Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 academic year) 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 2023	Data 2024	Data 2025
School name	Gainsborough	Gainsborough	Gainsborough
Number of pupils in school	265	236	247
Proportion (%) of pupil premium eligible pupils	47%	54%	63%
Academic year/years that our current pupil premium strategy plan covers (**3 year plans are recommended**)	2023	2024	2025
Date this statement was published	Nov 2022	June 2022	June 2022
Date on which it will be reviewed	Nov 2024	Nov 2025	Nov 2026
Statement authorised by	GB LAB	GB LAB	GB LAB
Pupil premium lead	Jenna Clark	Jenna Clark	Jenna Clark
Governor / Trustee lead	Layla Conway	Layla Conway	Layla Conway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 171,100
Recovery premium funding allocation this academic year	£0
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	£171,100

Statement of intent

> *You may want to include information on:*
>
> ● *What are your ultimate objectives for your disadvantaged pupils?*
> ● *How does your current pupil premium strategy plan work towards achieving those objectives?*
> ● *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Percentage of Irish Traveller children
2	Attendance
3	Parent mental health
4	Mobility – low starting point when joining the school
5	Traumatic incidents in our community

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
Close the gap in phonics by the end of year 1 for PPI pupils	- Phonics provision across the school is outstanding - Pupils make expected or better progress to close their gaps in reading - All pupils behind AE targets receive interventions
Close the gap in RWM at the end of year 6 for PPI	- Year 6 teachers are all experienced teachers - Release time for teachers to teach interventions to own classes - Tutoring, one to one sessions, home learning packs and high quality first teaching used to raise attainment in RWM - Online programmes, Mathletics, and Reading Plus used to track and deliver interventions at home
Improve attendance and punctuality for PPI pupils	- Weekly calls and meetings to address attendance - Half termly attendance prices - High profile in school communication, newsletters, assemblies.
Raise aspirations for families in receipt of PPI	- Family friendly events, environment and successes all regularly shared through well planned inclusive events
Ensure the gap closes for pupils new to Gainsborough	- Parent and child one entry meetings - On entry assessments and interventions set
Ensure good engagement of families with additional needs	- WAHMS and school link well and target families with the correct interventions

Activity in this academic year 2025-26

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: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued staggered school RWI training and induction	**RWI provides a structured, systematic phonics approach**, ensuring PPG children receive consistent, high-quality teaching. **Regular assessment and grouping** ensure pupils learn at the right pace and receive targeted support. **Daily practice of reading, writing and blending** builds confidence and fluency quickly. **Repetition and overlearning** help close gaps for children who need more reinforcement. **Strong routines and engaging resources** keep children focused, motivated, and making rapid progress.	1 2 3 4 5
Whole school maths curriculum Math's No Problem induction	**Mastery-based teaching** ensures all children develop deep, secure understanding before moving on. **Concrete–pictorial–abstract (CPA) methods** help pupils build strong conceptual knowledge step by step. **Carefully structured lessons and textbook tasks** reduce cognitive load and support independent thinking. **Rich questioning and partner talk** strengthen reasoning and problem-solving skills. **Consistent revisiting of key concepts** helps close gaps and leads to faster, more sustained progress.	1 2 3 4 5

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

Budgeted cost: £ 63,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group interventions tutoring in years 4 5 6	**High-quality, structured tutoring provides targeted teaching** that directly addresses individual learning gaps.	1 2 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Small-group or one-to-one sessions increase focus and engagement, allowing rapid progress.	
	Frequent, short sessions help pupils retain new learning and build confidence quickly.	
	Alignment with classroom teaching ensures tutoring reinforces, rather than replaces, core learning.	
	Strong evidence from multiple studies shows tutoring can deliver **+4 to +6 months of additional progress**, particularly for disadvantaged pupils.	
Art and Spanish teaching for teachers to be released for interventions	**The class teacher knows the child's strengths, gaps and barriers best**, so intervention teaching is precisely targeted.

Instruction aligns tightly with everyday classroom learning, preventing confusion and reinforcing the right knowledge and strategies.

Time is used more efficiently, as the teacher can quickly diagnose misconceptions and adapt teaching without delay.

Feedback loops are faster, allowing immediate adjustments to planning and support.

Consistency in language, routines and expectations helps children feel secure, reducing cognitive load and accelerating progress. | 1 2 3 |
| RWI tutoring KS 2 pupils in lowest 30% targeted for Fast Track interventions and tutoring | Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021). | 1 2 4 |
| Swift assessment intervention for children new to Gainsborough | | |

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Awareness days, linked to wellbeing and community engagement, develop oracy, community, connection and engagement	**Increase student motivation and engagement**, making learning feel relevant and meaningful.

