

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

Detail	Data
School name	Gilbert Colvin Primary
Number of pupils in school	318 (Oct census 2025)
Proportion (%) of pupil premium eligible pupils	36% (115 Oct census 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Liz Cohen (HT)
Pupil premium lead	Liz Cohen (HT)
Governor lead	Daniel Acheampong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,850
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131,850

Part A: Pupil premium strategy plan

Statement of intent

At Gilbert Colvin Primary School we strive for excellence in all we do to enable all children, including those eligible for pupil premium funding, to make rapid progress towards meeting national expectations and to ensure that this knowledge will be retained as a building block for the next steps of their education.

Our strategic decision-making process is informed by research conducted by the EEF and by our own internal monitoring processes which also informs our SDP. We will consider the challenges faced by vulnerable pupils and their families (such as those who have a social worker; young carers; cost of living crisis; those in temporary housing) and intend to support their needs regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require 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 pupil premium strategy is an integral part of our broader approach to closing educational gaps and supporting all pupils to reach their full potential. It remains responsive to common challenges and individual needs, using robust diagnostic assessment rather than assumptions about the impact of disadvantage or prior learning disruptions. 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 are set
- Act early to intervene at the point need is identified
- Continue with our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes to 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.	Oral language and vocabulary Assessments, observations and discussions with pupils indicated under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout the school and are more prevalent among our disadvantaged pupils than their peers. A lower percentage of pupils achieved the Communication & Language GLD (2024 and 2025) compared to the local authority average, underscoring the importance of prioritising effective oracy and language skill development in the early years.
2	Phonics Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. 57% of PP pupils (7 pupils) passed the Year 1 Phonics Screening Check which was lower than national.
3	Reading and Writing Internal assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of their non-disadvantaged peers in certain year groups and generally below age-related expectations. Additionally, data shows that disadvantaged pupils have made less progress in reading and writing compared to all pupils, highlighting the need for targeted interventions to close these gaps and ensure equitable progress.
4	Greater Depth A key challenge is the limited attainment of greater depth across core subjects such as reading, writing, and maths. This is an issue with all children, but with PP children in particular. Our ongoing assessments attribute this gap to barriers such as limited access to rich language experiences, reduced opportunities for higher-order thinking and problem-solving, and challenges in building resilience and self-confidence for independent learning. Addressing these barriers remains a priority to ensure all pupils achieve their full potential.
5	High Mobility and Housing Instability An increasing number of children are being rehoused in the area, often only to move on again shortly afterward. This transient housing situation leads to challenges such as children moving schools multiple times, which can disrupt their education and social connections. Also safeguarding concerns may arise as families face instability. To address these challenges, the school provides targeted support, including emotional wellbeing programs delivered by our ELSAs, small group interventions, and individual tutoring tailored to the specific needs of these pupils. This has resulted in an increased need for social and emotional support.
6	Attendance and punctuality Our attendance data over the last three years shows that attendance among disadvantaged pupils has consistently been approximately 2% lower than that of all pupils. Contributing factors include temporary housing arrangements,

	which can disrupt routines and stability, as well as challenges faced by pupils with SEND (Special Educational Needs and Disabilities). Our assessments and observations clearly indicate that absenteeism negatively impacts pupil attainment and progress, with disadvantaged pupils being disproportionately affected. Addressing these barriers remains a key priority to ensure equitable outcomes for all learners.
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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
Improve oral language skills and vocabulary among disadvantaged pupils in EYFS.	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, books scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils in Y1 and Y2	Phonics outcomes in 2026/27 show that the school gap is closing between disadvantaged pupils and all pupils. Reduction in disadvantage gap to below 10%.
Improved reading/writing attainment and progress among disadvantaged pupils in KS2	KS2 reading/writing outcomes in 2026/27 show that the school gap is closing between disadvantaged pupils and all pupils. End of key stage attainment and progress in reading/writing for disadvantaged pupils is in line with all pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils	Sustained high levels of wellbeing by 2026/27, demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations; • a significant reduction in emotional concerns; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2026/27 demonstrated by: The overall attendance rate for all pupils being above 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed to less than 1%.

Activity in this academic year

This details how we intend to spend our pupil premium this **academic year 2025/26** to address the challenges listed above.

