

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ghyllgrove Primary School
Number of pupils in school	585 children
Proportion (%) of pupil premium eligible pupils	201 pupils (34%) – 16/12/25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachelle Tidiman
Pupil premium lead	Sara Reeder
Governor / Trustee lead	Peter Jon Prince, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£337,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£33,731
Total budget for this academic year	£371,176
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Ghyllgrove, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. In order to support all our pupils robustly, we recognise that disadvantage extends beyond those pupils who are eligible for pupil premium funding and receive free school meals. At Ghyllgrove we have created our own checklist to help us identify our pupils who are at an educational disadvantage.

As a school, we prioritise the social and emotional well-being of our pupils. All members of staff, especially our teachers, our pastoral team and senior leaders, work hard to ensure that the children and where appropriate their families receive high level support to ensure that any social, emotional and economic challenges do not impact on the children's academic potential.

At Ghyllgrove, about 34% of those children who receive pupil premium funding also have special educational needs and our SEN team liaise effectively with class teachers and LSA's to ensure that all children receive the highest level of support and provision.

High-quality teaching is at the heart of our approach, with a focus currently on reading, phonics, maths, language development and writing. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

As a school, we track pupils' progress regularly and we plan and use our own targeted interventions (both academic and social and emotional) in all years. This allows us to fill identified gaps in learning and provide extra support where necessary. We use tuition to help children stay on track and make accelerated progress.

As a school, we strive to provide a broad and balanced curriculum that helps support all pupils to develop cultural capital and we also strive to ensure that all pupils are provided with wider enrichment opportunities.

Our approach will be responsive to whole-school challenges and individual needs, and decisions will be based on assessment and data.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Assessments and observations of pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.</p> <p>Only 8.6% of reception pupils were working at ARE expectations at baseline for speaking and listening, attention and understanding.</p> <p>25% of the children who receive pupil premium funding also have English as an additional language which impacts on their writing attainment when their English ability is in the early stages.</p> <p>Underdeveloped oral language skills also impact on the writing attainment and progress of disadvantaged pupils. In July 2025, there was a -21% attainment gap in reception, -41% in year 1, -30% in year 2, -14% in year 3, -17% in year 4, -33% in year 5 and a -9% in year 6.</p>
2	<p>Analysis of data and observations identifies that disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. 54% of our pupil premium children in the current year 2 passed the phonic screen in June 2025 in comparison to 86% for those children who do not receive this funding. There is therefore a -32% gap. When the children with SEN are removed from both groups, the figures are 71% and 100% which still results in a -29% gap between children who receive PPG funding and those who do not.</p> <p>In Autumn 2025, 42% of the lowest 20% of pupils in phonics who receive additional support as part of the Read Write Inc. programme receive pupil premium funding.</p>
3	<p>Analysis of data shows that reading attainment of disadvantaged pupils is below that of non-disadvantaged pupils in all years.</p> <p>In July 2025, there was an -18% attainment gap in reception, -36% in year 1, -28% in year 2, -18% in year 3, -30% in year 4, -27% in year 5 and -4% in year 6.</p>
4	<p>Analysis of data indicates that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>In July 2025, there was a -16% attainment gap in reception, -43% in year 1, -36% in year 2, -10% in year 3, -19% in year 4, -23% in year 5 and -12% in year 6.</p>
5	<p>Our observations indicate that some of our disadvantaged pupils experience social, emotional and economic challenges which impact on their progress and attainment.</p>
6	<p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. This is negatively impacting disadvantaged pupils' progress and attainment.</p> <p>In 2024-25, on average there was a -4.47% attendance gap between disadvantaged and non-disadvantaged pupils with the lowest gap being -3.87% and the highest gap being -4.65%</p>

7	Currently, 34% of those children who receive pupil premium funding also have special educational needs, which impacts on their progress and attainment.
8	In contrast to the wider context of the school community, our disadvantaged pupils have more limited opportunities and/or access to cultural enrichment activities and experiences.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Improved vocabulary will also be evident in children's writing.
Improved early writing skills for our disadvantaged pupils	Summative and formative assessments will show an improvement in spelling, handwriting and basic sentence formation for our pupils in EYFS and KS1.
Improved reading attainment among disadvantaged pupils.	The gap in attainment in reading will reduce as the pupils progress throughout the school and will be less than 5% by the end of KS2.
Improve phonic knowledge for EYFS and KS1 pupils.	The percentage of disadvantaged pupils passing the phonic screen will be roughly in line with their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils by the end of KS2	The gap in attainment in maths will reduce as the pupils progress throughout the school and will be less than 5% by the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil Well Being Survey – Our survey results will show increased percentages in positive responses. Parent Survey - Our survey results will show increased percentages in positive responses.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and non-disadvantaged pupils will reduce and will consistently remain below 2.5%.

