

St Gilbert of Sempringham C of E Primary School**Pupil Premium Strategy 2024-2025**

2024-2025		
PP Budget for academic year: £60,562	Number of pupils on roll- 71, 72, 68, 69 (excluding nursery)	Dates of most recent external review: January 2024- Ofsted
PP Lead- Sophie Foston Inclusion Governor- Rob Cole	Number of pupils eligible for PP funding – 20 September 2024 28 December 2024 28 April 2025 29 June 2025	Dates of internal reviews: Autumn term 2024 Spring Term 2025 Summer Term 2025

2024-2025 POINTON	Number of pupils eligible for PP funding September 2024 November 2024 April 2025 July 2025	PP % of cohort September 2024 November 2024 April 2025 July 2025
Reception	0 1 1 2	0 11% 12.5% 25%
Year 1	3 3 4 4	33% 30% 40% 40%
Year 2	1 1 1 1	11% 10% 11.1% 10%
Year 3	0 2 2 2	0 25% 25% 25%
Year 4	7 8 9 9	58% 62% 69.2% 69.2%
Year 5	4 6 6 6	44% 55% 54.5% 54.5%
Year 6	5 6 5 5	45% 55% 45.4% 55%
Whole School	20 28 28 29	28% 39% 41.1% 42%

Assessment Data Summary 2023-2024

2023-2024 Summary

	% Achieved GLD Whole Cohort PP
Reception	67% 33%

Phonics Screening Check	% Achieved 32 or above Whole Cohort
Year 1	60%
Year 2	50%

KS1	% Achieving expected standard and above Whole Cohort PP	% Achieving a higher standard Whole Cohort PP
Reading	57% 100%	14% 100%
Writing	57% 100%	0
Maths	57% 100%	0
Combined	57% 100%	0

Y4 Multiplication Times Table Check	% Whole cohort
20+ out of 25	91%
25 out of 25	72%

KS2	% Achieving expected standard and above Whole Cohort PP	% Achieving expected standard and above Whole Cohort PP	Average Point Score
Reading	67% 25%	20% 0%	101
Writing	67% 25%	20% 0%	NA
Maths	73% 50%	20% 0%	102
Combined	67% 25%	20% 0%	NA
Spelling, Punctuation and Grammar	60% 25%	7% 0%	102

Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2024-2027

2024-2025	2025-2026	2026-2027
<ul style="list-style-type: none"> • There is a narrowed gap in attainment between PP and Non PP in all core curriculum areas where there is no identified SEN. • Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences • There is improvement in the attendance of PP pupils • The vocabulary gap by the end of EYFS between PP and Non-PP pupils is notably closed. • All pupils make strong progress from EYFS baseline assessments in all areas including disadvantaged pupils • PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD 	<ul style="list-style-type: none"> • The gap in attainment between PP and Non PP pupils, where there is no identified SEND, is narrowed. • Personal development continues to be prioritised and there is a strong focus upon pupil wellbeing and mental health • There is no notable difference between attendance of Non PP and PP • In EYFS There is no gap between PP and Non- PP achieving GLD 	<ul style="list-style-type: none"> • Disadvantaged pupils make exceptional progress across all areas of the curriculum • In EYFS There is no gap between PP and Non- PP achieving GLD

Key challenges for disadvantaged pupils

Internal Challenges

Lower attainment upon entry to school

Literacy development and skills- including vocabulary acquisition, communication, language, reading and writing.

Gaps in Mathematical Knowledge

Challenges affecting mental health and well-being of pupils

External Challenges

Increase in levels of support needed for pupils and their families – including SEND and referrals to TAC, Early Help and other external services

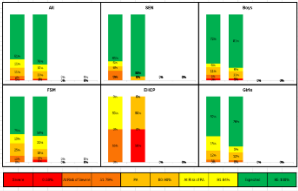
Persistent absenteeism and poor attendance

