



Pupil premium report 2024-25

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	63
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Tamsin Elsey, Headteacher
Pupil premium lead	Tamsin Elsey, HT
Governor / Trustee lead	Christopher Vowles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11640
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	£11640

Part A: Pupil premium strategy plan

Statement of intent

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 state 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 parent education approaches meetings to 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 PPG 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 mathematical understanding
3	Lack of resilience.
4	Attendance issues.
5	Narrow experience of the wider world and aspiration
6	Lack of emotional regulation and mental health strategies to tackle adversity.
7	Low confidence in whole-class situations

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)	<p>Pupils have knowledge of and use strategies to support their emotional strength and resilience in a range of activities/lessons.</p> <p>Decreased in children 'giving up'.</p> <p>Willingness for children to take calculated 'risks' in their choices and challenges.</p>

Pupils' experiences of the wider world are extended and they speak of higher aspirations as a consequence.	Experiences of a wide range are planned across the year and curriculum. Visitors are included in curriculum and references to career opportunities are made. Pupils express a broader knowledge of the wider world and of possible future jobs.
Improved attendance and reduction in lateness. Attendance and the impact on achievement of poor levels of attendance are shared with and recognised by parents.	Regular supportive meetings are in place for persistent absenteeism. Breakfast club is offered as a solution for persistent lateness for vulnerable pupils.
Pupils are able to regulate emotions when encountering adversity. Pupils can speak about what they need for positive mental health.	Pupils use strategies such as Zones of Regulation and Mindfulness when experiencing adversity. Pupils use the language of mental health positively and supportively.

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: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional and Mental Health CPD for teaching assistants</i>	https://evidence.nihr.ac.uk/alert/mental-health-support-in-schools-is-well-received-but-challenges-remain/	3, 4, 6, 7
<i>De-escalation and physical restraint training</i>		7

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

Budgeted cost: £8100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one support and additional intervention work in small groups for core academic subjects</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3, 6, 7
<i>Number Stacks Maths</i>	Number Stacks uses a unique combination of stackable place-value counters and video tutorials to enable any adult, regardless of teaching experience, to help children master the foundations of the number system. Number Stacks is perfect as a whole-school intervention to help address gaps in understanding for pupils in all primary year groups. With its Initial Assessments and Fluency Activities at the end of each video tutorial, it is easy to evidence progress as pupils work their way through the Key Skills.	2,3
<i>CPD- Lightning Squad – FFT</i>	https://fft.org.uk/tutoring/ Approved Tuition Partner; FFT is one of the largest tutoring providers, working with over 600 primary schools and delivering tuition to over 30,000 pupils.	1,3
<i>Lego-confidence group</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3, 7
<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 https://www.littlewandlelettersandsounds.org.uk/whats-included/rapid-catch-up/	1

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

Budgeted cost: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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	6,7
<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	3,4,5,6
<i>Outdoor play provision – scrap shed/similar facilities</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. https://www.espplay.co.uk/how-outdoor-play-improves-pupil-attainment/	3, 6, 7
<i>Nurture Gardening Project</i>		3,4,6,7,

Total budgeted cost: £12,500

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 2023 to 2024 academic year.

- 1:1 and small group provision by TAs or teacher helped to prevent underachievement especially in maths and reading and a return to expected or better progress in partially evidence.
- 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 improved and late marks are improving.
- Out of School Learning and attendance at sports fixtures gave children experiences where they were less restricted and able to explore and develop socially in an alternative setting.
- A wide range of out of school experiences took place for all classes. This impacted on progress across the curriculum, helped to develop social skills and raise pupil confidence and self-esteem.

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
Lightning Squad Tutoring	FFT

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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