

Pupil premium strategy statement Guyhirn Church of England 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	82
Proportion (%) of pupil premium eligible pupils	18.3%
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)	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Karen Milnthorpe
Pupil premium lead	Karen Milnthorpe
Governor / Trustee lead	Jade Fitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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>	£31655

Part A: Pupil premium strategy plan

Statement of intent

Guyhirn Church of England Primary School we consider the context of the school, and the challenges the school faces targeting the use of our Pupil Premium funding, to ensure that our disadvantaged pupils receive the highest quality of education. We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning as well as challenging those who are already high attainers.

Our ultimate objectives are to:

Remove barriers to learning created by poverty, family circumstance and background

Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally

Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

Develop confidence in their ability to communicate effectively in a wide range of contexts

Enable pupils to look after their social and emotional well being and to develop resilience.

Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context

Guyhirn Church of England primary school is a small village school in a rural location that has 3 classes of mixed age children and a Pre-school. 26% of pupils are eligible for Pupil Premium.

Achieving our objectives In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work,
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and dance/drama
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. This list is not exhaustive and these may change based on the individual needs of the children at that moment in time.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium Strategy Statement 2025-2026 Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and health needs of our pupils and families
2	Pupils and families have a lack of aspirations for their futures reducing their motivation and commitment to learning
3	Oral language skills and vocabulary
4	Slow progress rates made by some pupil premium children
5	School readiness (low academic baselines on entry, socially and emotionally ready)

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
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils	High and improving attendance rate for all pupils. The gap between disadvantaged pupils and non - disadvantaged pupils remains low
To support families and pupils with social, emotional and health needs through Family worker, nurture groups , information sessions etc	Families and pupils feel supported, ensuring children are ready for learning and achieve their full potential with support from families
To improve oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments
To develop reading, phonics, vocabulary, and Speech and Language in EYFS & KS1	Children are able to use all their skills gained through Phonics, and speech and language support to read and write, giving them the knowledge for further development in KS2.
Continue to boost pupils who need support in Reading, Writing and Maths particularly diminishing the gap between disadvantaged and non disadvantage pupils	Children are working alongside their peers in all aspects of the curriculum

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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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium/ Inclusion staff meetings to discuss areas for development, bespoke interventions and implementing support for individuals	The need for a fully inclusive school is supported by well informed and trained staff who can support teachers to develop progress of under attaining pupils, whilst reducing teacher workload. The attainment and progress of all pupils is a collaborative approach including high quality teaching and effective intervention and support	3,4,5
Continual Cycle of CPD to support staff to deliver High quality teaching and keep ups when required	By providing appropriate and continuous CPD to staff is important to develop the practice of all staff within the setting to ensure they meet the needs of individuals and is therefore beneficial to our pupils.	3,4,5

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

Budgeted cost: £ 25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and Teaching Assistants to provide bespoke	Through the use of assessments, whiteboards, cold calling and lapping staff are able to identify misconceptions/ errors and address these in real time	2,3,4,6

keep ups / sessions for children not achieving aspects of the given task	ensuring children can build on their progress and to prevent gaps in learning	
Teaching assistants to provide bespoke sessions for children for SEMH & SALT	Through early identification of SEN needs ,specialist support is given and delivered by Teaching assistants trained by the professionals	1, 3
Deployment of HLTA to support development of maths / English in mixed aged class of Y4/Y5/Y6	With 3 year groups and the delivery of Can Do Maths to each individual Year group to ensure a progressive maths curriculum The HLTA is able to deliver High Quality provision alongside the teacher	2,3,4
Staff working in Pre-school are promoting independence and encouraging the development of basic life skills	Children acquire behaviors by observing others. When early years educators model basic life skills—like wiping down tables, serving food, or hanging up coats—children copy these routines, embedding good habits through direct observation and social reinforcement. When pre-school staff scaffold life skills—such as demonstrating how to zip a coat or offering visual prompts for handwashing—children gradually internalize these processes until they achieve full autonomy	5

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

Budgeted cost: £ 2655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and pastoral support for pupils and families	Regular school attendance and educational attainment are indistinguishably linked. Through a responsive and supportive whole school approach with bespoke support, attendance can be improved.	1,2,4,5

<i>To provide swimming lessons to all pupils</i>	Water safety is of great importance as the school is close to the river and it runs adjacent to the school.	1.2
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Total budgeted cost: £ 31655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2025-2026 attendance improved from the previous year. However this still remains a focus for forthcoming years and ensuring children are on time and not missing vital learning.

Data from assessments for disadvantaged pupils continues to see a significant improvement with the majority working alongside their peers. This has been supported by the High Quality teaching of our progressive curriculum and support given by staff who have adapted and revised their support to ensure all children achieve.

All provision by pupil led funding continues to ensure our children are all supported to make progress and are becoming more confident learners.

Providing the support in all aspects of school life ensures our children are school ready, learning ready and that we prepare them for everyday life and challenges..

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

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

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