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2024-2025	Spring 2025-2026	Summer 2026-2027
Teaching					
To support disadvantaged pupils to make strong progress from baseline assessments	<p>Teaching Staff demonstrate strong expertise and skill and ensure that high quality teaching accelerates progress and narrows the gap between PP and Non PP</p> <p>Pupils in Early Years make good or better progress towards GLD</p> <p>Adaptive teaching and effectively targeted guided practice ensures that all pupils make good or better progress in R, W, M</p> <p>Increased attainment- higher % achieving ARE+</p> <p>Effective phonics teaching leads to better outcomes in reading and writing</p>	<ul style="list-style-type: none">Professional development of leaders, teaching staff and subject leadership is prioritised to ensure HQT.Training and development needs are rapidly identified through appraisal to lead to improvement.A cohesive approach to assessment ensures that no child is left behindLearning gaps are quickly identified and adaptations are made to teaching to target learners- scaffolding yet providing stretch and challenge.Pupils make good or better progress and a higher % attain ARE + in RWM in line with Local and National	<p>Staff CPD has continued to be prioritised teaching staff have completed or are engaged in current NPQ programmes. These and other CPD opportunities identified through performance management and through school development planning have increased knowledge and understanding across areas of responsibility, contributing to school improvement.</p> <p>The revised approach to assessment has ensured greater collaboration and communication between leaders. Spotlight pupils and targets groups are clearly identified, and this supports provision mapping and planning. The implementation phase has been successful and as the year progresses and the assessment practices are embedded the impact on pupil progress will be further evaluated.</p>	<p>Further opportunities have been taken by staff members to complete NPQ programmes, both as an initial programme or following completion of previous NPQ- this serves to develop and strengthen leadership across the federation.</p> <p>Our federated school is now engaged in an assessment project with LEAD to develop and embed effective assessment across all curriculum areas.</p> <p>The revised approach to assessment continues to be embedded and shows strong evidence of pupil progress in core subjects. Moderation has been effective in validating teacher assessment. Further refinement and review of foundation subject assessment is required as a next step.</p>	<p>The school continues to show commitment to staff development and there is a comprehensive approach to CPD. All school leaders are accessing or have accessed NPQs.</p> <p>Assessment lead is currently working with LEAD to implement action plan for assessment, with specific focus on mathematics from September 2025. External specialists have worked with school leaders to Explore current practice and identify areas for development to ensure targeted planning for implementation.</p> <p>Moderations and triangulation between school leaders has continued to evidence improvement in accuracy and use of assessment to ensure pupils are appropriately targeted to ensure strong progress in all year groups.</p>

<p>To develop pupil aspiration, self-motivation and independent learning strategies.</p>	<p>Pupils are resilient and self-motivated. They take responsibility for their learning and are keen to progress. There is a strong sense of aspiration throughout the school.</p>	<ul style="list-style-type: none"> • <i>Effective assessment and feedback is used skilfully to scaffold learning- building upon what pupils know can do and understand.</i> • <i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i> • <i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i> • <i>Pupils have opportunities to build upon their skills and talents</i> 	<p>Pupil interviews and internal monitoring have shown pupils to be enthusiastic in their learning and confident in articulating their progress and what their next steps are. They are proud of the work they have completed. Pupils are increasingly able to talk about their future aspirations.</p>	<p>Pupils continue to show positive attitudes to learning. They are able to articulate their knowledge with confidence and reflect well upon prior learning.</p> <p>Feedback and marking continues to be used skilfully to support pupils in extending their learning further.</p> <p>A member of staff has completed the 'Start small, dream big' CPD and aims to roll out this project over the next academic year to further promote careers based learning and widen pupil aspiration.</p>	<p>Pupils are enthusiastic learners and talk with confidence and enthusiasm regarding their learning. They are able to share their knowledge effectively and reflect upon their own progress, particularly in KS2.</p> <p>Children respond effectively to marking and feedback, their skill in doing so is reflective of age and stage- with UKS2 demonstrating greater understanding and proactivity in doing so.</p> <p>Further work around careers based learning to be mapped out in the forthcoming academic year to further raise pupil aspiration beyond school.</p>
<p>Targeted Academic Support</p>					
<p>To utilise additional adults effectively in order to provide targeted academic support</p>	<p>All disadvantaged pupils, including the 'First 20%', are effectively supported and benefit from adaptive and guided practice, smaller groups and adult support within core subjects.</p>	<ul style="list-style-type: none"> • <i>All staff delivering RWINC have accessed training to ensure high quality teaching</i> • <i>RWINC is taught systematically within small groups which are reviewed in line with assessments to ensure progress</i> • <i>Maths and English interventions are taught within small groups which are</i> 	<p>RWINC phonics continues to be taught to a consistent high standard. Key pupils have been identified for fast-track tuition and this is in place. Current assessment shows 80% of Y1 pupils are on track to achieve PSC.</p> <p>Year 1 Phonics Screening</p>  <p>10% of children already achieving 32+ 80% of children on track to achieve 32+</p>	<p>Pupils continue to make strong progress towards individualised targets in core subjects.</p> <p>Y1 Children continue to make strong progress in RWINC Phonics as a result of high quality teaching and focused 'fast track' intervention.</p> <p>Year 1 Phonics Screening</p>  <p>70% of children on track to pass in Autumn Term. 80% of children on track to pass in Spring Term.</p>	<p>End of year teacher assessment demonstrates that there is a narrowed gap between PP and Non PP, across the whole school achievement of PP pupils is broadly in line with whole school.</p> <p>Whole School Overview</p> 

