Pupil premium strategy statement - Gisburn Road Community 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	206
Proportion (%) of pupil premium eligible pupils	21.8%
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)**	2024/25 to 2026/27
Date this statement was published	November 26
Date on which it will be reviewed	November 27
Statement authorised by	Lisa McCloskey, Head Teacher
Pupil premium lead	Naomi Fullalove
Governor / Trustee lead	Rachel Waddington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,600
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£64,600

Part A: Pupil premium strategy plan

Statement of intent

At Gisburn Road Community Primary School, we are committed to empowering all learners by fostering skills, knowledge, vocabulary and learning habits that enable confident and independent learning. Our primary objective is to reduce the attainment gap between disadvantaged pupils and their peers while supporting every child to achieve their full potential.

We aim for disadvantaged pupils to make or exceed nationally expected progress rates and ensure they are well-equipped to thrive academically, socially, and emotionally. This includes addressing the needs of high-attaining disadvantaged pupils and providing equitable access to opportunities that support their development.

Our strategy is rooted in evidence-based principles drawn from the Education Endowment Foundation (EEF) and the Department for Education (DfE). It is built on three core pillars:

- High-Quality Teaching: High-quality teaching is the foundation of our strategy, as it has the greatest impact on narrowing the disadvantage gap. All staff receive bespoke training to ensure consistent, evidence-informed approaches to teaching, with a focus on collaborative learning, oracy, and metacognition. By embedding these practices across the school, we raise standards for all pupils while prioritising disadvantaged learners.
- Targeted Academic Support: Targeted interventions focus on closing gaps in key areas such as phonics, reading, writing, and maths. We deliver structured programmes, including one-to-one and small-group tuition, catch-up therapies (e.g., speech and language), and nurture groups. Rigorous assessment cycles inform tailored next steps for all learners, ensuring interventions are responsive and effective.
- Wider Strategies: Recognising that barriers to learning are often multifaceted, we adopt a holistic approach that supports attendance, behaviour, and well-being. Pastoral care is a cornerstone of our provision, alongside financial support for activities, trips, residentials, and extracurricular opportunities to broaden pupils' horizons. We actively engage families and the wider community to create a supportive environment that enables every child to flourish.

When making decisions about Pupil Premium funding, we carefully consider our school's context and challenges, drawing on robust evidence from the EEF. Key principles guiding our implementation include:

- Equity, not Equality: Support is tailored to meet the diverse needs of disadvantaged pupils, recognising that challenges vary widely.

- Data-Driven Decisions: Regular data analysis ensures interventions are targeted where they are most needed.
- Whole-School Commitment: All staff are involved in the analysis of data and identification of priorities to ensure collective responsibility for pupil outcomes.
- Tiered Approach: Resources are allocated across teaching quality, targeted support, and wider strategies to maximise impact.

We rigorously evaluate the impact of our Pupil Premium Strategy through:

- Termly assessments and progress reviews.
- Regular book scrutinies and pupil voice activities.
- Monitoring attendance, behaviour and engagement with wider opportunities.
- Outcomes are shared with staff, governors, and parents to maintain accountability and ensure continuous improvement.

By embedding evidence-based practices and addressing the unique needs of our pupils, we ensure that Pupil Premium funding delivers meaningful and sustainable improvements. Our ultimate aim is to create confident, capable learners who are prepared to succeed in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap narrows but still remains to the end of KS2.
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with reading and writing than their non-disadvantaged peers.
3	Assessments, observations and discussions with pupils and teachers indicate undeveloped speech and language skills among many disadvantaged pupils. These are evident from Reception to KS2 and are more prevalent among our disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and behavioural issues for many pupils. Teacher referrals for support are on the increase, many of these pupils being disadvantaged
5	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our efforts over the last 3 years have been successful and have raised our attendance figures for the disadvantaged, however there is still a notable gap.

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
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard
Improved reading and writing attainment for disadvantaged pupils at the end of KS2	KS2 reading and writing outcomes in KS2 show that more than 70% for disadvantaged pupils met the expected standard
Improved speech and language skills among disadvantaged pupils	Assessments and observations indicate significantly improved speech and language among disadvantaged pupils.
To achieve and sustain improved wellbeing, including social and emotional skills, for all pupils, particularly our disadvantaged pupils	Sustained high levels of wellbeing and self-esteem by 2026/27 demonstrated by qualitative data from student voice, surveys and teacher observations and levels of referrals for our disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2026/27 demonstrated by the overall attendance rate for disadvantaged pupils being no more than 5%.

