Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School Overview

School Name	Guilsborough C of E primary School
Number of Pupils in School	93
Proportion (%) of Pupil Premium Eligible Pupils	(13) 14%
Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027 Y3 of the plan (2026-2027)
Date this Statement was Published	December 2026
Date on Which it will be Reviewed	January 2027
	April 2027
	July 2027
Statement Authorised By	Trust AIO
Pupil Premium Lead	Katie Shilliam
Trustee Lead	Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,980
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 14,980

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Guilsborough C of E Primary School we aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish. This means being ambitious for every pupil and ensuring that disadvantage does not limit achievement, opportunity or future success. Improving outcomes for disadvantaged pupils is therefore integral to our approach to school improvement.

At present, we have 12 pupils in receipt of Pupil Premium funding, including three pupils who joined the school during the 2026/27 academic year. We also have one Previously Looked After Child (PLAC) on roll. We also embrace the challenges facing other children who may be classed as vulnerable but not fall under the formally recognised umbrella of 'disadvantaged'.

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve well across the curriculum. This includes disadvantaged pupils who need additional support to achieve age-related expectations and those who are already high attainers and should be challenged to achieve greater depth.

Our understanding of disadvantage extends beyond eligibility for Pupil Premium. We recognise that pupils may experience a range of barriers to learning, achievement, attendance and wellbeing, including vulnerable pupils such as those who have a social worker or are young carers. Need is identified early and support is determined by individual circumstances and barriers, regardless of whether a pupil is eligible for Pupil Premium funding.

Our universal offer places high-quality adaptive teaching at the heart of improving outcomes for disadvantaged pupils, while benefiting all pupils**.** Assessment, responsive teaching and a secure understanding of individual pupils are used to identify gaps and determine where adaptation or additional support is required. This reflects PDET's three-tiered approach: high-quality adaptive teaching (HQAT) and assessment; targeted academic support; and wider strategies to address barriers to educational success, including attendance, behaviour and wellbeing. Targeted academic support supplements, rather than replaces, effective classroom teaching.

Our approach is rooted in robust diagnostic assessment and professional knowledge rather than assumptions about disadvantage. It is a whole-school responsibility, with all staff maintaining high expectations for disadvantaged pupils and taking responsibility for their outcomes. The impact of provision is evaluated and the approach refined where it is not securing the intended outcomes.

Challenges

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

Challenge Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1, 2
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased. 33% of our disadvantaged pupils and an increasing number of others in school currently require additional support with social and emotional needs.	3
7	Our attendance data over the last year indicates that attendance among disadvantaged pupils is lower (90.9%) compared to non-disadvantaged pupils (96.6%). 11% of disadvantaged pupils have been 'persistently absent' compared to non-disadvantaged at 9% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2025/26 and 2026/27 will continue to meet/exceed the expected standard in the phonics screening check. At Guilsborough having a strong phonic knowledge foundation supports the progression of reading from year 2-6.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2025/26 and 2026/27 will meet/exceed the expected standard in national expectations and Years 1-6 will show progress across the school in termly data drops.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2025/26 and 2026/27 will meet/exceed the expected standard in national expectations and Years 1-6 will show progress across the school in termly data drops.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations will indicate significant improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Our new reading and writing approach will show positive impact and outcomes.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5	KS2 maths outcomes in 2025/26 and 2026/27 will meet/exceed the expected standard in national expectations and Years 1-6 will show progress across the school in termly data drops. We will continue to embed training on reasoning and problem-solving from Gareth Metcalfe which will support this progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	Sustained high levels of wellbeing from 2025/26 and 26/27 will be demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • An increase in specific targeted support for individual needs.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	7	Sustained high attendance from 2025/26 and 2026/27 will be demonstrated by: • The overall absence rate for all pupils being 96% or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and in line with or above national. At Guilsborough, working with our families is key to supporting attendance so will be increased when needed.

Activity in this Academic Year

This details how you intend to spend your school's pupil premium **this academic year** to address the challenges listed above.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2563

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of standardised tests and Boost Insight analysis tool, for reading and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2,3,4,5
Improving HQAT by focusing on Rosenshine's Principles in Action. We will continue to: • Access Trust CPD • Commission the external teaching and learning partner to work with staff throughout the year • Maintain a strong focus on QFT in our internal CPD programme.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	1, 2, 3, 4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to: • Access Trust phonics training and support from Phonics consultant. • Access Little Wandle training through a live/updated teaching website. • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.	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	1
To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to: • Access Trust CPD on reading and the teaching sequence • Work with colleagues in regional hub to develop practice. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external partners.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	1,2

To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. We will continue to: • Access Trust CPD on reading and the teaching sequence • Work with colleagues in regional hub to develop practice. Provide regular non-contact time for our English SL to work with class teachers, TAs and external partners.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	1,2,3,4
To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving We will continue to: • Access Trust CPD on maths • Maximise support from the Trusts' Maths specialist • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external partners.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	5