		<ul style="list-style-type: none"> reviewed half termly to ensure progress. Adults are deployed effectively within the classroom to support teaching and learning- adaptive teaching and guided practice ensures inclusion. The gap between PP and Non PP pupils is closed 	<p>The revised assessment system more easily identifies pupils who require additional support in RWM and provisions are mapped out and evaluated half termly. Further review following spring term assessment will evidence impact.</p>	<p>Pupil progress meetings will be utilised to identify individual learning targets and provisions for 'spotlight pupils' who are working towards their targets.</p>	<p>Whole School Overview (Subjects)</p> <p>A target for next year will be to focus on increasing the % of PP pupils achieving GDS.</p> <p>This year 80% achieved ARE in PSC a 20% increase from the previous academic year.</p>
<p>Specific interventions are in place to address early language and communication difficulties.</p>	<p>Specific speaking and listening intervention is in place for pupils to address emerging SLCN.</p> <p>Targeted support focuses upon communication and social skills.</p> <p>The Vocabulary Gap is narrowed.</p>	<ul style="list-style-type: none"> Emerging SLCN are identified quickly and are proactively addressed. Trained support assistant delivers high quality Speech, Language and communication support. Pupil social communication needs are identified and appropriate and timely interventions are used to address these. Vocabulary development through language exposure and experience is prioritised for all pupils. 	<p>ELKAN is being implemented to support pupils with specific SLCN and this is overseen by the SENDCo. A member of support staff has now completed ELKAN training. Where specific communication needs are identified interventions have been implemented through discussion with SENDCo including socially speaking and specific interventions linked to need, following advice from external agencies. Provisions are reviewed half termly and further evidence of impact will be evaluated next term.</p>	<p>Pupils continue to receive effective support in SLCN and there is provision and appropriate intervention in place. These are evaluated half termly and overseen by the SENDCo.</p> <p>Early identification tools including PIVATs, VSEND and SNAP are utilised by school staff to support identification of needs.</p>	<p>SLCN continues to be effectively supported through classroom, adaptive provision and interventions.</p> <p>Progress is reflected in PIVAT assessments and in their speaking and listening contributions within and outside of the classroom. Where needed additional social speaking and interaction-based support has improved pupil confidence and understanding of interacting with others. Increased opportunities for speaking and listening and language exposure is closing the vocabulary gap.</p>
<p>Interventions are effective in addressing gaps</p>	<p>Interventions demonstrate</p>	<ul style="list-style-type: none"> Provision maps, informed by assessment, 	<p>Monitoring of interventions evidences the quality of provisions in place and the</p>	<p>Assessment and evaluation of provision maps continue to evidence impact.</p>	<p>Spotlight pupils have been appropriately targeted to receive interventions matched to their</p>