Teaching

Budgeted cost: **£70,500**

Activity	Evidence that supports this approach	Challenge addressed
Continuing to embed new curriculum schemes of work to ensure that all pupils make consistent progress and acquire essential knowledge. Leaders will place a particular focus on the progress and achievement of disadvantaged pupils, implementing rigorous monitoring procedures to identify gaps and drive improvement effectively.	https://www.marymyatt.com/blog/thinking-about-curriculum-impact https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3,4
Targeted Maths, English and foundation subject CPD to support teachers with meeting the needs of greater depth learners. Training to focus on effective teaching strategies, Assessment for Learning, collaborative planning, adaptive teaching, and high expectations.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3,4
Embedding dialogic activities such as 'think-pair-share', effective questioning techniques, collaborative group work, and structured class discussions throughout the school curriculum. These strategies will support pupils in articulating key ideas, consolidating understanding and expanding their vocabulary. To ensure successful implementation, school will invest in high quality resources and provide ongoing teacher training.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Continue to focus on the RWI phonics programme a DfE validated Systematic Synthetic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	2

<p><u>Phonics programme</u> by evaluating the current practice and keeping up to date with the latest evidence-based RWI practices. Phonics consultant to support teachers throughout the year and provide 1:1 tutoring for pupils in YR/Y1/Y2, including disadvantaged pupils.</p>	<p>comprehension), particularly for disadvantaged pupils. <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	
<p>Work half-termly with an EYFS consultant with a focus on developing communication & language and early literacy. This will include adapting the EYFS curriculum to a two-year cycle, ensuring high-quality texts are embedded throughout, and creating a consistently language-rich environment indoors and outdoors.</p>	<p>This approach aims to improve early language acquisition and secure strong foundations for disadvantaged pupils. EEF Early Years Toolkit – Communication and Language Approaches <u>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</u> EEF Guidance Report – Preparing for Literacy (Birth to 5) <u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</u></p>	1
<p>Purchase of standardised diagnostic assessments (NFER). Training for staff to ensure assessments are interpreted and administered correctly. Alongside this, use of the Insight programme to generate focused data analysis to support discussions during Pupil Progress meetings.</p>	<p>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. <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	1, 2, 3, 4
<p>To deepen pupils' vocabulary and language development, the school will prioritise explicit vocabulary instruction within every writing lesson. This includes the consistent use of WAGOLLs (What A Good One Looks Like) to model high-quality language and structure, as well as working walls that provide ongoing visual support and reinforce key vocabulary throughout a unit of learning.</p>	<p>The EEF Improving Literacy in Key Stage 2 guidance highlights the importance of explicitly teaching vocabulary and providing high-quality models of writing, while the EEF Teaching and Learning Toolkit identifies 'Oral Language Interventions' and 'Feedback' as high-impact, low-cost strategies that significantly improve outcomes, particularly for disadvantaged pupils. <u>EEF Improving Literacy in KS2</u></p>	1,3
<p>Provide comprehensive training for all staff on effective writing strategies, including planning, drafting, and editing techniques, to enhance the quality of writing instruction across the school.</p>	<p>This approach is supported by evidence from the Education Endowment Foundation (EEF), which highlights the positive impact of structured and explicit teaching on improving writing outcomes for disadvantaged pupils. <u>EEF Improving Literacy in KS2</u></p>	3

Explicit teaching of grammar will be refined through a well-sequenced scheme of work (Classroom Secrets), enabling disadvantaged pupils to develop a strong foundation in essential language skills.		
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices, including whole school foci and class teaching through the PSHE / RSHE lessons. This will be supported by CPD for staff. Key initiatives will include embedding of the Zones of Regulation framework and follow up staff-wide training through TISUK (Trauma-Informed Schools UK) or an alternative provider.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

Targeted academic support

Budgeted cost: **£ 45,500**

Activity	Evidence that supports this approach	Challenge addressed
To strengthen early reading outcomes, 1:1 reading sessions twice a week for all pupils eligible for the Pupil Premium, ensuring regular, high-quality practice with an adult. For pupils who need further support with language comprehension, pre-teaching of key vocabulary will be used to help them access texts more confidently. All Pupil Premium pupils will have access to a free breakfast reading club, offering daily opportunities to read in a calm, structured environment and build positive reading habits.	EEF evidence links: <ul style="list-style-type: none"> One-to-one tuition (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Reading comprehension strategies (+6–7 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Barriers to disadvantaged pupils' progress (reading identified as a key barrier): https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools 	2,3
LSAs will provide targeted support for disadvantaged pupils on the SEN register to help them access the curriculum effectively. To enhance this support, LSAs will undergo continuous EEF "Five-a-Day"	Evidence shows that training to support the impact of LSAs in classrooms benefits children's learning and progress. MITA	3

