

Pupil premium strategy statement – Gilmorton Chandler CofE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	218
Proportion (%) of pupil premium eligible pupils	5.5% (12 children)
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)	2025/2026 - 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Adam Watson Deputy CEO
Pupil premium lead	Philippa Tomkins Head of School
Governor / Trustee lead	Lydia Bridge

	Chair of Governors
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,819
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>	£4,846

Part A: Pupil premium strategy plan

Statement of intent

At Gilmorton Chandler CE Primary School, our vision of “Growing Well, Flourishing Together” guides all that we do. We are committed to ensuring that every pupil - regardless of background, prior attainment or personal circumstance - has the opportunity to thrive academically, socially and emotionally.

Our pupil premium strategy aims to remove barriers to learning so that all pupils, including those who are disadvantaged or vulnerable, can make strong progress and achieve highly across the curriculum. This includes pupils who are already attaining well, those with additional needs and those facing challenges.

We recognise that disadvantage is not always visible, and that the needs of individual children can vary widely. Therefore, our approach is grounded in robust assessment, evidence-based practice and high expectations for every child. Our strategies are informed by research from the Education Endowment Foundation (EEF) and are designed to be cohesive, responsive and sustainable.

Central to our approach is Quality First Teaching (QFT) - ensuring that all children receive consistently high-quality learning experiences that meet their needs. We focus on the areas where disadvantaged pupils benefit most from additional support, while also ensuring that improvements in teaching and learning raise outcomes for all pupils.

Targeted academic support, including small-group interventions, complements this core provision. These strategies are carefully planned to close gaps in learning, particularly for those whose education has been most disrupted, whether or not they are disadvantaged.

We also recognise the importance of the whole child and the need to nurture confidence, resilience and wellbeing alongside academic achievement. Our Forest School provision plays a key role in this, offering pupils valuable opportunities to develop independence, teamwork and self-belief through hands-on, outdoor learning. For many disadvantaged pupils, Forest School helps to build self-esteem, strengthen relationships and foster a sense of belonging - all of which are essential foundations for successful learning.

To ensure our approach is effective, we will:

Set ambitious expectations for all pupils, challenging disadvantaged pupils to achieve at the highest levels.

Identify needs early and intervene swiftly to address barriers to learning.

Prioritise wellbeing and spiritual flourishing through experiences such as Forest School and enrichment.

Foster a whole-school culture of collective responsibility, where every member of staff contributes to the progress and success of disadvantaged pupils.

Monitor, evaluate and refine our strategies to ensure they continue to make a measurable impact on pupil outcomes.

Through this approach, we seek to ensure that every child at Gilmorton Chandler -regardless of background - can truly grow well and flourish together.

Challenges

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

Challenge number	Detail of challenge
1	Attendance, punctuality and school readiness. A proportion of pupils who are persistently late are our disadvantaged pupils; their lower than typical attendance and punctuality impacts on their attainment, reducing their hours spent learning causing them to fall behind from their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers which can negatively impact their development as readers.
3	Social Emotional & Mental Health difficulties. The data indicates that a significant majority of children requiring support from external teams come from Pupil Premium (PP) families. This highlights the compounded challenges faced by PP children, who can not only experience economic disadvantage but also require substantial social and emotional support. These findings emphasise the critical need for targeted interventions and comprehensive support systems to address the multifaceted needs of PP children, ensuring they receive the necessary resources to thrive both academically and personally.
4	A need to improve outcomes in Reading, Writing and Maths for PP children by end of KS2 - allowing our PP children to flourish and achieve in our curriculum - making progress in line with their peers.
5	High, increasing levels of children with SEND. A significant number of Pupil Premium children are also on the SEND register; there are educational barriers for many of our pupils to reach the expected national standard.

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 reading attainment among disadvantaged pupils.	By Year 3, the gap in reading attainment between disadvantaged pupils and non-disadvantaged pupils is significantly reduced across the school. The proportion of disadvantaged pupils achieving age-related expectations in reading increases year-on-year, meeting or exceeding national averages by Year 3. In KS1, outcomes for disadvantaged pupils in phonics improve annually, with an increasing percentage passing the Phonics Screening Check, reaching at least national averages by Year 3. Early reading skills for disadvantaged pupils strengthen, evidenced by improved decoding, fluency, and comprehension in KS1 assessments. Disadvantaged pupils make strong progress in reading, with assessment data and moderated evidence showing sustained improvement over time.
Improved writing attainment among disadvantaged pupils.	By Year 3, the gap in writing attainment between disadvantaged pupils and non-disadvantaged pupils is significantly reduced across all year groups. The percentage of disadvantaged pupils working at or above age-related expectations in writing increases year-on-year, meeting or exceeding national averages by Year 3. Progress scores in writing for disadvantaged pupils are consistently strong, with the majority making at least expected progress and an increasing proportion making accelerated progress. Disadvantaged pupils demonstrate improved writing stamina, accuracy, and confidence, evidenced through moderated work samples

