

Pupil premium strategy statement – Gosfield Community 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	134
Proportion (%) of pupil premium eligible pupils	5.9%
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 2026-27 2027-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Charlotte Bower, Headteacher
Pupil premium lead	Charlotte Bower, Headteacher
Governor / Trustee lead	Karen Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,955
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
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>	£10,955

Part A: Pupil premium strategy plan

Statement of intent

At Gosfield Community Primary School, we are committed to ensuring that irrespective of their background or the challenges they face, all children make good progress, achieve high attainment across all subject areas, and have maximum opportunities for personal development. We believe that every child deserves the very best education and enrichment experiences to help them thrive academically, socially, and emotionally.

Identified Barriers to Learning:

Through careful analysis and assessment, we have identified the following key barriers affecting our disadvantaged pupils:

- 1. Oracy and Communication-** Weak language and communication skills, both orally and in written work, limit pupils' ability to express themselves effectively and access the full curriculum.
- 2. Aspirations and Ambitions-** Lower ambitions and aspirations restrict pupils' belief in what they can achieve and their engagement with learning opportunities.
- 3. Emotional Regulation and Readiness to Learn-** Difficulties with emotional regulation impact pupils' ability to engage fully with learning, both within and beyond the classroom.

Our Ultimate Objectives:

Our pupil premium strategy is designed to address these barriers through targeted, evidence-based interventions. Our objectives are to:

- 1. Improve oracy skills**, which will have a direct impact on reading and writing attainment
- 2. Narrow the attainment gap in writing**, ensuring disadvantaged pupils achieve in line with their peers
- 3. Raise ambition and aspirations** through a high-quality, broad and balanced curriculum with extensive opportunities for personal development
- 4. Increase engagement and excitement** with learning across all subjects
- 5. Enhance emotional regulation and readiness to learn**, enabling all pupils to access learning effectively

How We Will Achieve This:

High Expectations and Challenge

We maintain high expectations of all our children, providing an appropriate level of challenge that stretches and supports every learner. Disadvantaged pupils may be exposed to a narrower range of vocabulary and may not have had oracy modelled to them as well as non-disadvantaged pupils, so we ensure all staff model excellent communication and set clear expectations for dialogue and participation.

High-Quality Teaching

We spend the pupil premium funding on activities chosen from a 'menu of approaches' published by the DfE. Quality-first teaching is at the heart of our approach. We provide teachers with relevant, research-led CPD to ensure children receive the highest quality teaching every day. Teachers model the talk they expect, pre-teach academic and subject-specific vocabulary, use knowledge organisers, ask questions that encourage pupils to think, and provide feedback on what pupils say and how they say it.

Early Intervention

We use formative assessment to identify children in need of support and intervene promptly to address any gaps in learning. The Education Endowment Foundation (EEF) found that the average impact of oracy interventions is 6 months' additional progress, demonstrating the value of our targeted approach.

Enrichment Opportunities

We provide extensive enrichment opportunities for personal development in sport, music, and other areas, ensuring all pupils can develop their talents and interests. This broad curriculum helps raise aspirations and shows children what they can achieve.

Pastoral and Mental Health Support

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We provide appropriate nurture, pastoral and mental health support to enable pupils to access learning within and beyond the classroom, recognising that emotional wellbeing is fundamental to academic success.

Whole-School Responsibility

We adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Every member of our team understands their role in closing the attainment gap and ensuring every child succeeds.

Our commitment is unwavering: every child at Gosfield Community Primary School will have the support, challenge, and opportunities they need to flourish.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and Communication- Ongoing 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. This directly impacts their reading and writing attainment.
2	Aspirations and Ambitions- Lower ambitions and aspirations restrict pupils' belief in what they can achieve and their engagement with learning opportunities.
3	Emotional Regulation and Readiness to Learn- Difficulties with emotional regulation impact pupils' ability to engage fully with learning, both within and beyond the classroom.
4	Narrow the attainment gap in writing- internal and external assessments (where available) indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

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 improve oracy skills for disadvantaged pupils	Assessments and observations through Phonics tracking indicate significantly improved oral language among disadvantaged pupils.
To raise ambition and aspirations for disadvantaged pupils	Aspirations of disadvantaged pupils for later life are evident. There is a significant increase in participation of the enrichment opportunities offered in sport, music, and other areas, ensuring all pupils can develop their talents and interests.

