



Bernard Gilpin Primary School
Dream Believe Achieve

PUPIL PREMIUM STRATEGY STATEMENT

School Overview

Metric	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Kay Jenkins
Pupil premium lead	Matt Nichol
Governor / Trustee lead	Nick Page

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£165,800

Pupil Premium Strategy Plan: Statement of Intent

Principles

The Staff and Governors of Bernard Gilpin Primary School have a shared vision, which outlines our commitment to ensuring that the needs of all our pupils are met to enable them to achieve the highest possible standards.

We recognise that the pupil premium funding is allocated to children who have been entitled to free school meals during the past 6 years, have been adopted or are in care or service children. It is a means of addressing some of the issues associated with social disadvantage and in particular, in closing any gaps in attainment and progress. In making appropriate provision for this we acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for free school meals.

We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. The Governors and Headteacher reserve the right to allocate the pupil premium funding to support any pupil or

groups of pupils the school has identified as needing additional support to achieve improved outcomes in learning and/or well-being.

Provision

We are committed to maintaining the highest standards and ensuring that our pupils are able to dream, believe and achieve. We offer a wide range of provision aimed at enabling all pupils to enjoy and thrive in learning and therefore achieve their best. Our focus through the use of pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and beyond. The focus for this will be in reading, writing and maths. This will be achieved through a child-centred, broad curriculum with significant emphasis on well-being and continuous professional development of staff.

Challenges

Challenge	Detail of challenge
1	Data analysis at the end of KS2 indicate that there is a difference between disadvantaged and non-disadvantaged children within Reading achieving the higher standard.
2	Data analysis at the end of KS2 indicate that there is a difference between disadvantaged and non-disadvantaged children within Writing achieving the higher standard.
3	Data analysis at the end of KS1 and KS2 and across school indicate that there is a difference between disadvantaged and non-disadvantaged children within Maths.
4	Data analysis of phonic results at the end of Year 1 indicate that there is a difference between disadvantaged and non-disadvantaged children.
5	Wellbeing of all pupils is essential.
6	Low attainment on entry to the Early Years Foundation Stage in Speech, Language and Communication.
7	Access to wider opportunities.

Intended Outcomes

Intended outcome	Success criteria
To improve Reading attainment for disadvantaged pupils.	Achieve above national average scores in attainment and progress in KS2 Reading.
To improve Writing attainment for disadvantaged pupils.	Achieve above national average scores in attainment and progress in KS2 Writing.
To improve Maths attainment for disadvantaged pupils.	Achieve above national average scores in attainment and progress in KS2 Maths.
To improve Phonics attainment for disadvantaged pupils.	100% of pupils pass in Phonics Screening Test in Year 1.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Endeavour to ensure that children's well-being issues are being addressed.
To improve Speech, Language and communication in Early Years.	Pupils are able to communicate effectively with peers and adults.
To have access to wider opportunities.	Pupils will take part in enrichment experiences, e.g. educational visits. Pupils will access extracurricular activities.

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: £84,558

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers planned and delivered regularly through the year, e.g. N.P.Q.'s • Safeguarding • Reading • Mathematics • Science • EYFS – language and learning • Phonics Senior leaders design the schedule and plan delivery. Leaders at all levels contribute to these sessions with additional CPD sessions involving subject specialists. Developing the team's subject knowledge supports recruitment and retention of quality staff.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance related pay for teachers or lengthening the school day (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students). Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year (EEF Teaching and Learning Toolkit – Oral Language Interventions).	1,2,3,4 and 6

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

Budgeted cost: £38,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all teaching staff follow a collegial approach when teaching lessons, incorporating for example, prior learning, success criteria and future learning. To ensure the curriculum design is adopted fully by all year groups.	Using a pedagogical approach to Teaching and Learning is an effective and consistent way to raise standards (EEF Teaching and Learning – High quality teaching).	1,2,3,4
Targeted Phonics Intervention We are developing our phonic strategy (Little Wandle) to ensure all children can learn to read and read to learn so that no child is left behind. Using support from an appointed reading lead and through a robust approach to assessing and teaching in organised Little Wandle groups we will raise achievement for all. TAs will receive training and	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate (EEF Teaching and Learning Toolkit – Phonics).	4

coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS1 on a daily basis. Parents will be involved, training and supported.		
Enable teaching staff-led intervention • SALT intervention • Little Wandle Catch up • One-to-one boosting • Maths and English interventions (small groups)	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching staff who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions).	4 and 6
Times Table Intervention.	Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil (Hasselbring, Lott & Zydney, 2005).	3

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

Budgeted cost: £43,108

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional/Pastoral Support Utilise a range of pastoral interventions, e.g. ELSA, yoga, etc. • Senior mental health training	Social and emotional aspects of learning approaches have a positive impact. On average, 4 months additional progress in academic outcomes over the course of an academic year (EEF Teaching and Learning Toolkit – Social and Emotional Learning)	5
Enrichment Provision • Sports events • Residential Visits • Educational Visits Further promote enrichment opportunities across the wider curriculum.	Physical activity has important benefits in terms of health, wellbeing and physical development. Evidence suggests that involvement in extra-curricular sporting activities may increase pupil attendance and the retention of knowledge (EEF Teaching and Learning Toolkit – physical activity/extending school time)	5 and 7

Total budgeted cost: £165,800

Outcomes for disadvantaged pupils

Disadvantaged pupil progress for last academic year (2025)	
Measure	Result
Reading	95%
Writing	95%
Maths	90%

Disadvantaged pupil performance overview for last academic year (2025)	
Measure	Result
Meeting expected standard in Reading, Writing and Maths combined at KS2	90%
Achieving high standard at KS2	10%