

Pupil premium strategy statement – Gilmour Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	604
Proportion (%) of pupil premium eligible pupils	14.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Joanne Duffy
Governor / Trustee lead	Richard Clen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 134,100.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 3,210,293.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

1. What are your ultimate objectives for your disadvantaged pupils?

At Gilmour Primary School we thrive on our school motto: ***When we are Learning Together We Grow Together.*** This underpins our Pupil Premium Strategy Statement.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to prepare them for lifelong learning with a bright future; confident, motivated and resilient children accomplish remarkable things. We recognise that disadvantaged children can face a range of barriers which may impact on their learning.

It is our aim that all pupils, irrespective of their background or the challenges they face make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

To accelerate the progress of all pupils we are constantly striving to improve standards of teaching and learning. Quality first teaching 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.

Our ultimate objectives for disadvantaged pupils are to:

- To reduce and remove barriers to learning created by poverty, family circumstances and background
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Support children's social and emotional wellbeing and to develop resilience
- **To close gaps in foundational knowledge** through a well-structured, progressive curriculum from the Early Years Foundation Stage (EYFS) through to Year 6.
- **To reduce both the opportunity and attainment gaps** by improving attendance and providing access to a broad range of cultural and extracurricular activities, ensuring pupils develop socially, emotionally, and academically alongside their peers.

- Ensure all pupils are able to read confidently and fluently to enable them to access all curriculum areas
 - Act early to intervene at the point need is identified
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2. How does your current Pupil Premium strategy plan work towards achieving those objectives?

Our Pupil Premium strategy is designed to target both academic and non-academic barriers to achievement. It includes:

- **High-quality teaching for all:** Investment in CPD and evidence-based pedagogical approaches to ensure consistency and excellence in classroom practice.
 - **Targeted academic support:** Small group interventions, tutoring, and in-class support focused on key skill areas such as reading, writing, and maths, tailored to the needs identified through ongoing assessment.
 - **Wider strategies:** Focused work on improving attendance, punctuality, and readiness to learn through pastoral support, mentoring, and engagement with families. We also broaden horizons through enrichment activities, residentials, and cultural experiences, ensuring disadvantaged pupils have equal access to opportunities.
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3. What are the key principles of your strategy plan?

The key principles guiding our strategy include:

- **Evidence-informed decision making:** We draw on national research (e.g. EEF guidance) and school-specific data to inform how we allocate resources.
- **High expectations and equity:** All pupils are held to high expectations, with scaffolding and support in place to enable success.
- **Early intervention and prevention:** We address gaps and barriers as early as possible, particularly in EYFS and KS1, to prevent long-term disadvantage.
- **Whole-child development:** Academic support is integrated with social, emotional, and cultural development to foster confidence, resilience, and aspiration.
- **Sustained impact:** We focus on strategies that support long-term improvement rather than short-term fixes.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate the attainment of pupils eligible for Pupil Premium is improving, it remains below the attainment of non-eligible pupils particularly in reading, phonics, writing and maths.
2	WellComm screening, EYFS Baseline assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among pupils including disadvantaged pupils. Delayed communication and language impacts on the acquisition of phonic and reading skills.
3	Our attendance data indicates that 32.1 % of disadvantaged pupils have been 'persistently absent' compared to the national figure of 24.4%. Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Poor attendance and punctuality impacts on progress and attainment.
4	<p>44% of disadvantaged pupils are also on the SEND register. 34% of children who are disadvantaged and SEND have an Education, Health and Care Plan, this is a rising trend.</p> <p>External agency assessments and school observations show an increase in the number of pupils with sensory processing difficulties and communication and interaction needs, specifically children with Autism Spectrum Condition and speech, language and communication needs. As a result many pupils have difficulty accessing and engaging with the curriculum and building relationships in regards to their personnel, social and emotional development.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. There has been an increase in the number of pupils identified needing support to manage feelings in particular feelings around managing anxiety. These challenges also affect disadvantaged pupils and in turn can impact their academic attainment.</p> <p>School referrals made to support children manage anxiety have markedly increased. To date 35 pupils have accessed or are accessing additional targeted support. 11 of whom are disadvantaged pupils.</p>
6	Opportunity to engage in wider cultural opportunities