To improve the writing attainment for disadvantaged pupils at the end of KS2	KS2 outcomes in 2027/28 show that disadvantaged pupils achieve progress in line with peers or demonstrate accelerated progress.
To improve the emotional wellbeing and readiness to learn for all pupils in our school, particularly our disadvantaged pupils	<p>Disadvantaged pupils display equal resilience, self-confidence and achievement with their non-disadvantaged counterparts.</p> <p>Sustained levels of well-being by 2027/28 demonstrated through:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in low level off task behaviour, signifying that basic needs are met (Maslow’s Hierarchy) • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £6,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To focus on oracy in Reception– Drawing club</p> <p>Elkan trained member of staff</p>	<p>EEF Literacy research highlights seven recommendations for improving literacy:</p> <p>EEF-KS2-lit-2nd-Recommendations-poster.pdf</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Oral language interventions EEF</p>	<p>1, 2, 4</p>

To increase the amount of oracy used in the classroom.		
To engage with Myland English Hub to improve teaching in phonics and early reading	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 EEF	1, 4
Supporting effective teaching: - High quality CPD to help enhance the curriculum and to ensure quality first teaching (use of external advisors) - Oracy/ Spoken Language training - Peer coaching/ mentoring - Rosenshine principles of effective learning are applied in all areas of teaching - Developing effective feedback strategies - Metacognitive skills are applied in all areas of teaching - Mixed ability seating	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” The EEF Guide to the Pupil Premium EEF “Survey data revealed a clear correlation between outcomes for all pupils and outcomes for Pupil Premium pupils.” Spotlight on Disadvantage, National Governance Report key findings (2019) Addressing Educational Disadvantage. Marc Rowlan Oral language interventions EEF	1, 2, 3, 4
Embedding oracy activities across the school curriculum such as Kagan techniques. These can support pupils to articulate key ideas, consolidate understanding and extend vocab	There is a strong evidence base that suggests oral language interventions such as high-quality classroom discussion, are in expensive to implement with high impacts on reading: Oral language interventions EEF Collaborative learning approaches EEF	1, 2, 3, 4
Develop the curriculum to create a positive mindset towards learning and personal development.	Improving Social and Emotional Learning in Primary Schools EEF Learning behaviours EEF Aspiration interventions EEF Improving behaviour in schools	2, 3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 EEF	1, 4
Writing interventions and/or conferencing delivered by teachers or by support staff	“Use one-to-one and small-group tutoring, ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.” EEF-KS2-lit-2nd-Recommendations-poster.pdf Improving behaviour in schools	1, 4
To analyse assessment data and identify the children who require catch up and more targeted intervention. Pupil progress meetings termly	“Use one-to-one and small-group tutoring, ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.” Small group tuition EEF ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’	1, 2, 3, 4

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural Champion - Arts participation. Teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p>	<p>Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF</p>	<p>1, 2, 3, 4</p>
<p>Use of emotional health practitioner to support social and emotional learning</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>“There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income”</p>	<p>2, 3</p>

Total budgeted cost: £10,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

Reception- Good Level of Development: 70%

Year 1 Phonics Screening Check: 68%

Year 4 Multiplication Check: 95%

End of Key Stage 2- % achieving Age Related Expectation

Reading	75%
Writing	55%
Maths	45%
Combined	35%

Internal tracking of pupils shows a decrease in low level disruption and an increase in self-regulation and positive learning behaviours.

Externally provided programmes

Programme	Provider
AR Reader	Renaissance
Little Wandle Letters and Sounds Revised	Wandle Learning Trust

