



Pupil premium report 2026-2027

This statement details our school's use of pupil premium (and recovering 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	Gillamoor CE School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Samantha Bond, Headteacher
Pupil premium lead	Samantha Bond, HT
Governor / Trustee lead	Stuart Patterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10, 185
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	£10, 185



Part A: Pupil premium strategy plan

Statement of intent

At our school, we believe that every child is entitled to a broad, balanced and engaging education that enables them to thrive academically, socially and personally. We are committed to maximising the impact of the Pupil Premium Grant (PPG) to ensure that disadvantaged pupils have access to the same opportunities, experiences and outcomes as their peers.

Our Pupil Premium strategy is closely aligned with the priorities identified within the School Development Plan (SDP), enabling us to provide targeted support that addresses both academic achievement and personal development. Through a combination of short-, medium- and long-term approaches, we aim to remove barriers to learning, strengthen readiness to learn, and ensure all pupils can fully engage with the curriculum and wider opportunities available within school life.

Overcoming barriers to achievement and personal development is at the heart of our approach. We recognise that the needs of disadvantaged pupils are varied and that the support required will differ according to individual circumstances. For this reason, we do not allocate a fixed budget to each pupil in receipt of Pupil Premium funding. Instead, we identify specific barriers to learning and participation and invest in evidence-informed interventions and provision that best address these needs. This may include support for individual pupils, targeted group interventions, whole-class strategies or wider school improvements, ensuring funding is directed where it can have the greatest impact on outcomes and opportunities for our disadvantaged learners.

Quality of teaching

The EEF states that the best available evidence indicates that great teaching is the most important tool schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged. High expectations for all our pupils, including the most disadvantaged, is an expectation within our school culture.

Our objectives are to:

- Remove barriers to learning created by social and economic background
- Ensure ALL pupils are able to read fluency and with good understanding.
- Develop confidence in effective communication for ALL pupils in a wide range of contexts.
- Provide access to a wide range of enrichment opportunities to enhance knowledge and understanding of the world and raise aspirations.
- Improve the attendance levels of ALL pupils, including those from the most disadvantaged backgrounds.



To ensure the effectiveness of our approach, we will:

- Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted support to quickly address gaps in learning
- Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences
- Provide nurture support to pupils in their emotional and social development
- Highlight the impact of poor attendance and lateness through discussions with parents to better understand and support reasons for poor attendance and punctuality. Pupils from disadvantaged backgrounds can be offered access to the school Breakfast Club for free as part of this support.
- After-school clubs and wrap-around care may also be provided free of charge for pupils in receipt of PP to help ensure that economic circumstances do not limit opportunities for these children.

Challenges

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

Challenge number	Detail of challenge
1	Narrow vocabulary and below expected levels of communication
2	Below expected levels in mathematics
3	Academic resilience
4	Barriers to attendance
5	Narrow experience of the wider world and aspirations

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 vocabulary	Pupils use tier 2 and tier three vocabulary with increasing fluency
Closing of gaps	Mathematics attainment roughly in line with national average
Pupils show improved resilience in all areas of life (academic/sporting etc). Pupils are able to regulate emotions when encountering adversity. Pupils can speak about what they need for positive mental health.	<p>Pupils have knowledge of and use strategies to support their emotional strength and resilience in a range of activities/lessons.</p> <p>Increase in resilience with learning.</p> <p>Willingness for children to take calculated 'risks' in their choices and challenges.</p> <p>Resources and support used effectively to promote emotional regulation.</p> <p>Pupils use the language of mental health positively and supportively</p> <p>Pupils show a growth mindset approach</p>
Pupils' experiences of the wider world are extended and they speak of higher aspirations as a consequence.	<p>Experiences and opportunities are planned across the year and linked to the curriculum.</p> <p>Career discussions and opportunities are embedded in the school approach.</p> <p>Pupils express a broader knowledge of the wider world and of possible future jobs.</p>
Improved attendance and punctuality. Attendance and the impact on achievement of poor levels of attendance are shared with and recognised by parents.	<p>Culture of supporting barriers to attendance.</p> <p>Working with parents and pupils to deepen understanding of the impact of absence.</p>
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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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Thrive Qualification</i>	https://www.thriveapproach.com/whole-school-approach	3, 4, 2, 1,
<i>Maths Hub training to support</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2,3,4
<i>Growth mindset CPD to support staff</i>	https://teachingcommons.stanford.edu/teaching-guides/foundations-course-design/learning-activities/growth-mindset-and-enhanced-learning	3, 4

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mathematics, reading and GPS interventions</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support Intervention package that stems from assessments and supports children in closing gaps	1, 2
<i>NELI intervention</i>	https://www.teachneli.org/intervention/evidence-and-development/	1, 3, 4
<i>Talk through stories</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/twitch-talk-with-ales-for-children-2023-24-pilot	1, 3, 4

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

Budgeted cost: £ 6500



Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs - Final Report.pdf	3
<i>Swimming sessions</i>	https://healthyschoolscp.org.uk/physical-activity/swimming/	3
<i>Educational visits</i>	https://educatejournal.org/index.php/educate/article/viewFile/17/14	3,4,5,
<i>Outdoor play provision – opal play</i>	Introducing, modelling and facilitating a variety of playground games and problem-solving opportunities will offer all learners opportunities to boost confidence, resilience and physical activity.	1, 3, 4
Visitors and career fairs	Speakers in to raise aspirations and share real life issues and how they address them	5

Total budgeted cost: £ 11, 000



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.

- Additional support staff helped to enable additional delivery of interventions and support in class.
- All pupils were able to access a wide range of school experiences to support the development of their confidence and self-esteem including sporting events, workshops, visits, residential.
- Breakfast Club and After School provision helped support vulnerable pupils and provided them with extended opportunities. Children were more settled and ready to learn having had a good breakfast. They reported enjoying the wide range of clubs they are able to access.
- Attendance improving – use of subsidised clubs and events are supporting pupils in wanting to come to school.
- New curriculum in place, broad and balanced and meeting the needs of the cohort. This has improved pupil's attitude to learning.
- Swimming sessions gave the children strong grounding in swimming skills and ensure that over the time they will be able to swim confidently.
- Pupils were support with the cost of attending residential and other trips to allow them the same experiences

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PIRA, PUMA, GAPS assessment	Hachette



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a

Further information (optional)

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