in learning and accelerating progress	<p>measurable impact.</p> <p>Gaps in learning are identified and pupils are appropriately supported to make rapid progress</p>	<p><i>effectively identify pupil learning needs and ensure a robust cycle of evaluation and review.</i></p> <ul style="list-style-type: none"> • <i>Teaching assistants are skilful in the delivery of all interventions</i> • <i>Effective interventions in R, W, M address individual learning needs and support pupil progress.</i> 	<p>knowledge and skills of support staff delivering. Assessment has identified key pupils to be targeted for next term and further review and evaluation will take place, overseen by the assessment lead in March 2025.</p>	<p>Pupil progress meetings focused upon 'spotlight pupils' will identify individualised targets and provisions to 'close the gap' as we move towards the end of the academic year and support readiness for the next stage of learning.</p>	<p>needs. This has supported them in making progress towards achieving individual learning targets and closing the gap between PP and non-PP.</p>
Wider Strategies					
Pupil mental health and well-being needs are identified and continue to be met through high quality pastoral care and support.	<p>Pupil personal development, mental health and well-being is prioritised.</p> <p>Pupils feel safe, valued and reassured.</p> <p>There is a therapeutic approach to supporting all pupils</p>	<ul style="list-style-type: none"> • <i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i> • <i>Pupils are confident and happy- they can all name a trusted adult they can go to.</i> • <i>Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</i> 	<p>Opportunities for all children to be involved in enrichment opportunities have increased. These have included Roots for Food and Indian Experience.</p> <p>Pupil voice indicates that children feel safe in school and have an adult they can go to. They feel their wellbeing is prioritised by school staff.</p> <p>Drawing and Talking will be introduced from January 2025. PIVATs PSED should be used to identify pupils who are most in need of this support as part of class teacher assessment.</p>	<p>The school continues to provide widened opportunities beyond the curriculum. All KS1 and KS2 classes have had the opportunity to attend a school visit linked to their learning in history.</p> <p>Pupil wellbeing continues to be prioritised and this is reflected in pupil voice. Children feel valued and are all able to articulate how school supports their wellbeing.</p> <p>Where appropriate interventions continue to be in place for specific pupils and external support is accessed as needed.</p>	<p>All pupils have equity of opportunity to wide ranging enrichment opportunities. These have significantly improved pupils cultural awareness, aspiration and increased pupil motivation and enjoyment in school.</p> <p>Drawing and Talking continues to be used effectively to support pupils in developing their emotional literacy and understanding of feelings and emotions.</p> <p>We are a caring Christian school and personal development has continued to grow – our commitment to this is evident in all aspects of school life.</p>
Attendance is significantly improved	<p><i>There is no gap between attendance of PP</i></p>	<ul style="list-style-type: none"> • <i>Increase in pupil attendance- no evident gap between</i> 	<p>Analysis of attendance for pupil groups shows an improvement in attendance of</p>	<p>There continues to be marginal improvements in attendance of PP and Non-PP pupils.</p>	<p>There continues to be marginal improvements in attendance of PP pupils. However there continues</p>

	<p>and Non-PP pupils and there is effective support in place to support families where children are at risk of persistent absenteeism.</p> <p>Families are effectively supported through TAC and EH processes and where appropriate external support is required.</p> <p>A robust approach to monitoring and evaluating attendance of key children is in place and actions taken demonstrate a direct impact in raising attendance.</p>	<p>attendance of PP and non-PP pupils</p> <ul style="list-style-type: none"> • Reduction in persistent absenteeism. • School attendance data is in line with National and Local • Families are effectively supported through TAC and Early Help processes. • There are strong networks of collaboration between home and school. 	<p>PP and Non PP pupils. The % of Severe absentees is low. Where attendance is a concern and policy is followed to take robust action to address concerns.</p>  <p>Attendance is presently in line with National.</p>	<p>School attendance remains in line with National and there has been a decrease in pupils who are persistently absent.</p> <p>Attendance policy and procedures continue to be followed with rigor.</p> <p>Attendance remains a whole school priority.</p>	<p>to be a gap in attendance of PP compared to Non PP- 91.93% compared to 98.07%- whole school 95.6%. There has been a reduction in Persistent absenteeism and no pupils are Severe or at risk of Severe absence.</p> <p>Individual case studies are in place to analyse attendance concerns and we continue to work with families to support in raising attendance.</p> <p>LCC policy to be adopted next academic year and attendance will continue to be a school priority and PP priority to narrow the gap further.</p>
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Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./ proposed spending)	Review Date
Teaching	<p>Ensure that leaders, teaching and support staff have access to high quality training, mentoring and development opportunities through external CPD and opportunities for collaboration.</p> <p><i>EEF Guide to Pupil Premium 2019- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium</i></p> <p><i>EEF- Moving Forwards, making a difference 2022-2023- 'High Quality Teaching- securing teacher development</i></p>	<p>Staff knowledge and skills across the curriculum will be developed, ensuring that there is expertise in all subjects leading to accelerated progress as a result of high-quality teaching and learning opportunities.</p>	<p>Learning walks</p> <p>Lesson observation</p> <p>Work scrutiny</p> <p>External visits</p> <p>Pupil Progress meetings</p> <p>Governor monitoring</p> <p>Subject leader monitoring and</p>	<p>Headteacher, Senior Leaders and Subject Leaders to identify training needs of staff through appraisal and monitoring and through School Improvement</p>	£3,000	Termly through subject leader action plans and SIP evaluations

