

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	197
Proportion (%) of pupil premium eligible pupils	20%
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	December 24
Date on which it will be reviewed	December 25
Statement authorised by	Nicola Walker, Head Teacher
Pupil premium lead	Keziah Brown
Governor / Trustee lead	Rachel Waddington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£58,200

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.
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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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in	Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know	1

line with DFE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school.	<p>the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	
We will provide on-going CPD to secure stronger phonics teaching for all pupils until they pass the phonics screening check	<p>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.</p> <p>Phonics EEF</p>	2
We will continue to invest in CPD and resources for our lowest 20% to improve teaching and learning for our SEND pupils	<p>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.</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	1 & 2
Embed oral language activities within our whole school curriculum to support pupils to articulate their ideas, consolidate understanding and extend vocabulary and confidence.	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF</p>	3
Whole staff training on metacognition strategies with the aim of developing pupils' independence	<p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.</p>	1,2 & 3

	Metacognition and Self-regulated Learning EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,000

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: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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 opportunities to increase pupil wellbeing, self-esteem and pupil engagement	PSED interventions have a positive impact on young children's social 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	4

Total budgeted cost: £58,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that the performance of disadvantaged pupils is lower compared to non-disadvantaged pupils across school, mirroring national trends in Reading, Writing and Maths. However, there are some successes. Disadvantaged pupils in KS1 performed above the national disadvantaged average in writing and reading. This suggests that reading and writing focused interventions and teaching strategies have had a positive impact. 50% of disadvantaged pupils in KS2 achieved the expected standard in RWM combined, outperforming the national average for disadvantaged pupils (43%). This is a significant achievement, reflecting overall consistency in teaching and support across subjects.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. The data demonstrates that the performance gap between disadvantaged pupils and their peers remains an issue across all stages of education in the school, despite improvements in specific years or subjects. For example, our internal data shows in some year groups, disadvantaged pupils showed a strong upward trend in mathematics, this suggests sustained engagement and success in this subject. KS1 results are promising and suggest effective support at this stage. In some subjects and year groups, the gap between disadvantaged and non-disadvantaged pupils is relatively narrow. This reflects targeted efforts to address disparities.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated 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.

Intended Outcomes from 23/24

Improved oral language skills and vocabulary among disadvantaged pupils. Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident through engagement in lessons, book scrutiny and ongoing formative assessment.

Analysing data from the LSIP, KS2 progress measures in Reading, Writing and Maths are above 0, showing above expected progress across the cohort.

Attendance data is looking positive compared to local and national data. Our disadvantaged pupils' attendance is above the national average total of disadvantaged pupils by 4.7% and the number of free school meal children on the persistent absence register is below national average by 9.4%. This is very positive.

Our disadvantaged pupils have increased confidence due to the experiences and visits which have taken place across the year, including the wide range of extracurricular activities offered to pupils.

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