	4 2 2	40% 22% 25%
Year 3 (9) (9) (8)	1 1 1	11% 11% 12%
Year 4 (9) (9) (9)	3 2 3	33% 22% 33%
Year 5 (13) (13) (12)	9 8 7	69% 61% 58%
Year 6 (13) (12) (12)	6 6 7	69% 50% 58%
Whole School (72) 70 65	27 23 23	37.5% 32% 35%

**Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2025-2028**

2025-2026	2026-2027	2027-2028
<ul style="list-style-type: none"> <li>• The vocabulary gap by the end of EYFS between PP and Non-PP pupils is notably closed.</li> <li>• PP pupils are effectively supported to make rapid progress and minimise the gap in outcomes between PP and Non PP pupils at all stages</li> <li>• Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences</li> <li>• Persistent and severe absence affecting PP pupils is reduced</li> </ul>	<ul style="list-style-type: none"> <li>• Personal development continues to be prioritised and there is a strong focus upon pupil wellbeing and mental health</li> <li>• There is no notable difference between attendance of Non PP and PP</li> <li>• In EYFS the gap between PP and Non- PP achieving GLD is narrowed</li> <li>• % of disadvantaged pupils achieving ARE+ at KS2 is significantly increased</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make exceptional progress across all areas of the curriculum</li> <li>• Disadvantaged pupils are aspirational and ambitious- they have accessed opportunities within and beyond the curriculum and are inspired by these</li> <li>• % of disadvantaged pupils achieving GDS has increased</li> </ul>
<b>Key challenges for disadvantaged pupils</b>		
<b>Internal Challenges</b>		
Lower attainment upon entry to school		
Increased SEND		
KS2 outcomes for combined RWM		
Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.		
<b>External Challenges</b>		
Increase in levels of support needed for pupils and their families – including SEND and referrals to TAC, Early Help and other external services		
Persistent absenteeism and poor attendance		
Limited opportunities beyond school due to rurality		

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2025	Spring 2026	Summer 2026
<b>Teaching</b>					
<p><b>Improved pupil outcomes and increased progress and attainment at all stages of development</b></p>	<p>Teaching staff are experts in their practice which is underpinned by consistent pedagogical approaches</p> <p>Assessment is effectively utilised to support our pillars of great teaching-adaptivity and ambition</p> <p>Improved outcomes for all pupils; ensuring ambition for every child</p>	<p><i>High quality, targeted CPD ensures that teachers are skilful in presenting curriculum content to ensure all pupils learn progressively and build upon prior knowledge</i></p> <p><i>Assessment system is embedded and impact evidenced</i></p> <p><i>Assessment in the moment practices are refined and embedded to support 'adaptivity' and responsiveness to pupil learning needs</i></p> <p><i>Outcomes for PP pupils in core curriculum are improved at all stages and attainment gap between PP and Non- PP is narrowed</i></p>	<p>Analysis of IDSR and ASP demonstrates that there is no notable gap in KS2 pupils attaining ARE in Mathematics and a gap has emerged with those achieving GDS.</p> <p>Current assessments show that PP pupils continue to make good progress, however closing the gap between PP and Non-PP attainment continues to be prioritised.</p> <p>Assessment processes continue to be developed. Further work to be undertaken to support assessment analysis to ensure that there is increased accuracy in forecasting.</p>	<p>Adaptive teaching is leading to strong progress, particularly in UKS2 since Jan 26. Current assessments show that presently 58% of pupils are on track to achieve RWM at end of KS2. Year 6 additional after school booster sessions in Maths and Reading are now in place led by members of senior and executive leadership team.</p> <p>There is a gap in current attainment of PP and Non -PP across the core subjects at KS2, however this is largely linked to overlapping SEND. School leaders including the SENDCo are closely monitoring pupil progress and PPMs are conducted to focus upon key pupils and groups.</p> <p>Recently we have invested in PIXL and have appointed a Raising Standards lead to further focus upon precision within assessment and utilise 'therapy' resources and specialist external support to ensure pupil needs are effectively targeted and supported.</p>	

