



## Pupil premium report 2025-26

*First the blade, then the ear, then the full grain*

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	61
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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
<b>Total budget for this academic year</b>	<b>£10,185</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Every child deserves a broad, balanced and engaging curriculum both academically but also in the extra-curricular activities they access. We intend to maximising the use of the pupil premium grant (PPG) in order to ensure that our disadvantaged pupils are able to access equivalent opportunities to their peers. Our strategy has been created to operate alongside the priorities of the School Development Plan (SDP). This enables us to provide support both academically through a range of short, medium and long-term adaptations and interventions and improving readiness to learn, as well as towards personal development opportunities and access to wider school improvements.

Overcoming barriers to learning and personal development are at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to opportunity being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### 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	Below expected levels of literacy, language and communication skills
2	Gaps in understanding result in below expected standards of mathematical skills and knowledge
3	Academic resilience and limited understanding of emotional regulation strategies inhibit the pupils ability to flourish.
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 literacy attainment	Improved attainment in reading and writing, towards National Average
Gaps in mathematical knowledge are identified and filled	Improved attainment in mathematics towards 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	Pupils have knowledge of and use strategies to support their emotional strength and resilience in a range of activities/lessons.

<p>Speak about what they need for positive mental health.</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 strategies such as Zones of Regulation and Mindfulness when experiencing adversity.</p> <p>Pupils use the language of mental health positively and supportively</p>
<p>Pupils' experiences of the wider world are extended and they speak of higher aspirations as a consequence.</p>	<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>
<p>Improved attendance and punctuality. Attendance and the impact on achievement of poor levels of attendance are shared with and recognised by parents.</p>	<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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mastering Number training</i>	<a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics</a>	2

<i>Staff CPD on wellbeing through the MyHappyMind approach</i>	Emotional regulation and resilience helps pupils to flourish, if they can demonstrate strategies that support them then they will be more able to achieve their potential  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	3, 1, 2
<i>Thrive Qualification</i>	<a href="https://www.thriveapproach.com/whole-school-approach">https://www.thriveapproach.com/whole-school-approach</a>	3, 4, 2, 1,

## 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>Phonics Catch-Up</i>	Reading with fluency and accuracy is fundamental to all academic success. By ensuring that gaps are addressed as they first appear, learners will be able to continue to access the appropriate level of curriculum  <a href="https://www.littlewandlelettersandsounds.org.uk/whats-included/rapid-catch-up/">https://www.littlewandlelettersandsounds.org.uk/whats-included/rapid-catch-up/</a>  Support with appropriate fluency texts support pupils to read at speed and with accuracy therefore supporting them to access all areas on the curriculum	1
<i>Mathematics, reading and GPS interventions</i>	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a> Intervention package that stems from assessments and supports children in closing gaps	1, 2

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

Budgeted cost: £ 7500

Acti vity	Evidence that supports this approach	Chall enge num ber(s ) addr esse d
<i>Brea kfast Club</i>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation of Breakfast Clubs - _Final_Report.pdf</a>	3
<i>Swim ming sessi ons</i>	<a href="https://healthyschoolscp.org.uk/physical-activity/swimming/">https://healthyschoolscp.org.uk/physical-activity/swimming/</a>	3
<i>Educ ation al visits</i>	<a href="https://educatejournal.org/index.php/educate/article/viewFile/17/14">https://educatejournal.org/index.php/educate/article/viewFile/17/14</a>	3,4,5,
<i>Outd oor play provi sion – 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. <a href="https://www.">https://www.</a>	1, 3, 4
Visit ors and care er 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
  - 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
Little Wandle Rapid Catch-up	Little Wandle Letters and Sounds

## 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)