



Gonerby Hill Foot
C of E Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 academic years) 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	GONERBY HILL FOOT PRIMARY SCHOOL
<i>Number of pupils in school</i>	255
Proportion (%) of pupil premium eligible pupils	25.49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jayne Watson
Pupil premium lead	Jayne Watson
Governor / Trustee lead	Maria Kordowicz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,475
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring our curriculum is designed to deliver our vision which was created to enable our school community to flourish.
- Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Effective TA deployment
- Effective staff CPD
- Interventions to support language development, literacy and numeracy.
- Small group tutoring
- Inclusive extra curricular activities, sports clubs, forest school, signposting to HAF opportunities
- Positive parental engagement

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate an Intervention/ Phonics lead in KS1 - providing small group work focussed on overcoming gaps in learning
- 1-1 support and TA deployment
- Additional teaching and learning opportunities provided through trained TA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Pastoral support
- Access to technology and additional support for home learning if needed
- Support for families to enable pupil development

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations, and discussions with pupils indicate low oral language comprehension and lower start points on entry into Reception which are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties within reading, than their non-disadvantaged peers. This group are more likely to be on the SEND register and fall behind their peers in KS1.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils This group are more likely to be on the SEND register and fall behind their peers in KS1.
4	Some pupils are unable to fully access wider school life such as visits and other enrichment activities therefore do not have the opportunity to maximise their learning opportunities leading to a gap in their overall educational experience and personal development.

5	Some disadvantaged pupils have or are experiencing difficult family relationships/ which affects their emotional wellbeing and impact on learning.
---	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2028**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will be able to flourish through the school's vision.	Quality first teaching, TA deployment and effective assessment and delivery of our carefully designed curriculum will ensure that our pupils are ready for the next stage in their education both academically and emotionally.
Increase success in early reading	All pupils without additional learning needs to pass phonics screening
Increase success in early maths	All pupils without additional learning needs to achieve expected level in KS1 assessments
Development of quality staff CPD with a research based starting point to ensure pupils make rapid and sustained progress	Teachers and TAs will be confident to meet the needs of the pupils and will have a range of strategies to support
Pupils resilience and self respect are raised and pupil have high aspirations. Pupils are positively engaging with school life	Pupils will be tracked within the school wellbeing strategies and will be positively encouraged to attend pastoral support activities, including pastoral, musical and sporting enhancements. Pupils will be signposted to HAF provision. Pupils will access clubs and will be well represented in teams, councils and other activities.
Family support from parents will enable children to flourish.	Family engagement offer from school will be supportive and relevant to the needs of families. Support will be given with, for example, reading, maths, sleep hygiene, online safety and will take the form of workshops, parent events and TAC as necessary. Second hand uniform and uniform policy. School will develop positive relationships to support families
Overall educational experience will be in line with peers ensuring experiences allow development of the whole child.	All disadvantaged children will have benefited from at least one enrichment opportunity and/or extra-curricular visit. Visits and experiences will be subsidised for disadvantaged pupils when needed to ensure they experience all opportunities available to them.

Activity in this academic year 2025/26

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improving quality first teaching</i>	Rosenshine principles to support the development of QFT will enable teachers to use effective strategies to support rapid progress, including effective modelling, scaffolding, feedback and well planned skills and knowledge progression	1,2,3
<i>Teaching assistants to access maths mastery training</i> <i>Teachers to continue to receive CPD from leads who attend Maths Hub</i>	Small group intervention is most effective when highest needs supported by most skilled. EEF early maths report recommendation 5 Engagement in Early maths research project	1,2
<i>CPD – Behaviour (BOSS) sessions and SEN support Precision teaching will enable rapid progress.</i>	Small group intervention with research based programmes enables rapid progress +5 Access to pastoral support for ELSA and other interventions as needed.	5

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

Budgeted cost: £ 83,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics intervention using trained staff</i>	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of	1,2,3

	attention each student will receive will increase, improving outcomes for pupils.	
<i>Maths intervention using trained staff</i>	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1,2,3
<i>Targeted intervention to close gaps across all subject areas.</i>	Catch – up numeracy Little Wandle phonics are all well researched intervention programmes	1,2,3
<i>One to one tutoring and small group interventions</i>	One to one tuition +5 Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.	1,2,3

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

Budgeted cost: £ 14,775(Pastoral Learning Mentor Deputy DSL)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral TA to support children who are having difficulty accessing learning through behavioural issues, using a consistent approach to support their management of their own behaviour.</i>	Metacognition and self-regulation research Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.	5

<p><i>Supporting parents as needed, including TAC, EH etc</i></p>	<p>Parental Engagement research +4 Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>4,5</p>
---	--	------------

Total budgeted cost: £ 98,475

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.

EYFS 3 pupils, no comparative data
Average phonics score for end of Y1 GHF 27.5 LA 30.4
Increase outcomes at KS1 (no LA comparison available)
Reading GHF 67%
Greater depth 0%
Writing GHF 33 %
Greater depth 17%
Maths 66 %
Greater depth 17%

Increase outcomes at KS2 (PP children) 12 children

ATTAINMENT & ASSESSMENTS

Subject	Level	Grantham Gonerby Hill Foot CE Primary School (3029)		Local Authority - Lincolnshire	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	66.7%		44.0%	+22.7%
	GDS/High Score	16.7%		2.4%	+14.3%
Reading	≥Exp.Std.	83.3%		58.7%	+24.6%
	High Score	25.0%		17.5%	+7.5%
Writing (TA)	≥EXS	75.0%		58.2%	+16.8%
	GDS	16.7%		5.3%	+11.4%
Maths (test)	≥Exp.Std.	75.0%		57.6%	+17.4%
	High Score	33.3%		11.4%	+21.9%

Confidence 100% of PP pupils have been offered extra curricular clubs and or pastoral support, 88% took up the offer, many represented the school in a variety of roles. Pupils are well supported to manage dysregulation and behaviours.

Forest school

Identified pupils have received opportunity to engage with measurable success on skills and confidence development.

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
Dimensions curriculum	
My maths	
Nessy	
Little Wandle	
Green and Tempest	
Green Set 4 PE	
National Trust	
TT rock stars	
Literacy shed	
White rose maths	