<p><b>All staff are highly skilled and have strong curriculum expertise, ensuring that all pupils are effectively supported, gaps in learning are addressed and progress is accelerated.</b></p>	<p>Adaptive teaching ensures all pupils make strong progress and gaps in learning are quickly addressed.</p> <p>Disadvantaged pupils receive effective support to ensure they make strong progress in all areas of the curriculum at all stages.</p>	<p><i>Teaching staff are highly skilled in utilising assessment to identify pupil learning needs and skilfully adapt teaching to address gaps in learning and accelerate progress.</i></p> <p><i>Support staff are highly trained and effectively deployed to provide targeted support within lessons and enhance adaptive teaching within the classroom.</i></p> <p><i>All staff delivering RWINc have accessed training to ensure high quality teaching</i></p> <p><i>RWInc is taught systematically within small groups which are reviewed in line with assessments to ensure progress</i></p>	<p>Teaching and support staff have received focused CPD in relation to adaptive teaching and this has been a significant focus across the curriculum, including within foundation subjects. Confidence is developing and this will continue to be a focus of monitoring and support to ensure direct impact upon pupil progress within and across lessons.</p> <p>In KS1 pupils continue to make strong progress in phonics with effective teaching of RWInc across all groups evidenced in monitoring and evaluation. RWInc development advisor will offer additional advice and support to ensure progress continues to be accelerated.</p>	<p>CPD for all staff remains linked to school development priorities and is monitored by school leaders to ensure impact. Recent teacher performance management reviews have been utilised to ensure there is focused discussion related to individualised career development. Support staff CPD is also prioritised through SDP and individual performance management.</p> <p>ECT newly appointed to UKS2 is effectively supported within role and is benefiting from accessing CPD opportunities internally and through external providers.</p> <p>Having reviewed our approaches to assessment and to support teaching practice we have implemented PIXL and this is currently at a very early stage.</p>	
<p><b>To effectively support disadvantaged pupils in Reception to make rapid progress from EYFS baseline</b></p>	<p>Teaching Staff in Early Years demonstrate strong expertise and skill and ensure that high quality teaching supports accelerated progress from baseline assessments</p>	<p><i>GLD is in line with National and there is a narrowed gap between PP and Non- PP</i></p> <p><i>Pupils have received targeted support leading to rapid progress across prime and specific areas of learning</i></p> <p><i>Continuous provision is of a consistent high</i></p>	<p>Progress from baseline assessments for pupils in EYFS is good. All pupils are accessing a broad and ambitious curriculum and provision is of a consistent high quality across the 7 areas of learning. This has been evidenced in monitoring. Targeted support is in place and evaluated regularly within provision maps, following APDR processes. Support will continue to be effectively mapped out in</p>	<p>Progress continues to be strong across all areas of learning.</p> <p>Presently 75% of pupils are on track to achieve GLD.</p> <p>PPMs have been utilised to review progress and targets of pupils to ensure achievement continues to be maximised.</p> <p>Additional staff have been appointed to work within the</p>	

	All pupils access an ambitious EYFS curriculum which Early identification of pupil needs	<i>quality and is reflective of pupil interests and pupil needs</i>  <i>EYFS staff are confident in their roles and in ensuring high quality interactions with all children</i>	response to pupil need and assessment, with focused evaluation ensuring impact. Further development in relation to evidencing progress will be prioritised.	Reception/ Year 1/2 mixed age class to further ensure a targeted approach.	
<b>To develop pupil aspiration, self-motivation and independent learning strategies.</b>	Pupils are resilient and self-motivated. They take responsibility for their learning and are keen to progress.  There is a strong sense of aspiration throughout the school.	<i>Effective assessment and feedback is used skilfully to scaffold learning-building upon what pupils know can do and understand.</i>  <i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i>  <i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i>  <i>Pupils have opportunities to build upon their skills and talents</i>	Pupils are gaining confidence and resilience in their learning. They engage well and respond effectively to feedback and support. Pupil talents and interests are responded to, motivating and inspiring children to build upon these and apply this motivation across the curriculum. All pupils are encouraged to aim high. This will be further developed as the year progresses.	Lesson monitoring and evaluation by school leaders, governors and external agencies continues to evidence that pupils are motivated learners. Learning resilience remains an area of focus for UKS2, however since January there has been strong evidence of increased learning stamina and raised expectations.  There are a wide range of clubs and enrichment opportunities available to all children. Attendance is monitored by the inclusion lead and groups (SEND and PP) attending are proportionally in line with whole school representation- evidencing opportunity and inclusion for all.	
<b>Targeted Academic Support</b>					
<b>To utilise additional adults effectively in order to provide targeted</b>	All disadvantaged pupils, including the 'First 20%', are effectively supported and benefit from	<i>Provision maps, informed by assessment, effectively identify pupil learning needs and ensure a</i>	Interventions have been implemented in response to assessment. These are monitored through provision mapping and pupil progress is evidenced through focused assessment.	Interventions are delivered in line with provision maps and in response to teacher assessment and there is increased fidelity to ensuring these take place with regularity because of positive	