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
<p>Pupils will receive high-quality teaching and intervention to reduce and fill gaps in foundational knowledge, ensuring individuals have a solid understanding of core concepts necessary for progression in their learning or professional development.</p> <p>Pupils will be able to read confidently and accurately, with increased fluency in order to improve the capacity for comprehension skills to develop and strengthen.</p>	<p>Assessment Scores Improve: Assessment data show a measurable increase in understanding of foundational concepts.</p> <p>Confidence Increases: Learners demonstrate higher confidence through pupil book study and pupil conversations.</p> <p>Completion of Targeted Interventions: All participants complete relevant lessons, tutorials, or support sessions focused on identified knowledge gaps.</p> <p>Demonstrated Application: Learners are able to apply foundational knowledge accurately in practical tasks, discussions, or problem-solving scenarios.</p> <p>EYFS, KS1 and KS2 reading and writing outcomes and phonic screening school data shows attainment gap between eligible and non-eligible pupils narrows and disadvantaged pupils make accelerated progress from their starting points.</p>
<p>Improved oral and language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments, WellComm screening, and ,Language of Learning Framework, indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including observations and ongoing formative assessments. School data shows that eligible pupils make accelerated progress in the Prime Areas of Communication and Language and the Specific Area of Literacy. Improvements in the % of eligible pupils achieving GLD in 2026.</p>
<p>Staff are confident to recognise the signs in children who are struggling to manage their feelings.</p> <p>To achieve and sustain improved social and emotional wellbeing, including identified children being equipped to recognise and</p>	<p>Pupils' social and emotional wellbeing is improved and anxiety is reduced. Observations, assessments and pupil questionnaires show a marked improvement in pupils' decision-making skills, interaction with others and their ability to effectively self-manage their emotions.</p>

manage anxiety and other feelings , to enable them to be ready to learn.	
<p>Staff to have the required knowledge and understanding to identify pupils with additional needs within the broad area of communication and interaction to enable early intervention as part of the SEND graduated approach.</p> <p>A sensory inclusive environment is a whole school approach to ensure all pupils their optimum level of alertness so that they feel regulated and ready to engage with teaching and learning.</p>	<p>PIVATS milestones in the areas of communication and language will evidence impact from delivered interventions and high quality teaching.</p> <p>Staff will have the knowledge and understanding to identify pupils with speech, language and communication needs to ensure high quality and adaptive teaching is in place.</p> <p>Every classroom has a regulation space/calm area to support all children and sensory strategies are used effectively to ensure pupils are regulated and ready to learn.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The percentage of disadvantaged pupils who are persistently absent is below the national figure.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 33,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation and staff training of the CUSP curriculum to improve the teaching of explicit vocabulary instruction, spaced retrieval practice, and interleaving to build deep understanding and long-term memory retention.	The CUSP curriculum has been designed to build deep understanding by being connected, cumulative, and coherent. It is based on evidence-led pedagogy, focusing on explicit vocabulary instruction, retrieval practice, and making connections across subjects to help children develop critical thinking and long-term knowledge.	1 and 2

	https://educationendowmentfoundation.org.uk/news/eef-blog-why-both-reading-with-retrieval https://educationendowmentfoundation.org.uk/reading-house/vocabulary	
Staff CPD to support adaptations of planning and teaching to ensure an inclusive classroom to help close attainment gaps, increase pupil engagement, and ensure all pupils have equitable opportunities to succeed by providing the right level of scaffolding and challenge.	<p>Teachers who are equipped to adapt lessons and maintain high expectations for all, can ensure that all pupils have the opportunity to make progress and /or achieve in line with age related expectations.</p> <p>Teachers who feel confident to balance the input of new content can support their pupils to master important concepts.</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>	1,2 and 4
<p>Regular whole school Training with Read Write Inc Partner.</p> <p>Regular coaching for all staff to ensure that the core elements of phonics are taught consistently using the principles of “keep up not catch up”.</p>	<p>EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is evidence around the impact of a teacher's professional development.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1,2
<p>Whole school approach to communication and language and oracy.</p> <p>Training EYFS and KS1 support staff to use</p>	<p>Children in areas of social disadvantage are at greater risk of having poorer language skills. Poor language skills can impact on English and Maths and long</p>	1,2 and 4

<p>Wellcomm to screen all children and planned targeted intervention</p> <p>EYFS Staff CPD to implement and use the 'The Language of Learning Framework' to support precision and progression within the learning conversation. Staff can understand, plan and sequence high-quality conversations to help develop shared thinking, communication and language.</p> <p>Staff CPD teaching of explicit CUSP vocabulary</p>	<p>term outcomes across the curriculum.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>On average pupils who participate in oral language interventions make on average 5 months additional progress over the course of a year.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Whole School approach to a communication friendly environment with the delivery of additional communication and interaction interventions.</p> <p>Staff CPD to monitor and track pupil progress using PIVATs milestones.</p> <p>Staff CPD to deliver bucket time, sensory circuits and support the development of personalised regulation plans.</p>	<p>High quality CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p>	4
<p>Dedicated time to track attendance and punctuality of all pupils.</p> <p>Early intervention for none attendance, first day response</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance-a-new-tool-for-reflection-and-planning</p>	3

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

Budgeted cost: £ 70,723.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning support assistants to deliver additional daily 1:1 phonics tutoring, targeted at all pupils working below the expected standard including disadvantaged pupils who require further phonic support	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2 and 4
<p>Wellcomm screening in EYFS and targeted children in KS1</p> <p>Wave 2 targeted Wellcomm Intervention groups in EYFS. LSA to deliver targeted WellComm intervention in EYFS to improve Communication and Language development</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 and 2
Trained reading volunteers to facilitate weekly 1:1 reading sessions with targeted pupils	Trained reading volunteers can significantly improve students' literacy skills, confidence, and enjoyment of reading, with the most notable impact seen when programs are structured and focused.	1 and 2

