

Pupil Premium Strategy Statement 2025/2026



Gunthorpe Primary School

This statement details our school's use of Pupil Premium funding to remove barriers to success and 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 - as part of a three-year plan - and the impact that last year's Pupil Premium grant funding has had within our school.

School overview

Detail	Data
School name	Gunthorpe Primary School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Christopher Scales
Pupil Premium lead	Charlotte Brattan
Governor / Trustee lead	Elizabeth Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225, 650
Pupil premium funding carried forward from previous years.	£0
Total budget for this academic year	£225, 650

Part A: Pupil Premium Strategy Plan

Statement of Intent

Ensuring that every child reaches their full potential is of paramount importance at Gunthorpe Primary School. This encompasses social, moral, spiritual and cultural growth and we believe in maintaining an environment in which every member of the school is able to achieve success and fulfilment. High expectations and consistency of progress and achievement for all pupils is embedded throughout our school.

Our main priority for our disadvantaged children is that they achieve in line with peers from non-disadvantaged backgrounds and to do this they are entitled to strong, quality-first teaching as a key, underpinning feature of our offer. Our knowledge-rich curriculum and our consistent approach to linked, key skills and knowledge support our pupils to 'know more and remember more'. At Gunthorpe Primary School our strong ethos and culture is based upon inclusion and nurture and included in our strategy are wider approaches aimed at supporting our pupils' mental well-being, and to build their resilience and self-confidence.

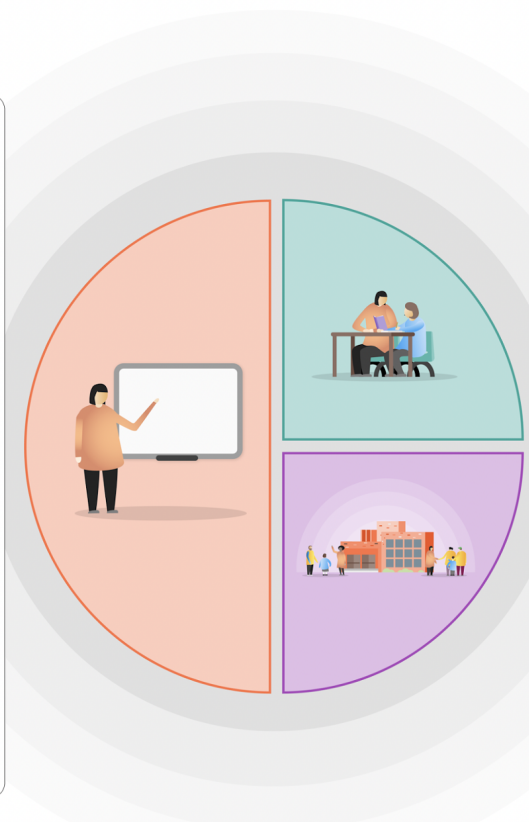
At Gunthorpe Primary School the current strategy plan is formulated based on the Education Endowment Foundation recommendations to focus on the 3-tiered approach. This 3-tiered whole school planning model to Recovery Premium and Pupil Premium spending focuses on strategies which will have the greatest impact:

EEF GUIDE TO SUPPORTING SCHOOL PLANNING – TIERED MODEL: Gunthorpe Primary School



1 Teaching

Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all. Using the Pupil Premium funding to improve the quality of teaching benefits all students not just those who are disadvantaged.



2 Targeted academic support

We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.

3 Wider strategies

Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points - Spoken Language and Vocabulary Children starting school with us in Reception often require additional support with their spoken language and vocabulary knowledge and skills.
2	Phonics, Reading and Writing These core literacy skills identify themselves within whole-school data as key inhibitors of overall academic progress and successful outcomes.
3	Wider Personal Development In order for all of our children to access a rich and varied programme of enrichment and personal development opportunities, it is essential for us to provide a comprehensive offer to ensure equity in this area for disadvantaged children.
4	Attendance High levels of persistent absence are a barrier to the personal and academic development and attainment of disadvantaged children.
5	Children who are both disadvantaged as well as having SEND issues. Currently 37% of the disadvantaged cohort are also on the SEN register. These co-occurring challenges require focused support for all of these children to be successful.