<p><b>interventions, leading to increased attainment in RWM</b></p>	<p>adaptive and guided practice, smaller groups and adult support within core subjects.</p> <p>Interventions demonstrate measurable progress</p>	<p><i>robust cycle of evaluation and review.</i></p> <p><i>Maths and English interventions are taught within small groups which are reviewed half termly to ensure progress.</i></p> <p><i>Fast track phonics tuition ensures % of pupils achieving PSC remains in line with National</i></p> <p><i>The attainment gap between PP and Non PP pupils is closed</i></p> <p><i>Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</i></p>	<p>Additional support will continue to be monitored and evaluated by subject leaders and Inclusion lead to ensure ongoing impact and appropriate targeting in response to ongoing assessment.</p>	<p>staffing changes. Impact of interventions is monitored by class teachers, subject leaders and the Inclusion leader and there is evidence of impact, particularly in UKS2 where pupils have made rapid progress since January.</p> <p>Current Y1 assessments show 62% of pupils are currently on track to achieve PSC standard. Fast Track phonics tuition needs to be implemented and prioritised to support learners who are not yet on track to achieve this standard.</p>	
<b>Wider Strategies</b>					
<p><b>Pupil well-being needs are identified and continue to be met through high quality pastoral care and support.</b></p>	<p>Pupil personal development, mental health and well-being is prioritised.</p> <p>Pupils feel safe, valued and reassured.</p> <p>Emotional Literacy is developed</p>	<p><i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i></p> <p><i>Drawing and Talking trained assistants utilise strategies effectively to support pupils.</i></p> <p><i>Effective referral process is established to identify pastoral support required and regular</i></p>	<p>Pupil wellbeing support and provision remains a strength. Drawing and Talking continues to be in place for pupils as appropriate and this is regularly reviewed and evaluated to ensure positive impact.</p>	<p>Pupil wellbeing support is strengthening. Across the school there is a strong ethos of nurture and care. Vulnerable pupils are supported through Drawing and Talking provision and, more recently, ELSA. This will continue to be developed through further staff CPD to increase capacity for delivery.</p>	

		<i>evaluation ensures impact.</i>			
<b>Pupil aspiration is raised through inclusive, wide and varied enrichment opportunities for all</b>	<p>Pupils have opportunity to build upon their own talents, skills and interests</p> <p>Pupils awareness of career opportunities is increased</p> <p>Pupil cultural capital is enriched</p>	<p><i>All pupils have opportunities across a range of fields to build upon their talents and interests</i></p> <p><i>Pupil motivation and enjoyment is increased</i></p> <p><i>The proportion of disadvantaged pupils partaking in extracurricular clubs and activities is in line with non-disadvantaged</i></p> <p><i>Careers based learning has increased pupil aspiration</i></p>	<p>School continues to offer a wide range of opportunities for all children to access enrichment. This has included specifically identifying PP pupils expressing interest and talent in music for instrumental tuition. This academic year we have led 2 residential for Y4 and for Y5/6 these were significantly subsidised to ensure participation of disadvantaged pupils. Inclusion leaders continue to monitor attendance and engagement of all groups to ensure equitable access and where appropriate discuss any barriers with families.</p>	<p>Analysis of attendance at clubs evidenced that PP attendance remains proportional to the representation within cohorts.</p> <p>All clubs and enrichment opportunities are open to all and there are a wide range of activities available. As we have found that attendance of PP pupils during events and activities within the school day are often higher due to transport, we have broadened the range of lunchtime clubs and opportunities within the school day to ensure all children are able to attend.</p>	
<b>Attendance is in line with National</b>	<p>There is a decreased gap between attendance of PP and Non-PP pupils</p> <p>Effective support in place to support families where children are at risk of persistent/severe absenteeism.</p> <p>A robust approach to monitoring and evaluating attendance of key children is in place</p>	<p><i>School leaders have ensured an effective strategy to monitor and evaluate attendance data</i></p> <p><i>School attendance data is in line with National and Local</i></p> <p><i>There are strong networks of collaboration between home and school.</i></p> <p><i>School Leaders ensure every effort is made to encourage high attendance through</i></p>	<p>There is a significant gap between the attendance of PP and Non-PP pupils, which is concerning. This is linked to school mobility. School leaders continue to engage effectively with Local Authority to support families where there are barriers in place. Robust monitoring and evaluation from Inclusion Leader, Governors and Local Authority ensures that every effort possible is made to promote and secure high attendance.</p>	<p>Attendance remains broadly in line with National at 94% however persistent absence remains as concern 17.5%.</p> <p>There remains a significant between PP attendance which is currently 88.22 % and persistent absence is concerningly high for group at 41.67%. Severe absence for PP pupils continues to be an area requiring improvement. However, mindfulness is required in looking at % due to small cohort and group numbers.</p> <p>Our school attendance team continues to work closely with families and local authority to</p>	