			action plan evaluations LA review	planning and monitoring		
Teaching	Development of high quality EYFS provision to ensure that all pupils make a strong start across all areas of learning within a purposeful learning environment.	EYFS lays the foundations for learning and an environment which promotes all areas for development and ignites pupils curiosity and love of learning	Learning walks Observations External visits- LA/ Governors School improvement evaluation	EYFS Lead	£12,000	Termly through SIP evaluation
Teaching	Deployment of additional support staff to provide enhanced teaching support within core subjects through focused small group tuition across all key stages (Small group tuition EEF +4)	Additional support within the classroom and small group tuition will provide greater opportunity for focused support and address gaps in learning.	Assessment Monitoring of teaching and learning English and Maths leader monitoring LA Visits SEF Governor monitoring	Class teachers Assessment lead Pupil Premium Leader SEND Co Headteacher	£20,000	Termly review of progress through moderation to identify impact across RWM
Teaching	Investment in resources and additional staff appointed to lead phonics across EYFS and KS1 to provide small group teaching based upon assessment. (Phonics EEF +5)	Pupils benefit from small groups and this will allow for pupils to be grouped appropriately according to programme assessments thereby addressing learning needs and accelerating progress.	Phonics monitoring and coaching RWInc leader visits Phonics tracker and assessment data	Phonics and English Leaders SLT Class teachers	£8,000	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
Targeted Academic support	Small group/ 1:1 tuition and intervention across RWM- Including Fresh Start, RWInc phonics (1:1 tutoring) and comprehension and Get Writing, Ready to Progress (Mathematics) (Teaching assistant interventions EEF +4)	Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.	Provision mapping Intervention evaluations and observations Headteacher report to governors Assessment data	Pupil Premium Leaders English and Maths Leaders Class Teachers Assessment Lead	£5,000	Review with regularity with ongoing assessment- provision maps to be reviewed at least half termly in line with APDRs
Targeted Academic support	Targeted support for emerging SLCN through language and communication programmes including ELKAN (Oral Language intervention EEF +6)	Teachers quickly identify emerging SLCN and ensure that there is targeted intervention and support in place to address these. Staff receive appropriate high-quality training.	Provision mapping CLL assessments Observations Pupil discussion Assessment data	SENCo Pupil Premium Leaders English Lead Class Teachers SLT	£5,000	Review with regularity with ongoing assessment- provision maps to be reviewed at least half termly in line with APDRs

Wider strategies	Targeted intervention to support well-being and pupil mental health. (Behaviour interventions EEF +4 and Social and Emotional Learning EEF +4)	Social and emotional interventions are used purposefully are delivered to support pupil wellbeing and support SEMH needs.	Intervention monitoring Provision maps Behaviour logs CPOMs	DSLs SLT Inclusion Leader Class Teachers PSHE Lead	£3,000	Review half termly in line with provision map and APDR evaluations
Wider strategies	Inclusion Leader to improve attendance, mental health and wellbeing and increase parental engagement. (Parental Engagement EEF +4 Social and Emotional Learning EEF +4)	Family support increases parental engagement and is effectively impacts upon pupil wellbeing. Through working with families pupil attendance improves.	Provision maps Behaviour logs CPOMs TAC/ Early Help records of meetings Attendance data HT reports to governors LA monitoring	DSLs SLT Inclusion Leader	£5,000	Supervision of safeguarding meetings each month (DSLs) SLT meetings fortnightly to review. Attendance report to Governors and LA termly
			Total		£61,000	