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
1. All children are supported with their spoken language and vocabulary skills to ensure that our full curriculum offer can be accessed.	<ul style="list-style-type: none"> - Monitoring will demonstrate that learning environments and our curriculum promote and facilitate the development of strong oracy skills. - SALT support and interventions will demonstrate good rates of progress from baselines. - The introduction of focused assessment tools such as the Birmingham Language and Literacy Toolkit will demonstrate good rates of progress.
2. All children have a secure level of core literacy skills and knowledge across phonics, reading and writing, permitting confident access to learning across the curriculum.	<ul style="list-style-type: none"> - Year 1 Phonics Screening Check results for disadvantaged children are in line or above National 80%. - Year 2 Phonics check results for disadvantaged children are in line or above National 91%. - Children transition to Year 1 with a secure knowledge of Phase 3 phonics. - Phonics, Reading and Writing outcomes for disadvantaged children will increase, aiming for parity with or exceedance of their non-disadvantaged peers.
3. All children access a comprehensive programme of personal	<ul style="list-style-type: none"> - All children have the opportunity to access a variety of school led clubs, which support their wider personal development.

<p>development and enrichment activities across the curriculum.</p>	<ul style="list-style-type: none"> - An enrichment and wider personal development yearly plan is developed so that all children have opportunities to engage with roles in school, thereby developing agency and British Values. - All children have the opportunity to participate in a range of educational trips and residential. Data shows an increased percentage uptake on last year's figures.
<p>4. Rates of attendance for disadvantaged children are strong and reflect an improving picture.</p>	<ul style="list-style-type: none"> - Rates of persistent absenteeism for disadvantaged children are in line with or lower than both local and national benchmarks. - The overall attendance of disadvantaged children improves towards that of non-disadvantaged children.
<p>5. Disadvantaged children who also have SEND challenges are effectively supported to make strong progress from their starting points.</p>	<ul style="list-style-type: none"> - Children make good progress from their starting points in line with set targets. - Monitoring reflects the effective provision in place for disadvantaged children with SEND. - APDR, provision-mapping documents and EHCP reviews provide evidence of effective practice.

Activity in this academic year (2025-26)

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 126,408

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the Universal Classroom approach to ensure that classrooms are as inclusive as possible, allowing all children to be successful learners within the environment.</p>	<p>Cambridgeshire Ordinarily Available Provision approach - https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=GnqPdZ4RvQk#:~:text=In%20Cambridgeshire%2C%20we%20are%20proud,to%20the%20school%20or%20setting</p> <p>https://learningjournals.co.uk/what-is-inclusive-practice-and-why-does-it-matter/#:~:text=Benefits%20of%20an%20Inclusive%20Classroom,and%20teamwork%20in%20their%20lessons.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p>	<p>4, 5</p>
<p>Develop engagement with SmartGrade system to ensure that formative assessment information is used for best impact.</p>	<p>https://www.smartgrade.co.uk/</p> <p>https://www.theeducationpeople.org/blog/formative-assessment-the-secret-to-lasting-improvement-in-schools/</p>	<p>2, 5</p>
<p>Focus on targeted areas of classroom pedagogy to support the progress of all children, including disadvantaged children.</p> <ul style="list-style-type: none"> - Teaching Walkthrus CPD system - Adaptive teaching - Small-steps teaching - Formative approach to adapting lesson structures. 	<p>https://walkthrus.co.uk/how-does-it-work</p> <p>https://teacherhead.com/2023/05/11/three-years-of-teaching-walkthrus/</p>	<p>1, 2, 5</p>
<p>Support the further development of the EYFS curriculum through embedding CUSP Early Foundations curriculum materials.</p>	<p>https://www.unity-curriculum.co.uk/more-information/cusp-early-foundations/</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-</p>	<p>1, 2, 3, 5</p>

	approaches#:~:text=On%20average%2C%20children%20who%20are,for%20children%20from%20disadvantaged%20backgrounds.	
Support the further development of our EYFS and Year 1 provision through engagement with advisory support provided by Early Excellence.	https://earlyexcellence.com/wp-content/uploads/2018/01/EX_CRE_CREC_TheHundredReview.pdf	1, 2, 3, 5
Continue to embed our new systematic synthetic phonics scheme - Little Wandle Letters and Sounds Revised.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/	2, 5
Introduce and embed key elements of the CUSP curriculum: CUSP Reading, Writing, Spelling, Science, Geography and History.	The CUSP curriculum - https://www.unity-curriculum.co.uk/more-information/ https://www.unity-curriculum.co.uk/more-information/primary/ Reading comprehension strategies - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 5
Introduce and embed The Ark maths curriculum.	https://www.arkcurriculumplus.org.uk/programme-preview/	2

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

Budgeted cost: £57,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use our Little Wandle Letters and Sounds Revised SSP 'keep-up', 'catch-up' and SEND programme and resources to provide strong phonics intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 5
Using advice, CPD and materials from specialists from the	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 5

Local Authority, lead programmes of speech and language (SALT) intervention.	https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches#:~:text=On%20average%2C%20children%20who%20are,for%20children%20from%20disadvantaged%20backgrounds.	
Support children with SEND, including higher-needs SEND, to access their learning and make progress from starting points.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 5

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

Budgeted cost: £42,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
To retain the services of the Welfare and Safeguarding Lead.	<p>Early intervention with attendance secures better outcomes as does working closely with families. Barriers such as poor housing, lack of opportunity, poor nutrition etc. all can lead to children not performing at their best in school.</p> <p>EEF research shows parental engagement has a positive impact of +4 months - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
Continue to work closely with families to promote strong school attendance for all, including through the introduction of a focused programme of emotionally-based school avoidance (EBSA) support.	<p>Early intervention with attendance secures better outcomes as does working closely with families.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>EEF research shows parental engagement has a positive impact of +4 months - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4

	https://www.cambslearntogether.co.uk/asset-library/ebsa-parent-guide-easy-read2.pdf	
Additional adults to support targeted pupils who are at a 'crisis' point with their social and emotional needs- Learning Mentor. ELSA support for identified children.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5
Ensure that there is equitable access to enrichment and extra-curricular opportunities for disadvantaged children including trips, residential and clubs. Pupil Premium children make up 50% of the participants for each extra curricular club. PP children are in receipt of 100% funding towards trips and residential.	To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and enrichment activities. https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	3
All children to have access to our 'Magic Breakfast' each morning.	https://www.magicbreakfast.com/research/rise-and-shine-how-breakfast-impacts-the-health-and-educational-outcomes-of-children-and-young-people/	1, 2, 3, 4, 5
Engage with a range of strategies to develop and increase parental engagement with learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5
Embed the Outdoor Play and Learning (OPAL) programme in school.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning https://outdoorplayandlearning.org.uk/research-and-evidence/	1, 3

Total budgeted cost: £ 225, 650

Part B: Review of Pupil Premium Strategy outcomes in the previous academic year.

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

Internal CPD and monitoring have been closely focused on raising the quality of teaching and learning, while ensuring classrooms are inclusive environments where all children are provided with the tools, scaffolds, and support necessary to succeed. Building on this, maintaining consistently high standards of teaching and learning, alongside improving outcomes for disadvantaged pupils will remain a key focus as we implement our new Pupil Premium Strategy for the 2025–26 academic year. This approach ensures that professional development, classroom practice, and targeted interventions continue to work together to close attainment gaps and support all learners effectively.

The implementation of **Little Wandle phonics** has been highly effective, ensuring that Year 1 pupils, including Pupil Premium children, make strong progress and are well-prepared for Year 2. Additional targeted phonics interventions also resulted in **100% of Pupil Premium children accessing this support passing the Year 1 Phonics Screening Check**, demonstrating a significant impact on early reading outcomes. The percentage of children reaching the expected standard in Phonics was 86%.

Overall attendance for the school was **94.5.0%**, with **0.89% unauthorised absence** and **4.1% authorised absence**. Pupil Premium pupils had slightly lower attendance at **93.9%**, compared to **96.2% for non-Pupil Premium pupils**. Improving attendance will continue to be a priority this year.

The positive impact of our Welfare and Safeguarding Lead and Learning Mentors has been significant for both children and their families. Their targeted support has helped to improve pupil wellbeing, engagement, and readiness to learn, while also providing families with guidance and practical support to overcome barriers. This pastoral provision has contributed to increased attendance, reduced behavioural incidents, and enhanced social and emotional development, ensuring that disadvantaged pupils are fully supported both inside and outside the classroom.

For the 2025–26 academic year, a key focus of the Pupil Premium plan will be on targeted areas of classroom pedagogy to support the progress of all pupils, with particular attention to disadvantaged children. This will include the continued use and development of the Teaching Walkthrus, alongside strategies such as adaptive teaching, small-steps progress and a formative approach to lesson planning. These approaches will ensure lessons are responsive to pupils' needs, enabling all children to make strong progress and helping to close attainment gaps.

Externally provided programmes 2024-25

Programme	Provider
PiXL Primary	PiXL
ELSA (Emotional Literacy Support Assistant) programme	Peterborough City Council
Accelerated Reader	Renaissance Learning
Little Wandle	DfE New Wave Hubs

Reading Fluency Project	Herts for Learning
Magic Breakfast	Magic Breakfast