Promote social and emotional skills, such as empathy, teamwork, and responsibility, which support a positive learning mindset.

Enhance cultural and community awareness, enriching students' understanding of real-world issues and contexts. | 1 2 3 |

	Reinforce school values and expectations, creating a supportive environment that underpins academic progress. **Encourage active participation and communication**, boosting confidence and transferable skills that improve classroom learning outcomes	
Therapeutic services and places at after school clubs to support vulnerable pupils with their emotional wellbeing and to reduce exclusions	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	1 2 3
Excellent parental engagement from all families through parents in class, community events, social media and staff engagement with parents	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).	1 2 3 4 5

Total budgeted cost: £ *143,915*

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 2024-25 academic year.

<u>To ensure all pupils read for pleasure and accuracy</u>

Pupils in all classes read regularly for pleasure and accuracy. Weekly Reading Hour lessons are used to support children to apply the skills and strategies they have learned, in reading lessons to a book that they are reading for pleasure and accuracy. Teachers have high expectations of reading and monitor pupils' home reading to ensure that children access a wide range of reading at an appropriate level. Reading Plus is also used to develop speed and accuracy.

<u>To develop oral communication across the school</u>

Oracy has been at the core of our curriculum development. Throughout 2023-24 we have reviewed and improved our curriculum offer in: maths, reading, writing, science. The vocabulary development, lesson structure and outcomes have all been developed the 4 pillars of oracy in mind. The campaign curriculum has been rewritten with oracy outcomes as a focus, this includes presentations, performance, debate, interviews and a range digital presentation outcomes which give real purpose to the oracy and campaigns. Leaders have also developed a oracy toolkit for Gainsborough which shows explicitly the strategies we use to improve oracy.

<u>Interventions in RWM are run effectively to ensure gaps in learning are closed</u>

Interventions in phonics, speech and language, reading and maths have supported pupils to close gaps in learning. These pupils make good progress. Where the gap has not closed interventions are ongoing.

<u>Children with PPI have access to broad and wide range of experiences</u>

Pupils with PPI have benefited from free places in Breakfast Club and After School Clubs, including theatre, sports, art and homework. They have also benefited from subsidised places on school trips such as the Year 6 residential. Without these opportunities, children's access to a broad and wide range of experiences would have been limited.

Key Stage 2 Disadvantaged pupil attainment scores for last academic year: 2024-25

		% of pupils On Track or higher	% of pupils On Track or higher	% of pupils On Track or higher	% of pupils On Track or higher	% of pupils On Track or higher	% of pupils On Track or higher	% of pupils On Track or higher	% of pupils On Track or higher
Reading	All Pupils	50%	30%	59%	61%	67%	54%	57%	63%
	Boys	50%	20%	64%	67%	53%	57%	46%	57%
	Girls		35%	43%	57%	90%	50%	65%	73%
	Pupil Premium		0%	47%	54%	72%	33%	44%	58%
	Not Pupil Premium	50%	35%	75%	70%	56%	90%	75%	83%
	Pupils with SEND		0%	10%	14%	27%	24%	24%	29%
	Pupils without SEND	50%	42%	84%	81%	94%	100%	100%	89%
Writing	All Pupils	100%	15%	59%	61%	70%	54%	50%	50%
	Boys	100%	0%	64%	67%	53%	57%	31%	33%
	Girls		24%	43%	57%	100%	50%	65%	82%
	Pupil Premium		0%	47%	54%	72%	44%	33%	42%
	Not Pupil Premium	100%	17%	75%	70%	67%	70%	75%	83%
	Pupils with SEND		0%	10%	14%	27%	29%	12%	7%
	Pupils without SEND	100%	21%	84%	81%	100%	91%	100%	83%
Maths	All Pupils	100%	44%	72%	61%	70%	61%	57%	53%
	Boys	100%	40%	77%	67%	59%	71%	54%	57%
	Girls		47%	57%	57%	90%	50%	59%	45%
	Pupil Premium		25%	59%	54%	72%	39%	50%	46%
	Not Pupil Premium	100%	48%	92%	70%	67%	100%	67%	83%
	Pupils with SEND		13%	30%	14%	27%	35%	24%	21%
	Pupils without SEND	100%	58%	95%	81%	100%	100%	100%	78%