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3763.16

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Provide reading and maths interventions targeted at disadvantaged pupils who require further support.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. *(Teaching & Learning Toolkit: EEF).*	2,3,4, 5
Additional phonics sessions are provided for disadvantaged pupils who require further support. All staff delivering interventions are fully trained in the Little Wandle programme, ensuring consistent and effective phonics teaching.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	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	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support with particular focus on applying spelling, grammar and punctuation skills in all areas of writing.	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	3
The school works with the English Hubs and an English consultant to develop staff expertise in vocabulary, oracy and narrative skills. WellComm assessments identify language needs, with targeted 1:1 reading and communication interventions provided where needed.	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: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	4
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	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	5

Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8653.84

Activity	Evidence that supports this approach	Challenge Number(s) addressed
To support disadvantaged pupils with barriers to learning due to multiple vulnerabilities through the expanded intervention support including Nurture group, meet and greet, parental support EHAs and academic interventions. Ensure disadvantaged pupils have access to trips, extra-curricular activities in and out of school and school uniform.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	6
Supporting families with any social and emotional issues. Our family Support worker will: • Deliver whole school CPD to develop and implement new procedures. • Deliver whole school CPD on specific areas of PSHE and wellbeing including – Emotion Coaching, Protective behaviours, Voice of the child, Autism and the classroom, Early Help and Prem awareness. • Support families in need • Work with HT to support EHAs and Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6,7

Total budgeted cost: £14980

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

At Guilsborough C of E Primary School, our internal assessments and end-of-year outcomes for 2025/26 demonstrate that the performance of disadvantaged pupils continues to improve, particularly in reading and mathematics. Whilst there remains variation across subjects, the impact of targeted support, high-quality teaching and pastoral provision is evident in the progress and attainment of our pupil premium pupils.

Our phonics outcomes remain a particular strength. End-of-year data shows that 11 out of 11 children in the Year 1 cohort (100%) achieved the expected standard. These strong foundations in early reading continue to support pupils' literacy development throughout the school and contribute to the positive outcomes seen in reading attainment.

Reading outcomes for disadvantaged pupils have strengthened significantly. End-of-year data shows that 100% of Year 6 pupil premium pupils achieved the expected standard in reading, with 88% of pupil premium pupils across the school (8 out of 9 pupils) working at age-related expectations. The gap between disadvantaged pupils and their peers has continued to narrow as a result of targeted interventions, Trust-wide professional development, aspirational target setting and a consistent approach to the teaching of reading. Pupil premium funding has enabled additional training and support to optimise High Quality Adaptive Teaching and ensure disadvantaged pupils make strong progress. Our analysis indicates that these successful strategies should be maintained to sustain improvements moving forward.

Writing remains an area for development. End-of-year data shows that 89% of Year 6 pupils achieved the expected standard in writing, with 50% of pupil premium pupils reaching the expected standard. Across the school, 44% of pupil premium pupils are working at age-related expectations in writing. Whilst our interventions and targeted support have had a positive impact on overall attainment, as well as the adoption of the new Trust English structure; further work is required to improve outcomes for disadvantaged pupils. Developing vocabulary, sentence construction, spelling, grammar and writing stamina will remain key priorities next academic year, alongside continued investment in high-quality professional development to strengthen classroom practice.

In Mathematics, outcomes for disadvantaged pupils continue to improve. End-of-year data shows that 89% of Year 6 pupils achieved the expected standard in mathematics, with 50% of pupil premium pupils reaching the expected standard. Across the school, 66% of pupil premium pupils are working at age-related expectations, with a further 22% exceeding expectations. This demonstrates encouraging progress however, raising attainment for pupil premium pupils remains a key improvement priority. Continued focus will be given to securing core concepts, developing fluency and strengthening reasoning and problem-solving skills through targeted intervention and high-quality classroom teaching and

Pupil voice evidence collected in May 2026 demonstrates the positive impact of our wider support strategies. All pupil premium pupils reported feeling safe in school and well supported in their learning. Pupils explained that staff provide effective help when needed and that classroom resources support their understanding. They also highlighted the value of enrichment opportunities, clubs and leadership roles in helping them feel confident, included and ready to learn. These findings reflect the school's strong commitment to supporting pupil wellbeing alongside academic achievement.

The work of our Family Support Worker continues to have a significant impact on pupils and families. Targeted support, early intervention and close partnership working have strengthened outcomes for vulnerable pupils and enhanced staff understanding of social and emotional needs through regular professional development sessions. Our monitoring indicates that emotional wellbeing remains a potential barrier to learning for some disadvantaged pupils and therefore this work will continue to form an important part of our strategy moving forward.

Attendance outcomes for disadvantaged pupils have improved considerably. End-of-year data shows pupil premium attendance at 93.79%. Whilst this figure remains below our aspirational target, it is significantly affected by one persistently absent pupil who continues to receive intensive support. Excluding this pupil, attendance for all other pupil premium pupils is 95.78%, exceeding national attendance figures. Improving attendance for our most vulnerable pupils will remain a key focus during the next academic year to ensure all pupils are able to fully access the curriculum and make the best possible progress.

Overall, our analysis shows that the approaches funded through the pupil premium strategy are having a positive impact on both attainment and wellbeing. Sustaining the strong outcomes in reading, while accelerating progress in writing and mathematics and further improving attendance, will be central priorities within our next pupil premium plan.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium.