

Pupil premium strategy statement – Gatcombe Park 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	204
Proportion (%) of pupil premium eligible pupils	28%
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)	2025/26
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Ben Simpson-Headteacher
Pupil premium lead	Euan Bradshaw
Governor / Trustee lead	Victoria Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,080 (including service premium and PLAC premium)
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>	£94,080

Part A: Pupil premium strategy plan

Statement of intent

Our intention is 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 that 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<i>Reading fluency in lower KS2. Data indicates that children in receipt of PP funding have a fluency level that is lower than that of non-disadvantaged peers, making reading more of a difficulty.</i>
2	Writing- Pupil progress meetings indicate that children in receipt of PP funding have writing that is hindered by their understanding of grammar, punctuation and spelling.
3	Maths- Pupil progress meetings indicate that children in receipt of PP funding, arithmetic skills and application of number knowledge (from previous year groups national curriculums) to reasoning hinders their achievement in mathematics.
4	Baseline EY data suggests Communication and Language is a deficit for many pupils in EY with 75% of EY children in receipt of PP funding not meeting the developmental milestones of a child 3-4.
5	Data indicates that a high proportion of children in receipt of PP funding (65 incidents in 12-month period last academic year) struggle to self-regulate in classrooms.

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
Improved reading attainment among disadvantaged pupils.	Internal moderated data on reading outcomes in 2025/26 to show that more than 75% (peers national average) of disadvantaged pupils meet the expected standard.
Improved writing attainment among disadvantaged pupils.	Internal moderated data on writing outcomes in 2025/26 to show that more than 72% of disadvantaged pupils meet the expected standard.
Improved maths attainment among disadvantaged pupils.	Internal moderated data on maths outcomes in 2025/26 to show that more

	than 74% of disadvantaged pupils meet the expected standard.
Improved outcome in communication and Language in Early Years and develop oracy across the school.	Disadvantaged pupils making progress in their Communication and Language. Reception cohort to achieve in line with national average for Communication and Language.
Improved wellbeing and engagement in school life.	Reduction of behaviour incidents e.g. repeat suspensions. Amounts of house points awarded (online measure).

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: £47,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of Oracy across curriculum</i>	Oral language approaches have a high impact on pupil outcomes (+6 month's additional progress). Oral language interventions EEF	4
<i>Introduction of Destination Reader into KS2.</i>	Feedback has shown improved teaching of reading in KS2 and develops deeper understanding of age-appropriate texts.	1
<i>Monitoring fluency programme to ensure that it leads to improved outcomes.</i>	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: Phonics Toolkit Strand Education Endowment Foundation EEF Why focus on reading fluency? EEF	1

<p><i>Release of Early Reading leader for coaching to ensure that reading is delivered to the highest level across the school.</i></p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p><i>Implementation of Kinetic Letters to improve handwriting and fine motor skills in Y1-6</i></p>	<p>Develop pupils' transcription and sentence construction skills through extensive practice recommended through EEF. Improving Literacy in Key Stage 2 EEF</p>	<p>2</p>
<p><i>Monitoring from subject leader of handwriting lessons.</i></p>	<p>Develop pupils' transcription and sentence construction skills through extensive practice recommended through EEF. Improving Literacy in Key Stage 2 EEF</p>	<p>2</p>
<p><i>Re-implementation of Mastering Number across Y4/5</i></p>	<p>Develop children's depth of understanding of Mathematics, through effective teaching. EEF Toolkit low cost/moderate impact (+5 months' progress). See further detail EEF Mastery Teaching</p>	<p>3</p>
<p><i>Monitoring from subject leader of Maths lessons.</i></p>	<p>Develop children's depth of understanding of Mathematics, through effective teaching. EEF Toolkit low cost/moderate impact (+5 months' progress). See further detail EEF Mastery Teaching</p>	<p>3</p>
<p><i>Analysis of PIRA/PUMA testing to identify next steps in teaching.</i></p>	<p>Develop children's depth of understanding of Mathematics, through effective teaching. EEF recommendation to use assessment to build upon pupils' existing knowledge and understanding Improving Mathematics in Key Stages 2 and 3 EEF</p>	<p>3,1</p>

