

St Gilbert of Sempringham C of E Primary School

Pupil Premium Strategy 2026-2027

PP Lead- Sophie Foston Inclusion Lead- Sarah Ogden Inclusion Governor- Rob Cole

2025-2026	
PP Budget for academic year: £37,200- PP/FSM (£37,385.66 inc £185.66 carry forward) £520 Service (£883 inc £363 carry forward) £849.85 EYPP (£849.85 inc £1102.11 carry forward) £38,569.85 Total Income for 26/27 £185.66- PP/ FSM carry forward £363- Service carry forward £646.23 LAC carry forward £44 PLAC Carry forward £1102.11 EYPP Carry forward £ 2,341 Total carry forward £40,910.85 Total funding for 26/27 Including carry forward	Number of pupils on roll- 61 (excluding nursery) Number of pupils eligible for PP funding – 28

2026- 2027 POINTON	Number of pupils eligible for PP funding 26/27	PP % of cohort 26/27
Reception	4	57%
Year 1	3	33%
Year 2	3	33%
Year 3	4	50%
Year 4	2	25%
Year 5	5	63%
Year 6	7	58%
Whole School	28	46%

2026-2027 Assessment Summary

	% Achieved GLD Whole Cohort PP
Reception	89% 100%



Phonics Screening Check	% Achieved 32 or above Whole Cohort PP
Year 1	90% 100%
Year 2	100% 100%

KS1	% Achieving expected standard and above Whole Cohort PP	% Achieving a higher standard Whole Cohort PP
Reading	89% 67%	11% 0%
Writing	89% 67%	11% 0%
Maths	89% 67%	11% 0%
Combined	89% 67%	11% 0%

Y4 Multiplication Times Table Check	% Whole cohort % PP
20+ out of 25	44% 33%
25 out of 25	22% 33%

KS2	% Achieving expected standard and above Whole Cohort PP	% Achieving a higher standard Whole Cohort PP	Average Point Score
Reading	50% 43%	25% 20%	101
Writing	67% 47%	25% 0%	N/A
Maths	50% 29%	8% 0%	99
Combined	42% 29%	0% 0%	N/A
Spelling, Punctuation and Grammar	58% 57%	25% 0%	100

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

Key challenges for disadvantaged pupils
Internal Challenges
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.
External Challenges
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

3-Year Priorities 2025-2028

Teaching	Targeted Academic Support	Wider Strategies
Improved pupil outcomes and increased progress and attainment at all stages of development – particularly KS2 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. To effectively support disadvantaged pupils in Reception to make rapid progress from EYFS baseline To develop pupil aspiration, self-motivation and independent learning strategies.	To utilise additional adults effectively to provide targeted interventions, leading to increased attainment in RWM	Pupil mental health and well-being needs are identified and continue to be met through high-quality pastoral care and support Pupil aspiration is raised through inclusive, wide and varied enrichment opportunities for all Attendance is in line with National and % of severe and persistent absence is improved

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2026	Spring 2027	Summer 2028
Teaching					
Improved pupil outcomes and increased progress and attainment at all stages of development, particularly KS2	Teaching staff are experts in their practice which is underpinned by consistent pedagogical approaches Assessment is effectively utilised to support our pillars of great teaching- adaptivity and ambition Improved outcomes for all pupils; ensuring ambition for every child	High quality, targeted CPD ensures that teachers are skilful in presenting curriculum content to ensure all pupils learn progressively and build upon prior knowledge Pixl Assessment system is embedded and impact evidenced Assessment in the moment practices are refined and embedded to support ‘adaptivity’ and responsiveness to pupil learning needs Outcomes for PP pupils in core curriculum are improved at all stages and attainment gap between PP and Non- PP is narrowed			
All staff are highly skilled	Adaptive teaching ensures all pupils	Teaching staff are highly skilled in utilising PiXL			

and have strong curriculum expertise, ensuring that all pupils are effectively supported, gaps in learning are addressed and progress is accelerated.	make strong progress and gaps in learning are quickly addressed. Disadvantaged pupils receive effective support to ensure they make strong progress in all areas of the curriculum at all stages.	<i>assessment tools, including QLA and related therapies, to identify pupil learning needs and skilfully adapt teaching to address gaps in learning and accelerate progress.</i> <i>Support staff are highly trained and effectively deployed to provide targeted support within lessons and enhance adaptive teaching within the classroom.</i> <i>All staff delivering RWINc have accessed training to ensure high-quality teaching of early reading</i> <i>RWInc is taught systematically within small groups which are reviewed in line with assessments to ensure progress</i>			
To effectively support disadvantaged pupils in Reception to make rapid progress from EYFS baseline	Teaching Staff in Early Years demonstrate strong expertise and skill and ensure that high quality teaching supports accelerated progress from	<i>GLD is in line with or above National and there is a narrowed gap between PP and Non- PP</i> <i>Pupils have received targeted support leading to rapid progress across prime and specific areas of learning</i>			