training, focusing on evidence-based strategies such as scaffolding, feedback, and promoting independence, ensuring meaningful and sustained impact.	This guidance outlines practical strategies, including the "Five-a-Day" framework, to ensure that teaching assistants are used effectively to support pupil outcomes. EEF - Making Best Use of Teaching Assistants	
Additional school led small group tutoring sessions led by an intervention teacher targeted at pupils, including disadvantaged pupils, who require additional 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	1,2,3
One-to-one Phonics support targeted at pupils, including disadvantaged pupils, who require additional support in EY/KS1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

Wider strategies

Budgeted cost: **£15,850**

Activity	Evidence that supports this approach	Challenge addressed
We will strengthen mental health and wellbeing provision by continuing training and supervision for Emotional Literacy Support Assistants (ELSAs) and social groups, with a clear focus on supporting disadvantaged pupils. Staff will also have regular CPD opportunities to ensure they remain up to date with best practice in promoting pupils' wellbeing across the school.	Research indicates that taking a coordinated and evidence informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach, often report improved attendance, attention, behaviour and attainment. Impact of ELSA	1, 5, 6
To ensure timely and effective support for vulnerable pupils, including those eligible for the Pupil Premium, the safeguarding and inclusion team will maintain a termly updated vulnerable pupil list. This will combine behaviour logs, attendance data	This strategy aligns with EEF evidence, which highlights that strong pastoral systems contribute to improved academic outcomes for disadvantaged pupils. EEF Toolkit – Behaviour Interventions: https://educationendowmentfoundation.org.uk/educ	5



and wellbeing information to give a clear, triangulated view of each child's needs, enabling early identification of concerns and swift action to address any disparities in attendance, wellbeing or safety.	ation-evidence/teaching-learning-toolkit/behaviour-interventions EEF Toolkit – Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Attendance Interventions Evidence Review: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Outdoor learning is proven to enhance pupils' wider social and emotional development, particularly those who are disadvantaged. We will develop our outdoor learning curriculum offer. This will include ensuring that we maximise opportunities for staff and pupils' access opportunities the edible playground offers.	https://www.treesforcities.org/our-work/schools-programme/edible-playgrounds Benefits of Outdoor Learning EEF Toolkit – Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,5
Extra-curricular activities and trips subsidised for PP pupils in order to ensure equality of access with their peers (after school clubs, residential). PP pupils to receive one free club per term and 50% discounted music lessons.	Research indicates that subsidising extra-curricular activities can significantly benefit disadvantaged pupils. https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility The EEF emphasises the importance of addressing non-academic barriers to learning through wider strategies. Engaging in extra-curricular activities can improve these areas by increasing pupils' engagement and sense of belonging in school. https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy	5
We will embed the principles of good practice outlined in the DfE's <i>Improving School Attendance</i> guidance. This will include staff training and release time to develop and implement new procedures. Attendance data will be triangulated with attainment, behaviour, and disadvantaged pupil status to identify trends and specific barriers. A more bespoke approach will be adopted, tailoring interventions to the individual needs of	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy	6

pupils and families to ensure sustained improvements in attendance and engagement.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £131,850

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (see also Pupil Premium Review of Outcomes doc)

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

National Assessment Data

National assessment data for 2024–25 shows that outcomes in the EYFS were broadly in line for Pupil Premium and non-Pupil Premium pupils, with little difference between the groups. In contrast, a larger attainment gap was seen in the Year 6 SATs. However, this should be interpreted with caution, as the Year 6 Pupil Premium cohort was small and several pupils were also affected by additional factors such as SEND needs or being new to the country.

In the Early Years, with support from an Early Years consultant, the curriculum was adapted to place a strong emphasis on communication and language, ensuring that the learning environment was rich in spoken and written language. This focus was particularly important for this cohort, as several pupils had high levels of need or SEND in addition to being eligible for the Pupil Premium. Reception pupils who were working below age-related expectations in phonics received individualised phonics tuition throughout the year, with groups adjusted regularly in response to ongoing assessment. Pupil Premium pupils also received targeted support in maths through Mastering Number interventions, alongside daily handwriting support and speech and language interventions using visuals. In addition, pre-teaching of key vocabulary was used to help pupils access whole-class learning more confidently. By the end of the year, 6 out of 10 Pupil Premium pupils achieved the Communication and Language GLD, compared with 23 out of 35 non-Pupil Premium pupils; Literacy outcomes were slightly lower. These outcomes were broadly in line with overall GLD patterns; however, when compared with higher attainment in maths (70% for PP and 74% for non-PP), Communication and Language was identified as a significant area of need for this cohort.