To provide more enrichment and cultural capital opportunities within the school curriculum.	Each year group will have cultural capital opportunities planned for and funded by pupil premium funding. These will link into the curriculum and link to a range of subject areas.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £126,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class sizes in year 6 will be reduced in VIPERS, arithmetic and maths to allow for bespoke, individualised learning so gaps in learning can be addressed. More opportunities will be available for high quality assessment for learning and feedback which will also improve attitudes to learning.	The EEF teaching and learning toolkit shows that feedback has a very high impact for a low cost and can support children to make 6 additional months progress. https://educationalendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3,4
To provide high-quality editing and reviewing lessons within the two week English teaching cycle so that pupils can edit and improve their writing.	Writing Framework Publication 2025 https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf	1
To embed consistent vocabulary teaching across the school and include more speaking listening activities across the curriculum.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
To ensure that lower attaining pupils receive appropriate scaffolding, using White Rose Infinity, equipment etc., to ensure that they make good progress.	The EEF guidance – recommendation one Improving Mathematics in Key Stages 2 and 3	4
To provide quality first teaching and ensure that teachers are using the ordinarily available provision for all pupils.		7

To plan and develop cultural capital opportunities within the curriculum across EYFS and KS1/2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	8
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: - £40,541.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
At pupil progress meetings, identify pupils who need to “catch up”. Ensure that all interventions take place as timetabled; model effective delivery of interventions so that they are of the highest quality; and measure the impact of interventions using data.	The EEF teaching and learning toolkit shows that learning assistant interventions can support children to make 4 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4
All children in Reception to be screened used Speechlink Early Talk Boost interventions to be delivered to reception Speech and language interventions to be delivered in years 1-6.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
In line with the Read Write Inc. programme, the lowest 20% of children receiving this programme in EYFS will receive additional tutoring and support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Read, Write, Inc. to be used in years 3 and 4 for pupils who still need to develop their phonological	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been	2

<p>awareness to read with greater fluency.</p>	<p>shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>TLC online maths tuition to take place weekly and will be reviewed regularly.</p> <p>This will be delivered to 2 groups of 6 year 6 pupils in the Spring/ Autumn terms. Each block of tuition is for 12 weeks. This will be delivered after school.</p> <p>We will start tuition for year 5 in May before they start year 6.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>To introduce early writing interventions, handwriting, fine motor skills, oral formation of a sentence and basic sentence construction in EYFS and KS1.</p>	<p>Writing Framework Publication 2025</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	1

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

Budgeted cost: £204,180.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Counsellors to support a small number of pupils who have developed social and emotional difficulties. This will help remove barriers to their learning.</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Our pastoral team (Blue Room) to deliver high-quality social and emotional interventions (for anxiety/ self-esteem</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

etc.) across the school to ensure that these barriers do not impact on pupil progress and attainment.		
To support pupils through the MHST and my Happy Mind and prepare year 6 and their families for the transition to year 7. MHST to provide bespoke family support and counselling.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
School attendance officer to support families and work with children to improve school engagement.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
To help parents access appropriate health and support services so that barriers to learning are removed and engagement with the school is increased. Regular parent workshops to be run to support families and help families build support networks outside of school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5, 6
To plan and fund cultural capital opportunities for each year group and link these carefully to the curriculum and to a wide range of subject areas. To develop forest schools so that all children have access to outdoor opportunities which will have a positive impact on their physical and mental health.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £371,176

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attainment and Progress Data Analysis July 2025

Reading

At the end of year 6, the Inspection Data Summary Report shows that 67% of our disadvantaged pupils achieved the expected standard at the end of year 6. This was 4% higher than the national average of 63% for disadvantaged pupils. This report also shows that over the last three years, 66% of our disadvantaged pupils achieved the expected standard in reading which was 4% higher than the national average. There was only a -4% gap between those children who receive PPG funding and those that do not in reading at the end of year 6 and we therefore achieved our intended outcome of ensuring that the gap in reading was less than 5% by the end of KS2.

VIPERS approach to reading is now fully embedded from year 2 – 6 and the LSA's are well trained at using this as an intervention for those children who are off track.

Across the school, the attainment gap is very dependent on individual cohorts rather than a trend being evident. Individual cohorts will be analysed to see where further interventions/ planning adaptations are required.

Reading	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Attainment Gap between PPG and NPPG	-18%	-36%	-28%	-18%	-30%	-27%

Writing

At the end of year 6, the Inspection Data Summary Report shows that 58% of our disadvantaged pupils achieved the expected standard at the end of year 6. This was 1% lower than the national average of 59% for disadvantaged pupils. This report also shows that over the last three years, 52% of our disadvantaged pupils achieved the expected standard in writing which was 7% lower than the national average. There was a -9% gap between those children who receive PPG funding at the end of year 6 in writing which is higher than our intended outcome of 5%.

Across the school, the attainment gap is very dependent on individual cohorts rather than a trend being evident. Individual cohorts will be analysed to see where further interventions/ planning adaptations are required.