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

Budgeted cost: £ 31,839.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Education Welfare Officer</p> <p>Attendance Lead to work alongside EWO and families who require attendance support</p>	<p>The attendance lead working alongside the EWO is helping to support and target the attendance of all pupils including pp pupils. It is aiming to reduce the number of PP pupils who are persistently absent from school.</p>	3
<p>Engagement in extracurricular enrichment activities no cost to families (Bookworms, French, Art Club, Tennis and Science, Dance, Football, Multi-skills, Music and Gymnastics, Mad Science clubs)</p>	<p>Eligible pupils have enriched experience in extra-curricular opportunities. Participation in these activities can develop more positive opinions and attitudes to school. This can also impact confidence and relationships in school. Increased effects of self-confidence and motivation.</p> <p>Develop their interests and talents.</p>	6
<p>Access to therapists and counselling services to improve individual social and emotional well being and support to manage anxiety and feelings.</p> <p>Staff trained to deliver 1: 1 and small group support via REACT anxiety, Forest of Feelings, Draw and Talk</p> <p>Delivery of Lego Therapy.</p>	<p>To provide counselling/therapy for pupils and their families affected by bereavement, friendship issues, domestic violence, and anxiety issues.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	5

Access to Seedlings	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
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Total budgeted cost: £ 135,926.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage Attainment Data - June 2025

Statutory Assessments	2023-2024 EYFS - 10 PP Pupils Year 1- 14 PP Pupil Year 6 - 27 PP Pupils	2024-2025 EYFS - 6 PP Pupils Year 1 10 PP Pupils Year 6 - 17 PP Pupils
GLD	40%	67%
Phonics Screeing	43%	70%
KS2 Reading	52%	58%
KS2 GPS	56%	59%
KS2 Writing	45%	59%
KS2 Maths	48%	59%
KS2 Combined	37%	41%

All statutory assessment data show an upward trend for disadvantaged pupils.

Statutory Assessments in Year 6

10 out of 17 disadvantaged children reached the expected standard in Reading, Writing and Maths at the end of KS2.

7 disadvantaged children did not achieve the expected standard in statutory testing at the end of Year 6.

- In Reading out of the 7 disadvantaged children who did not reach the expected standard 4 children were disadvantaged and SEND and 3 children were accessing support from the attendance lead to support attendance.
- In Writing 5 out of the 7 children who did not reach the expected standard were disadvantaged and SEND and 2 children were accessing support from the attendance lead to support attendance
- In Maths the 7 pp children who did not reach the expected standard were also SEND.

Attendance

All Pupils - Attendance

Year	Cohort	School	National
2024/25	529	95.9%	94.9%
2023/24	538	95.2%	94.5%

FSM6 - Attendance

Year	Cohort	School	National
2024/25	81	92.3%	92.6%
2023/24	97	91.7%	92.0%

Figures for persistent absence

Our attendance lead and Education Welfare Officer meet regularly and work collaboratively to reduce the number of disadvantaged children persistently absent from school. Families have been invited into school for support meetings with the Headteacher.

- All staff have accessed CUSP CPD related to Cognitive Load Theory, Principles of instruction, Generative Learning and the teaching of explicit vocabulary. This has equipped teaching staff with the understanding of the importance of spaced retrieval practice, and interleaving to build deep understanding and long-term memory retention for all children.
- The SENDCo and headteacher have provided CPD and worked closely with staff to further develop adaptive teaching. Learning walks, pupil book study and staff questionnaires demonstrate an improved understanding and confidence in teaching staff ensuring that all children are learning to master key foundational knowledge and make progress.
- Intensive phonics support was provided via daily 1:1 tuition and small group tuition to ensure that Reception, Year 1 and Year 2 pupils acquired the early reading skill of phonetic decoding and improved fluency. 70% of disadvantaged pupils achieved the expected standard in the phonics screening check
- All EYFS staff attended 'Language of Learning' Training to support understanding of Language development. Staff used Wellcomm and the Language of Learning framework to screen all Nursery and Reception Children. Next steps were identified and targets set for individuals and groups of children. 1:1 intervention was planned and taught for children working significantly below the expected standard and small group intervention for children working towards the expected standard. 100% of disadvantaged children achieved the expected

standard in 2025 EYFSP in Listening, Attention and understanding and Speaking.

- SENDCo attended 'Draw and Talk' training and weekly 1:1 intervention was implemented for target children. The Key Stage 1 Mental Health Lead and a Learning Support Assistant attended 'REACT' training to support children with anxiety. Groups of 6 target children identified by staff, external agencies and families have accessed REACT support. 22 disadvantaged children accessed, SEEDLINGS, REACT or Talk and Draw support in 2024/25.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SEEDLINGS	YPAS
Educational psychologist	
Autism Initiative - Social/SEND	OSSMME
SEND	SENNISS
Read Write Inc	OXFORD

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