	and actions taken demonstrate a direct impact in raising attendance.	<i>robust policy and practice</i>		ensure there is a robust and supportive approach to improving attendance. Governor oversight and understanding in relation to attendance is strong.	
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Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./ proposed spending)	Review Date
Teaching	<p>Ensure that leaders, teaching and support staff have access to high quality training, mentoring and development opportunities through external CPD and opportunities for collaboration and effective leadership.</p> <p><i>EEF Guide to Pupil Premium 2019- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium</i>  <i>EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development</i></p>	Staff knowledge and skills across the curriculum will be developed, ensuring that there is expertise in all subjects and stages, leading to accelerated progress as a result of high-quality teaching and learning opportunities. Leadership models which contribute to a supportive, professional learning culture will increase staff knowledge, skill and confidence.	<p>CPD evaluation SEF LA and Governor visits Monitoring of teaching and learning Performance management</p>	Executive Headteacher, to identify training needs of staff through performance management and CPD mapping and evaluation	£3,000	Termly through and SIP evaluations and Governor reports Bi-annual performance reviews
Teaching	Deployment of additional teaching and support staff to provide enhanced teaching support within core subjects through focused grouping and small group tuition across all key stages (Small group tuition EEF +4)	Additional support within the classroom and small group tuition will provide greater opportunity for focused support and address gaps in learning leading to increased attainment and progress.	<p>Moderation Monitoring of teaching and learning LA and Governor Visits SEF PPMs</p>	Class teachers Assessment lead PP Lead SENDCo Executive Headteacher	£10,000	Termly review of progress through moderation and assessment review to identify impact across RWM
Teaching	Additional staff appointed to lead phonics across EYFS and KS1 to provide small group teaching based upon assessment. (Phonics EEF +5)	Pupils benefit from small groups and this will allow for pupils to be grouped appropriately according to programme assessments thereby addressing learning needs and accelerating progress.	<p>Phonics monitoring and coaching RWInc leader visits Phonics tracker and assessment data</p>	Phonics and English Leaders Class teachers	£5000	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
Targeted Academic support	Small group/ 1:1 tuition and intervention across RWM- Including RWInc phonics (1:1 tutoring) (Teaching assistant interventions EEF +4)	Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.	<p>Provision mapping Intervention evaluations and observations Headteacher report to governors</p>	PP Lead, English and Maths Leaders Class Teachers Assessment Lead	£14,000	Review with regularity with ongoing assessment-provision maps to be reviewed at least half

			Assessment data			termly in line with APDRs
<b>Wider strategies</b>	Enhanced Music and Drama provision through Act II Theatre Group to promote inclusion and widen experiences for all pupils (Arts Participation EEF +3)	Access to a wide and varied music curriculum develops pupil knowledge, skills and appreciation of music. Involvement in the whole school production is important in developing language and communication skills and increasing confidence. As a whole school, parental event this is also important in developing community cohesion and parental engagement.	Pupil and parental feedback Governor visits	Music Lead PP Lead	£2,000	Ongoing pupil voice to be used to evaluate impact
<b>Wider strategies</b>	Targeted intervention- Drawing and Talking- to support well-being and pupil mental health. (Behaviour interventions EEF +4 and Social and Emotional Learning EEF +4)	Drawing and Talking is used purposefully and is delivered to support pupil wellbeing and support SEMH needs.	Intervention monitoring Provision maps Behaviour logs CPOMs	DSLs SENDCo DHT Inclusion Leader Class Teachers PSHE Lead	£6,000	Review half termly in line with provision map and APDR evaluations
<b>Wider strategies</b>	Inclusion Lead to improve attendance, mental health and wellbeing and increase parental engagement. (Parental Engagement EEF +4 Social and Emotional Learning EEF +4)	Family support increases parental engagement and is effectively impacts upon pupil wellbeing. Through working with families pupil attendance improves.	Provision maps Behaviour logs CPOMs TAC/ Early Help records of meetings Attendance data HT reports to governors LA monitoring	DSLs DHT Inclusion Leader	£2,000	Supervision of safeguarding meetings each month (DSLs) Attendance data CPOMs
			Total		£42,000	