Writing	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Attainment Gap between PPG and NPPG	-21%	-41%	-30%	-14%	-17%	-33%

Maths

At the end of year 6, the Inspection Data Summary Report shows that 70% of our disadvantaged pupils achieved the expected standard at the end of year 6. This was 9% higher than the national average of 61% for disadvantaged pupils. This report also shows that over the last three years, 67% of our disadvantaged pupils achieved the expected standard in maths which is 7% higher than the national average for disadvantaged pupils.

There was however a -12% gap between those children who receive PPG funding at the end of year 6 in maths which is higher than our intended outcome of 5%.

Maths	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Attainment Gap between PPG and NPPG	-16%	-43%	-36%	-10%	-19%	-23%

Across the school, the attainment gap is very dependent on individual cohorts rather than a trend being evident. Individual cohorts will be analysed to see where further interventions/ planning adaptations are required.

White Rose has been well-embedded within the school and teachers are more confident using this resource. Infinity has allowed for teachers to create fluency sheets using White Rose visuals in an extremely time efficient way and this has supported the children's progress.

11/16 (69%) of the children who received TLC online maths tuition reached the expected level in the year maths SATS test. Of the 5 children who didn't pass, 3 made accelerated progress of two years or more and one child made expected progress.

Phonics

Read Write Inc. has been fully embedded in KS1. This has had a positive impact. The year 1 phonic screen data has increased from 54% in 2021-22 to 69% in 2022-23 to 77% in 2023-24 and was 71% in 2024-25. It has also had a positive impact on reading in reception. RWI tutoring has successfully been moved into EYFS. At the beginning of reception only 9% (2/22) of children who receive pupil premium funding were working at the expected standard for word reading. This increased to 55% (12/22) by the end of the year. In year 2, of the 20 children who retook the phonic screen 11 passed. Of the 9 who did not, 8 have SEN and 1 child has EAL and is very new to English. RWI has continued

to run successfully in years 3 and 4 and the children are progressing through the RWI programme.

In 2025, there was a - 32% disadvantage gap between those pupils who passed the phonic screen (29% without SEN) however the RWI tutoring programme is allowing us to offer intensive support to these pupils. In Autumn 2025, 42% of the lowest 20% of KS1 pupils in phonics who receive additional support as part of the Read Write Inc. programme receive pupil premium funding.

Attendance

In 2024-25, the average attendance gap between children who receive pupil premium funding and those who do not was -4.47% with the lowest amount being -3.87% and the highest amount being -4.65%. Our approach to attendance has remained rigorous.

	AUTUMN				SPRING			SUMMER			
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
National %	94.5	94.1	94.0	93.5	93.4 (Up to 10/1/25)	93.4 (up to 7/2/25)	93.4 (up to 7/3/25)	93 (up to 11/4/25)	93.3 (up to 16/5/25)	93.2 (up to 13/6/25)	93.1 (up to 18/7/25)
PPG %	91.09	90.27	90.31	89.87	89.83	90.04	90.11	90.22	90.22	90.26	90.11
Non PPG %	94.96	94.9	94.55	94.38	94.39	94.66	94.52	94.72	94.83	94.78	94.76

Social and Emotional

- Draw and Talk support sessions have continued.
- 11 children have received/ are receiving counselling since January. 8 of these children receive PPG funding.
- My Happy Mind has been introduced to staff and parents. In the spring term this will form a basis for PHSE lessons. There are excellent resources on here to support staff and parents.
- TPP families have supported a number of families throughout the year and have provided weekly support for families.
- MHST have worked with a number of families to provide support and early help.
- Blue Room have run transition parent workshops for year 6 parents to provide parents with strategies on how to support their child with the transition from KS2-3. These have also been run for the children.
- Community links have been strengthened with Asda, Coop, Tesco and others so that we have been able to provide food parcels and Christmas hampers. This also has a positive impact on curriculum areas such as DT (cooking) as they will often donate the ingredients.
- Young carers lunchtime clubs continue to support children at lunchtime twice a week.
- A wide range of workshops have been organised for parents ranging from short one off workshops on topics such as Practical Tools to Help Children Sleep and Understanding Meltdowns and Shutdowns to longer courses. The Blue Room have organised three NVR workshops (which ran for 6 weeks), 2 budgeting workshops (which ran for four weeks), an emotional resilience course (ran for 12 weeks) and

two anxiety courses (which ran for 4 weeks). Altogether 20 workshops have been organised throughout the year. This has provided a lot of support for parents.

Cultural Capital

The cultural capital money has had a positive impact on the curriculum. Lots of workshops have been organised which have covered a wide range of curriculum areas using a range of approaches such as music and drama. The children have really enjoyed all of these experiences and they have deepened their understanding of their learning. A range of trips have also been supplemented using cultural capital funding such as a visit to the Royal Albert Hall and a visit to Colchester Zoo. All year groups are benefitting from this extra funding.

Externally provided programmes

Programme	Provider
Math Tuition	TLC