

# Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	Gascoigne Primary School
Number of pupils in school	1118
Proportion (%) of pupil premium eligible pupils	25.22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025 -2028
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026/ September 2026 April 2027 /September 2027 April 2028 /September 2028
Statement authorised by	James Fox and Anre Buchner (Co-Headteachers)
Pupil Premium lead	Paul Vickery (Deputy Headteacher)
Governor lead	Sam O'Hara

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£398,445
Pupil premium funding carried forward	£0
<b>Total budget for this academic year</b>	<b>£398,445</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Gascoigne Primary, we have high aspirations and ambitions for **all** our children and we are passionate that all learners should be well-supported to reach their full potential. We strongly believe that reaching one's full potential is possible when the necessary skills and values

required to succeed are developed and nurtured. We foster a culture of excellence, creativity and compassion, enabling educational success for all, and positive contributions to the world.

Our pupils in receipt of the Pupil Premium Funding, face common barriers to learning, such as less support at home, weak language and communication skills, lack of confidence and attendance and punctuality issues. Our approach recognises that disadvantaged pupils face unique challenges that can impact their learning and wellbeing. We are determined to close the attainment gap between disadvantaged pupils and their peers, ensuring that all children at Gascoigne Primary School receive the support they need to succeed. We ensure that higher-attaining disadvantaged pupils receive the same focus and support as lower-attaining pupils to help them reach their potential.

We have referred to research conducted by the EEF to support decisions around the usefulness of different strategies and their value for money. We know that high-quality teaching is the most important lever we have to improve outcomes for disadvantaged pupils. Our bespoke, responsive CPD programme of additional support, enable all teachers to continually improve. In addition, we invest in supporting teachers at the start of their careers.

Trained and skilled staff deliver programmes of support and interventions for individuals or groups of pupils. This includes both academic support and wider strategies to support pupils' social, emotional, and behavioural needs.

Our pupil premium strategy is integrated into our whole-school improvement plan. All staff share responsibility for the progress and wellbeing of disadvantaged pupils.

We recognise the vital role that parents and carers play in their children's education. We will work closely with families to understand their needs and involve them in supporting their children's learning.

## Challenges

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

Challenge number	Detail of challenge
1	Irregular attendance (lower than the school target of 97%) and persistent absenteeism of PP/disadvantaged children impacts on pupil attainment and progress.
2	Disadvantaged pupils in the EYFS or upon arrival in other year groups have low starting points overall. Speech and language issues are common, and many arrive with limited language skills. Some children enter the EYFS with significant gaps in their personal and social development.
3	Parental engagement and involvement impacted by: -Complex family situations (mental health related issues, food poverty, financial challenges, etc) -EAL barriers -Limited enrichment opportunities outside of school
4	Disadvantaged pupils face significant barriers to reading proficiency, often starting school with smaller vocabularies and challenges linked to fluency and

comprehension of texts. Limited Early literacy opportunities at home often contribute to a gap, that can be up to six months' progress by year 2 according to research.
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## 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
All eligible pupils will meet national expectations for attendance/persistent absence (97%).	Monitoring of PP pupils' attendance by Attendance Lead, SLT, FLPs, Pastoral Team and Inclusion Managers brings about an increase in their overall attendance and a decrease in persistent absence.
Consistently good progress of all PP pupils	PP pupils make at least expected progress each term and year in Reading, Writing and Maths by 2028/29
Improved attainment in Reading for all disadvantaged children; to include improvement in oral language skills and vocabulary	Disadvantaged children will make accelerated progress in reading in order to be reaching the expected standard by the end of KS1 and KS2 (in line or above with national non-PP by 2028/29)
Disadvantaged children in the EYFS will achieve a good level of development (PSED, CL, PD, Literacy and Maths by 2028/29	Disadvantaged children make accelerated progress in the EYFS in order to be line with non-Pupil premium pupils nationally.  Speech and language need to be identified quickly and ensuring professional support is engaged as soon as is possible in order to lead to pupil progress.
Families supported through learning opportunities and access to additional support.	Established and maintained support for families in most need, without developing reliance.  Establish multi-agency working to target and tackle key barriers such as food poverty and financial instability. Professionals to signpost to Early Help/Family navigators as appropriate. Tracking tools set up to reflect the impact of a multi-agency targeted approach.  Increased attendance at family learning opportunities in school.  All disadvantaged pupils to take part in a range of enrichment opportunities on offer in school.

## 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: **£200 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SaLT to deliver whole staff training. Inclusion Manager to review pupils and SaLT to assess. Programmes delivered to meet needs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/sendevidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/sendevidence/guidance-reports/send</a>	2
Language and communication strategy – employing an additional TLA allocated for specific S&L interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  EEF (+6 months)	2
Employ two TLAs for targeted Reading interventions	EEF (+2 months) As the size of the class/teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for all pupils.	4
Expand the Thrive team by employing an additional Thrive practitioner, this would also include additional bespoke Thrive training	The Thrive Approach, which focuses on social and emotional learning (SEL) to support mental health, shows positive impacts on pupil outcomes. Evidence suggests that using a Thrive can lead to better attendance, improved staff morale, improved behaviour, and enhanced emotional wellbeing for pupils. Schools utilizing the Thrive Approach report 27% fewer exclusions than the national average. Severe absence rates dropped by 15% in schools implementing the Thrive Approach.	1 and 3
Consistent approach and fidelity to the phonics programme	EEF (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Regular CPD provided to staff delivering the programme	4