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: £30,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop our Maths curriculum and delivery, including exploring using Red Rose Mastery scheme for Year 6 or alternative curriculum support and CPD	Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. Improving Mathematics in Key Stages 2 and 3 | EEF Improving Mathematics in the Early Years and Key Stage 1 | EEF	1
Invest in high-quality texts, resources and CPD to support guided reading and targeted intervention groups, aimed at reading and writing outcomes, including for our lowest 20% to improve teaching and learning for our SEND pupils	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. Special Educational Needs in Mainstream Schools | EEF	2 & 3
Whole staff training on PSHE association (including self-regulation) with the aim of developing pupils' independence	Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing independence is an effective way of improving pupil outcomes. Metacognition and Self-regulated Learning | EEF	1,2 & 3

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, including those with IEPs and EHCPs	Small group tuition and one-to-one tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition | EEF	1 & 2
Additional phonics sessions targeted at pupils who did not pass the phonics screening check	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Phonics | EEF	2
Sustain the high number of teaching assistant support in school to address needs within each class	When used effectively, there is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. Making Best Use of Teaching Assistants | EEF	1 & 2

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain the Family Support Worker role to work with all families, particularly our disadvantaged pupils.	There is an established link between the home learning environment at all ages and children's performance at school. Working with Parents to Support Children's Learning | EEF	1,2, 4 & 5
Fund personal development	PSED interventions have a positive impact on young children's social	4

opportunities to increase pupil wellbeing, self-esteem and pupil engagement	competence, emotional competence, self-regulation and learning. Children can benefit in terms of recognising, expressing and regulating emotions as well developing their ability to collaborate, negotiate and solve problems with others. EEF | Personal Social and Emotional Development	

Total budgeted cost: £64,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The current data demonstrated that the performance of disadvantaged pupils is lower compared to non-disadvantaged pupils across school, in most areas, often mirroring national trends in Reading, Writing and Maths. This year, our disadvantaged pupils in KS2 have performed below the national average for disadvantaged pupils, in all areas. However, there are some successes.

Writing was the foremost success for this cohort. At 50% meeting the expected standard, the school successfully outperformed the Lancashire disadvantaged average (49%) and closely align with the North West regional average (52%). This suggests that the intensive, small-group writing interventions and high-quality teaching strategies have landed effectively.

With KS2 Maths, 38% of pupils secured the expected standard. While below national averages, this represents a resilient outcome given the complex entry profiles of specific learners in this group. Targeted interventions successfully shielded a significant proportion of the disadvantaged pupils from falling behind across multiple disciplines. Furthermore, if one additional disadvantage pupil had achieved this standard, this would have raised figures to above the Lancashire disadvantaged average (49%).

The combined RWM within KS2 (25%) was heavily suppressed by a specific, isolated barrier in reading (25%). Internal tracking confirms that the low combined score is not caused by a generalised shortfall across the curriculum but rather a reading-specific bottleneck unique to this cohort's profile.

Within this cohort, 38% of the PPG children were also SEN. When removing these SEN children and looking as PPG children without SEN, the picture is quite different. Attainment in writing increases from 50% to 80% and Maths from 38% to 60%, both leading to a conclusion that the high percentage of SEN played a significant role in the attainment of this group. Interestingly, Reading improved the least, increasing from 25% to 40%, which highlights again a reading-specific weakness to this cohort's profile.

Our investment in pastoral care, emotional resilience interventions and reducing socio-economic barriers support our disadvantaged pupils in maintained strong engagement and improved attendance throughout the academic year. These wider strategies successfully created a stable environment that allowed pupils to maximize their learning time, particularly supporting the strong progress observed in KS2 Writing.

Looking at the wider school attainment data, the gap between the performance of disadvantaged pupils and non-disadvantaged pupils across school in Maths, is narrowing substantially and has reduced entirely in some year groups.

This review has additionally assessed wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data showed that 0% of disadvantaged pupils had an exclusion, attendance data is positive compared to National statistics and pupil voice interviews show our disadvantaged pupils are happy in school and enjoy their learning.

Externally provided programmes

Programme	Provider
Music Tuition	Pendle Music Group, Andrew Gilmore
Mindfulness Drama	Performing Minds, Amy Battle-Smith
Wellcomm	GL Assessment
Red Rose Bounce back phonics	Lancashire
Abstract Agents KS1&2 Programme	The Speech Bubble
Speech Therapy	NHS
SNiP	SNiP Literacy Programme
Words First	Speech and Language Therapy
PSHE Curriculum	My Happy Mind PSHE Association