	and assessment data. Teacher assessment and external moderation confirm sustained improvements in the quality of writing outcomes for disadvantaged pupils.
Improved emotional wellbeing and resilience in PP pupils, particularly those with ACEs	Year 1: Implement universal SEL strategies and begin ELSA/play therapy support; establish baseline using SDQ/Boxall. Year 2: Reduction in internal referrals for dysregulation; improved SDQ/Boxall scores for targeted pupils. Year 3: Embedded regulation strategies; sustained improvement in emotional wellbeing and pupil engagement across cohorts.
Improved attendance and reduction in EBSA	Year 1: Identify EBSA risk pupils and implement support plans; introduce attendance mentoring. Year 2: Reduction in PA among targeted pupils; successful part-time to full-time transitions for EBSA cases. Year 3: Whole-school PA below national average; EBSA cases significantly reduced and sustainably reintegrated.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in trauma-informed practice, adaptive teaching, and metacognition	Staff are more able to meet the complex needs in class, support self-directed learning EEF: Effective Professional Development, Metacognition	2, 3, 4, 5
Training of more staff in the delivery of Sounds-write phonics to secure stronger	Systematic phonics approaches have a strong evidence base to support a positive impact on reading.	2, 4, 5

phonics teaching for all pupils. (Beginning to roll out the training into KS2 to support spelling and reading)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Develop the effectiveness of teaching across the school using professional development, trust wide and in school groups and peer to peer support across IPAT within network groups.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term	2, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of, and engagement in, a range of new assessment tests and tools (QLAs) to provide targeted support to raise the combined attainment - Test Base	Strategic use of standardised and benchmarked assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support - QLAs to unpick gaps and pupil progress meetings to ensure actions are in place to support accelerated progress.	2, 4, 5
ELSA (Emotional Literacy Support Assistant) to support the mental health and well being of both disadvantaged and non disadvantaged pupils, to encourage effective social and emotional learning. Mental health continues to be an increasing concern, especially children displaying EBSA.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	1, 3
Targeted Interventions: A carefully crafted menu of interventions to support children's accelerated progress.	Systematic phonics approaches have a strong evidence base to support a positive impact on reading. Targeted phonics interventions have been shown to be more effective when delivered as	2, 4, 5

Eg. Additional phonics sessions targeted at disadvantaged pupils who require further support, Speak Easy, IDL.	regular sessions over a period of 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	EEF research shows outdoor and experiential learning approaches (including Forest School) can improve engagement, self-regulation and wellbeing, particularly for disadvantaged pupils. Improved social, emotional and behavioural skills support readiness to learn, leading to better attendance, behaviour and access to the curriculum.	3, 5
Embedding principles of good practice set out in the DfE's Improving DfE guidance informed by: DfE's School Attendance advice . SLT, EWO and admin staff time	DfE guidance informed by: • engagement with LA & IPAT schools who have significantly reduced their persistent absence levels - sharing good practice • teachers' standards • Ofsted's school inspection handbook • other DfE statutory and nonstatutory guidance	1
Attendance mentoring, EBSA planning and family liaison	Improved PA rates, successful re-engagement and stronger home-school partnerships EEF: Attendance interventions; parental Engagement ELSA support, play therapy, and key adult mentoring Improved emotional support	1
Inclusion lead to embed Zones of regulations	Trauma informed practice/ Zones of regulation/ ACES Attachment/ Trauma research (Louise Bomber) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 3, 5
<i>Family Support Worker & ELSA</i>	Improved emotional regulation and engagement, classroom focus and wellbeing outcomes EEF: Social and Emotion	1, 3, 5

SEND assessments for PP children	Early identification to identify support and needs to ensure QFT is happening and that SEND children are included. "In an inclusive school, pupils with SEND are not just in the school, they are part of the school—they have the same opportunity as their peers to benefit from the highest quality teaching the school can provide" https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	5
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Total budgeted cost: £18,273

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The measures we implemented allowed children to make progress from their individual starting points throughout the year. Quality first teaching and interventions were prioritised for all students, including those eligible for pupil premium, and this focus remains. The use of both the CUSP curriculum and carefully chosen PiXL interventions for pupils has ensured good progress has been made, aimed at closing learning gaps as well as carefully planning where higher numbers of staff were needed. Quality CPD from IPAT for all staff has helped to raise everyone's pedagogical understanding of cognitive science. Having a well-trained ELSA (Emotional Literacy Support Assistant) and staff able to work with individual children has ensured the well-being of all students, including those who are disadvantaged and their families. This support has encouraged more regular school attendance and enabled access to quality teaching and learning. Programs such as Lunch Club, Inspiration Active, along with various therapeutic options including play therapy, help us maintain a strong focus on mental health for our students. Offering a range of enrichment activities, including music, trips, and clubs, has also motivated children to attend school and be ready to learn. Attendance 2024-2025 for those eligible for pupil premium:



