Gonerby Hill Foot Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	Sep 26- 28
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	A. Crossland
Pupil premium lead	A. Crossland
Governor / Trustee lead	Lucky Goulsbra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**FSM 60 - £93,000** **LAC & Post-LAC 4 - £10,760** **Service 8 - £2,880** **Total = £106,640**
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£12,660
Total budget for this academic year	£119,300

Part A: Pupil premium strategy plan

Statement of intent

At Gonerby Hill Foot Primary all members of staff and the governing body are committed to meeting our 'disadvantaged pupil's ' pastoral, social and academic needs within a caring and nurturing environment. We aim for every child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The progress and attainment of all children is carefully tracked through the utilisation of standardised assessments. Learning gaps are identified through formative and summative assessment, and discussed in detail during termly "Pupil Progress Meetings". As a result, interventions are identified and planned for.

In addition to gaps in our knowledge, other barriers are identified as social and emotional needs and attendance. Interventions include ELSA, one to one parent meetings, Early Help Assessments, Team Around the Family support and Pastoral Support. Children are also offered multi-sensory breaks either as a whole class, in small groups or on a one to one basis.

Providing a wider culture of opportunity which aims to balance inequalities in the experience of children from different backgrounds is fundamental. Examples of funding allocation for this purpose includes support with the cost of educational trips, residentials, and the purchase of uniform.

Challenges

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

Challenge number	Detail of challenge
1	Identified Special Educational Needs (64.4% of our disadvantaged children have SEN)
2	Speech and language,& social communication difficulties.
3	Social, emotional & mental health difficulties due to split families/ family traumas

4	46% of our disadvantaged children are below 'expected' in Writing
5	A lack of parental engagement in learning at home affecting progress and attainment in reading in particular.
6	A lack of cultural capital through limited experiences, affecting comprehension skills.
7	Lower attendance than their non-disadvantaged counterparts.

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 disadvantaged children to make at least expected progress in Maths, Reading & writing	KS1 and 2 tests demonstrate that at least expected progress has been made.
Disadvantaged children in EYFS & Yr 1 make accelerated progress in Phonics	95% of our Yr 1 children pass the Phonics Screening test.
The percentage of Disadvantaged children attaining national expectations is improved.	The percentage of Disadvantaged children attaining expected levels is at least 15% more than the LA average.
Attendance of disadvantaged children improves	All disadvantaged pupils attend at least 95% of the time; The gap between attendance of disadvantaged and non-disadvantaged is closed.
PP children have the tools to self-regulate	Improved learning behaviour

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: £ 51,946

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of standardised diagnostic assessments (NFER)	EEF: Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,2,4,5,6
Development of consistent whole school approach to writing assessments, marking and feedback.	EEF Formative assessment strategies are required to set learning intentions(which feedback will aim towards) and to assess learning gaps (which feedback will address)	4
Replenishment of ELS books and resources to support the DfE approved Phonics scheme	EEF: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1, 2 & 5
CPD in the teaching of Phonics for new members of staff.	EEF: The teaching of phonics should be explicit and systematic to support children	4 & 5
Phonics workshops for parents and phonics resources for home use.	EEF Engaging parents through modelling specific phonics strategies for parents via videos or workshops	5
The employment of a highly qualified Phonics Lead mentoring and coaching staff for half a day a week.	EEF Ensure all staff have the necessary pedagogical skills and content knowledge	5
The employment of a SENDCo for 4 days a week	EEF: Some pupils will require specialist support …delivered by a trained professional either directly or in a consultancy role. Decisions about which specialist interventions or strategies to use will be informed by discussions with the SENDCo.	1,2,3,4 & 5
The employment of a full-time Speech & Language therapist	EEF Some pupils will need specialist intervention, often delivered by a trained professional	

	Where early years professionals are unsure of how best to support a child or suspect that a child is not meeting developmental norms, it may be best to seek help from a speech and language therapist.	
Upskilling our Special needs teachers through the acquirement of the NPQSEND	EEF Pupils with SEND have the greatest need for excellent teaching	
CPD in Makaton (Intensive training for 3 members of staff and then cascading to all staff)	EEF Positive effect of using signs, gestures and other visual aids to support autistic children's understanding	
CPD in the use of mathematical manipulatives, models and images.	EEF: Mathematical manipulatives, models and images are crucial for making abstract concepts concrete and visible, helping students build a solid foundation for problem-solving and understanding underlying mathematical structures. They allow for visualisation, exploration of relationships and the development of lasting knowledge.	1& 4
Organisation of maths teaching into single-year cohorts	EEF This approach facilitates teachers focusing on 'the progression of mathematical knowledge and skills, the identification of misconceptions, and the provision of appropriate challenge and support'	1,2 & 4
CPD for all staff on Adaptations: Engagement, Representation, Action & Expression. *(Paul Longdon)*	EEF An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	1,2,4,5,6
Implementation of whole school approach to teaching grammar (Assess, Plan, Do, Review)	EEF Develop pupils' transcription and sentence construction skills through extensive practice	1,2,4

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

Budgeted cost: £ 124,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
The delivery of small group interventions led by teachers and teaching assistants.	EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF: Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver sessions, over a finite period, and link learning to classroom teaching	1,2,4,5 & 6
Highly qualified phonics lead planning & delivering targeted phonics interventions for 2 days a week.	EEF: Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1, 2 & 5

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

Budgeted cost: £25,996

Activity	Evidence that supports this approach	Challenge number(s) addressed

To employ a full-time ELSA mentor	EEF: Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	1,2, 3 & 7
CPD for all staff on Emotion Coaching	EEF: Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.	1,2 & 3
Develop staff's understanding of self-regulation strategies. *(Training by Julie Hayes)*	EEF: Understanding a pupil's context will inform effective responses to behaviour. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.	1,2 & 3
The purchase of school uniform for all children on entrance, and then disadvantaged throughout school to aid cleanliness and self-esteem (	EEF: If a uniform is in place, it is important to consider how to support families that may not be able to afford uniform.	1,3, 5 & 7
The subsidisation of school trips and residentials to enable access	EEF: Cultural learning can cover a wide range of different activities and includes opportunities to visit venues, see performances and exhibitions as well as learn through practical activity.	2,3, 6 & 7

	'All children, including those from disadvantaged backgrounds benefit from wider cultural experiences'	
Enable all children to attend extra-curricular clubs and activities free of charge.	ISC research (2009) found that participation in extra-curricular activities raised self- esteem. Educationalists recognise the importance of children's self-esteem and how this impacts on aspirations and ultimately attainment. (Taylor & Francis 2018)	2, 3 & 6

Total budgeted cost: £ 202, 858 *(2026-27)*

Total budgeted cost: £ 208,000 *(2027-28)*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2026

Phonics – all disadvantaged children passed the Year 2 phonics screening

KS2 SATs – (30.9% of the 55 children were disadvantaged.*)*

Attainment:

Subject	*All*	*FSM & Ever 6*	*Non-FSM & Ever 6*
SPAG	*69.1%*	*58.8%*	*73.7*
Reading	*81.8%*	*70.6%*	*86.8%*
Writing	*76.4%*	*64.7%*	*81.6%*
Maths	*78.2%*	*64.7%*	*84.2%*
Combined	*69.1%*	*58.8%*	*73.7%*

Progress score for Disadvantaged children: Reading 3.61 Writing 1.46 Maths 0.72

Attendance:

Disadvantaged – 94.6% Non-disadvantaged – 97%

Further information (optional)

The total budget for disadvantaged children is £106,640 *Our spending is £202,858. The difference in spending is paid for through the GAG budget.*