	baseline assessments There is a coherent and consistent approach to the teaching of foundational knowledge to ensure all children make the best possible start in their education Early identification of pupil needs	<i>Continuous provision is of a consistent high 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>			
To develop pupil aspiration, self-motivation and independent learning strategies.	Children develop executive function and skills for learning right from the start. As they progress, they demonstrate resilience and self-motivation in their learning. There is a strong sense of aspiration throughout the school.	<i>Assessment and feedback are used skilfully to scaffold learning- building upon what pupils know can do and understand.</i> <i>Pupils develop executive function and metacognitive approaches which enable them to use and apply independent learning strategies.</i> <i>Pupils have opportunities to build upon their skills and talents</i>			
Targeted Academic Support					
To utilise additional adults effectively in	All disadvantaged pupils, including the 'First 20%', are effectively	<i>Provision maps, informed by Pixl assessment, effectively identify pupil learning</i>			

order to provide targeted interventions, leading to increased attainment in RWM	supported and benefit from adaptive and guided practice, smaller groups and adult support within core subjects. Pixl QLA informs planning for interventions and support Interventions demonstrate measurable progress	<i>needs and ensure a robust cycle of evaluation and review.</i> <i>Maths and English interventions and Pixl therapies are delivered within small groups which are reviewed half termly to ensure progress.</i> <i>Fast track phonics tuition ensures % of pupils achieving PSC remains in line or above National</i> <i>The attainment gap between PP and Non-PP pupils is closed</i> <i>Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</i>			
Wider Strategies					
Pupil well-being needs are identified and continue to be met through high quality pastoral care and support.	Pupil personal development, mental health and well-being is prioritised. Pupils feel safe, valued and reassured. There is a strong sense of belonging.	<i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i> <i>ELSA and Drawing and Talking assistants utilise strategies effectively to support pupils.</i>			

	Emotional Literacy support is developed	<i>Effective referral process is established to identify pastoral support required and regular evaluation ensures impact.</i> <i>There is evidence that pupils feel a strong sense of belonging and value within our school community</i>			
Pupil aspiration is raised through inclusive, wide and varied enrichment opportunities for all	Pupils have opportunity to build upon their own talents, skills and interests, exceeding expectations within the Enrichment Benchmarks Pupils' awareness of career opportunities is increased Pupil cultural capital is enriched	<i>Strategy for enrichment ensures all pupils have opportunities across a range of fields to build upon talents and interests, exceeding Enrichment Benchmarks</i> <i>Pupil motivation and enjoyment is increased.</i> <i>The proportion of disadvantaged pupils partaking in extracurricular clubs and activities is in line with non-disadvantaged.</i> <i>Careers based learning has increased pupil aspiration.</i>			
Attendance is in line with National and % of severe and persistent absence is improved	There is a decreased gap between attendance of PP and Non-PP pupils Effective support in place to support	<i>School leaders have ensured an effective strategy and process to monitor and evaluate attendance data.</i> <i>School attendance data is in line with National</i>			

	families where children are at risk of persistent/ severe absenteeism. Families are effectively supported through TAC and EH processes and where appropriate external support is required. A robust approach to monitoring and evaluating attendance of key children is in place and actions taken demonstrate a direct impact in raising attendance.	<i>and Local and reduction in persistent/ severe absenteeism.</i> <i>There are strong networks of collaboration between home and school.</i> <i>School Leaders ensure every effort is made to encourage high attendance through robust policy and practice.</i>			
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Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx.)	Review Date
Teaching	Ensure that leaders, teaching and support staff have access to high-quality training, mentoring, resources and development opportunities through external CPD and opportunities for collaboration and effective leadership. <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>	Staff knowledge and skills across the curriculum will be developed, ensuring that there is expertise in all subjects and stages, leading to accelerated progress because of high-quality teaching and learning opportunities. Leadership models which contribute to a supportive, professional learning culture will increase staff knowledge, skill and confidence.	CPD evaluation SEF LA and Governor visits Monitoring Performance management	Executive Headteacher, to identify training needs of staff through performance management and CPD mapping	£3000	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.	Moderation Monitoring LA and Governor Visits SEF PPMs	Raising Standards lead DHT/ Inclusion Lead SENDCo Executive Headteacher	£15,000	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.	Phonics monitoring Phonics tracker and assessment data	Phonics and English Leaders EYFS Lead Class teachers	£7000	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.	Provision mapping Intervention evaluations and observations Headteacher report to governors Assessment data	DHT/ Inclusion Lead English and Maths Leaders Class Teachers Raising Standards Lead	£8000	Review with regularity with ongoing assessment-provision maps to be reviewed at least half termly in line with APDRs
Wider strategies	Enhanced Music and Drama provision through Act II Theatre Group and Rock Steady 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 DHT/ Inclusion Lead	£3,000	Ongoing pupil voice to be used to evaluate impact

Wider strategies	Targeted intervention- Drawing and Talking and ELSA- 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 Lead Class Teachers	£5,000	Review half termly in line with provision map and APDR evaluations
		Total			£41,000	