<p><i>Development of use of pre and post assessments in Maths using KPIs to identify next steps in teaching.</i></p>	<p>Develop children’s depth of understanding of Mathematics, through effective teaching.</p> <p>EEF recommendation to use assessment to build upon pupils’ existing knowledge and understanding</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	<p>3,1</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Early talk Boost training and resources to improve speech and language in EY.</i></p>	<p>Develop children’s communication and language skills in EY.</p> <p>early-talk-boost-evaluation2015-1.pdf Oral language interventions EEF</p>	
<p><i>Little Wandle Catch up to improve phonic knowledge across school.</i></p>	<p>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:</p> <p>EEF moderate cost/moderate impact (+4 months’ progress). Report EEF Small Group Tuition</p>	
<p><i>Little Wandle Fluency to improve fluency across school.</i></p>	<p>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:</p>	

	EEF moderate cost/moderate impact (+4 months' progress). Report EEF Small Group Tuition	
<i>Number Sense Number bond fluency to improve number fact knowledge and retention across school.</i>	To ensure children have efficient fact knowledge to free their working memory for new concepts. EEF moderate cost/moderate impact (+4 months' progress). Report EEF Small Group Tuition	
<i>Senior Leaders to run booster groups in Maths based on assessments.</i>	To support understanding of key areas of learning to support those going into KS2 assessments. EEF moderate cost/moderate impact (+4 months' progress). Report EEF Small Group Tuition	
<i>Senior Leaders to run booster groups in Writing based on assessments.</i>	To support understanding of key areas of learning to support those going into KS2 assessments. EEF moderate cost/moderate impact (+4 months' progress). Report EEF Small Group Tuition	

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

Budgeted cost: £23,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maintain pastoral team to support dis-regulated children.</i>	Targeted approaches to meet the needs of individuals within the school Improving Behaviour in schools	5
<i>Implementation of new behavioural policy developed through the year.</i>	Using simple approaches to become part of general routine. Improving Behaviour in schools	5

<i>Maintain processes for attendance.</i>	Good attendance is linked to good academic achievement and emotional health and wellbeing. -Working together to improve attendance	1,2,3,4,5
<i>Develop cultural capital through wider opportunities</i>	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion. Outdoor adventure learning EEF	5
<i>Development of oracy in play to support communication and language.</i>	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions EEF	4,5

Total budgeted cost: £94,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Evaluation																										
Improved reading attainment among disadvantaged pupils.	<table border="1" data-bbox="810 465 1412 1128"> <thead> <tr> <th>Year Group</th> <th>Entry to year ARE+</th> <th>Reading ARE+</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>71%</td> <td>66.67%</td> </tr> <tr> <td>2</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>3</td> <td>50%</td> <td>60%</td> </tr> <tr> <td>4</td> <td>37.5%</td> <td>44%</td> </tr> <tr> <td>5</td> <td>61.54%</td> <td>75%</td> </tr> <tr> <td>6</td> <td>88%</td> <td>75%</td> </tr> </tbody> </table> <p data-bbox="810 1137 1412 1352">National average- 75% National average PP – 63% End of KS2 school data indicates that PP children are achieving significantly above national data markers.</p>			Year Group	Entry to year ARE+	Reading ARE+	R			1	71%	66.67%	2	70%	80%	3	50%	60%	4	37.5%	44%	5	61.54%	75%	6	88%	75%
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Improved outcome in communication and Language in Early Years.	YR- Communication and language- 71% achieve ELG +38% (Baseline)																								
Improved wellbeing and engagement in school life.	<p>Serious behavioural incidents with PP children</p> <p>Sep 23- May 24- 64 incidents</p> <p>Sep 24- May 25- 65 incidents</p> <p>No improvement</p>																								

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
Little Wandle	Wandle Learning Trust
Mastering Number KS1	NCETM
Mastering Number KS2	NCETM
1 st Class@Number	Edgehill
My HappyMinds	NHS
Kinetic Letters	Kinetic Letters
EYBoost	Speech & Language UK
Destination Reader	Hackney Services

Service pupil premium funding (optional)

<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>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)