Early Years Foundation Stage/Year 1 Phonics

	ALL EXP+	Non-PP EXP+	PP EXP+
EYFS Profile (Good Level of Development)	56%	57% (20/35)	50% (5/10)

EYFS Profile (All Early Learning Goals)	56%	57% (20/35)	50% (5/10)
Phonics Screening (Y1)	73%	78% (28/36)	50% (4/8)

The school continued to work with a phonics consultant to ensure best practice in delivering the RWI programme. Pupil Premium pupils, along with any pupils working below expected levels, received one-to-one tuition in addition to their daily phonics lessons. Of the Pupil Premium pupils who did not pass, two had additional SEND needs and two were close to the expected standard; all pupils made significant progress over the year. Although overall outcomes were below national figures, the targeted interventions in place ensured that each child was given the strongest possible opportunity to succeed. In Year 2, 86% of disadvantaged pupils passed the phonics screening, compared with 92% of non-Pupil Premium pupils. To further reduce this gap and raise our headline results above the national average, we will continue to provide additional training, coaching, and ongoing monitoring, alongside regular reviews of practice to ensure continuous improvement.

Key Stage 2 2024/25 Statutory Assessments

	ALL EXP+	Non-PP EXP+ (31 pupils)	PP EXP+ (6 pupils)	ALL GDS	Non-PP GDS	PP GDS
Reading (test)	78%	83%	50%	45%	48%	33%
Grammar, punctuation and spelling (test)	83%	87%	66%	48%	51%	33%
Maths (test)	89%	93%	66%	37%	41%	16%
Writing (teacher assessment)	86%	90%	66%	10%	12%	0%
Science (teacher assessment)	88%	80%	50%	-	-	-
Reading, writing,	75%	80%	50%	8%	9%	0%

maths (combined)						
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Overall headline SATs results were above national outcomes. Pupil Premium results were broadly in line for RWM combined, lower in reading, but higher in writing, maths and GPS. Although there was a noticeable gap between Pupil Premium and non-Pupil Premium pupils, this should be viewed in the context of the very small number of pupils eligible for the funding, alongside other factors that affected attainment, such as high levels of SEND and pupils being newly arrived in the country shortly before the assessments.

Throughout the year, Pupil Premium pupils made strong progress and benefited from targeted interventions in reading, writing and maths, supported by a whole-school focus on adaptive teaching through ongoing CPD.

Attendance

National – 94.8%

	All pupils	Non-PP	PP
Attendance percentage	94.2% (316)	94.8% (212)	93% (104)
Attendance percentage (excluding non-compulsory school age pupils)	94.9% (274)	95.2% (184)	94.1% (90)
Persistent absence (all pupils)	14.6%	11.3%	21.2%
Persistent absence (excluding non-compulsory school age pupils)	10.6%	8.7%	14.4%

Overall attendance was in line with national figures, and persistent absence showed significant improvement. A more bespoke approach to communicating with families – supported by close collaboration between the attendance officer and the EWO – has had a positive impact. This has included regular data analysis and meetings with parents of persistently absent pupils. Senior leaders have also triangulated attendance data with other vulnerability indicators and worked closely with families, including through external agencies such as SENDATS, to further strengthen attendance. The gap between Pupil Premium and non-Pupil Premium attendance is now less than 2%.

For pupils of non-compulsory school age, non-PP attendance is close to national figures, and persistent absence among PP pupils in this group is well below national levels.

Throughout the year, pupils were also supported by ELSAs, and Zones of Regulation was implemented in every classroom, further strengthening pupils' wellbeing and emotional readiness to learn.

Further information

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 or recovery premium funding.

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- All staff will have further trauma informed training which will help shape our behaviour and relationships policy to better support pupil premium pupils.
- Creation of an additional needs provision for SEND pupils, which also supports some children eligible for pupil premium funding.
- Staff trained in the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach to support emotional regulation, behaviour for learning and engagement. This trauma-informed strategy helps remove emotional barriers to learning, particularly for disadvantaged pupils, improving readiness to learn, relationships, and progress.