delivered in school to accelerate pupil progress		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching for all pupils.</p> <p>Bespoke, responsive CPD programme for teachers</p> <p>Pupil progress meetings track progress of all children and appropriate and timely interventions are put in place.</p> <p>SDP links to Quality First teaching and Oracy:</p> <p>(Voice 21 subscription: <b>£2650 per year</b>)</p>	<p>Sutton Trust – the importance of quality first teaching  <a href="https://www.suttontrust.com">https://www.suttontrust.com</a></p>	2 and 4
<p>Continue to deliver the Nuffield Early Language intervention programme (NELI) in the EYFS</p>	<p>EEF +2-3 months progress</p> <p>1.Children who received the NELI programme made the equivalent of three additional months’ progress in language skills, on average, compared to children who did not receive NELI.</p> <p>2.Children who received the NELI programme made the equivalent of two additional months’ progress in early word reading, on average, compared to children who did not receive NELI, in addition to four additional months’ progress in language skills (as measured by the digital application LanguageScreen).</p> <p>3.Children who received the NELI programme with English as an additional language (EAL) made the equivalent of three additional months’ progress in</p>	2 and 4

	language skills compared to EAL children who did not receive NELI.	
<p><b>Specific interventions</b></p> <ul style="list-style-type: none"> <li>• NELI: Language screen</li> <li>• RWI interventions, including FreshStart for KS2</li> <li>• Reading plus KS2</li> <li>• TTRS and Numbots</li> <li>• Maths NCETM (KS1 and KS2)</li> </ul>	<p>EEF (+6 months)</p> <p>Oral interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression</p> <p>Targeted phonics intervention:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2 and 4
<p>Buy-in to Words First to enhance and broaden the SaLT provision at Gascoigne. Purchased school speech and language therapist from Wordsfirst.</p> <p>Additional time for Speech and language interventions</p>	<p><a href="https://www.wordsfirst.uk/">https://www.wordsfirst.uk/</a></p> <p>EEF (+6 months)</p> <p>Oral interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression</p>	2 and 4
<p>Purchase web-based programmes to be used in school and at home</p> <ul style="list-style-type: none"> <li>• RWI – virtual sessions</li> <li>• Spelling Shed</li> <li>• TT Rockstar</li> <li>• White Rose Maths</li> <li>• Oxford Owl – online library</li> </ul>	<p>EEF (parental engagement +4 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.</p>	3

Purchase a set of 3 home learning CGP books for disadvantaged pupils in Y6	EEF (parental engagement +4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.	3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £150,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Eligible pupils to engage in regular Thrive sessions.  Progress facilitated by bespoke interventions following Thrive assessments	<a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parentsevidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parentsevidence/guidance-reports/supporting-parents</a>  <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a> The Thrive Approach, which focuses on social and emotional learning (SEL) to support mental health, shows positive impacts on student outcomes. Evidence suggests that using Thrive can lead to better attendance, improved staff morale, improved behaviour, and enhanced emotional wellbeing for pupils. Schools utilizing the Thrive Approach report 27% fewer exclusions than the national average. Severe absence rates dropped by 15% in schools implementing the Thrive Approach.	1 and 3
Reduction in cost of trips/clubs for disadvantaged pupils, includes Targeted breakfast club provision for pupils with poor attendance	Cultural capital experiences promoted in the curriculum. Raising aspirations are often believed to incentivise improved attainment.	1 and 3
Adventure learning offer through subsidised residential visits and adventure learning in Y5 and Y6	Outdoor adventure learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1,2,3

<p>Effective multi-agency working established to ensure parents receive appropriate support.</p> <p>Tracking tool set up to monitor impact of targeted approach</p>	<p><a href="https://learning.nspcc.org.uk/research-resources/2025/effective-multi-agency-working-information-sharing-evidence-snapshot">https://learning.nspcc.org.uk/research-resources/2025/effective-multi-agency-working-information-sharing-evidence-snapshot</a></p> <p>Good multi-agency working and effective information sharing are key to getting the best outcomes for children and their families. Research and reviews have identified key characteristics of good practice, including:</p> <p>professionals understanding each other's roles and responsibilities  clear communication between all professionals and agencies working with a child  professionals having access to the information they need to support children and families.</p>	<p>3</p>
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**Total budgeted cost: £400, 000**

**Total funded cost: £398 445**

# Part B: Review of outcomes in the previous academic year (2024 – 2025)

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our assessments in recent years have suggested that although pupil premium children made good progress, children are not attaining as high as their non-PP counterparts.

Attendance for children in PP is below the national and borough average.

### 2024-25 data

#### EYFS

	Number	GLD School	National
PP	28	50%	51.3%
Non-PP	114	78.9%	72.5%

PP pupils were below their peers and the national average.

#### Y1 Phonics

	Number	Y1 School	National
PP	24	70.8%	66.8%
Non-PP	124	86.3%	84%

PP children achieved higher than national average PP, yet below non-PP peers.

#### Y4 MTC

	School	National
PP	23.2	27%
Non-PP	61%	41%

#### KS2 Attainment

	Number	Reading			Writing		Maths			RWM combined	
		Exp	GD	APS	Exp	GD	Exp	GD	APS	Exp	GD
PP	49	71.4	14.3	104.1	79.6	4.1	65.3	10.2	102.3	57.1	2
Non-PP	94	74.5	25.5	105.1	78.7	10.6	74.5	20.2	104.4	66	7.4

PP children attained higher in Expected Writing. Non-PP children attained higher in other subjects

#### Attendance

	<b>PP 2024 – 25</b>	<b>Non-PP 2024 - 25</b>
Whole school	91.5%	93.4%

PP children below non-PP peers for average attendance in 24-25.

## 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*

<b>Programme</b>	<b>Provider</b>
Reading Plus intervention	Reading solutions
N/A	

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	None allocated
What was the impact of that spending on service pupil premium eligible pupils?	N/A