



# Ghyllside Primary School

## Pupil premium strategy statement – December 2025

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	389 (+ 30 Nursery)
Proportion (%) of pupil premium eligible pupils	63/419 15%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr H Davies
Pupil premium lead	Mrs E Garbutt
Governor / Trustee lead	Mr Jack Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,325.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£83,325.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Ghyllside Primary School our aim is to ensure that disadvantaged pupils have access to the same opportunities and experiences as their non-disadvantaged peers. We are committed to ensuring that no child is left behind and is given the best possible experience of primary school in line with our vision.



Therefore, our strategy aims to provide the best possible support and opportunities to achieve this.

The key principles of our strategy are;

- ✓ Inclusion
- ✓ Participation
- ✓ Engagement
- ✓ Belonging
- ✓ Success

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Some of our disadvantaged children struggle to attend school consistently and are at risk of becoming persistently absent.
2	Some of our disadvantaged pupils start school with below average speech, language and communication skills.
3	The attainment gap between some of our disadvantaged pupils compared to non-PP children in reading, writing and maths is a concern and the gap needs closing.
4	Some children have SEMH needs which have a detrimental impact on academic progress. There is some disaffection from education for some PP pupils.
5	Some of our disadvantaged children come from families where there is limited engagement with learning or who are not able to afford to pay in full for additional educational activities, trips and visits.

## 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
Disadvantaged pupils are able to participate in all planned school and curriculum activities without funding being an obstacle (belonging).	<p>All children will participate in their chosen activities. Percentage 'take-up' of clubs/activities/trips is the same for disadvantaged pupils as their non-disadvantaged peers.</p> <p>Pupils draw on their experiences and this has a positive impact on their learning.</p> <p>A carefully planned map of enrichment activities is developed across the school.</p>
To ensure that disadvantaged pupils' attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes.	<p>Disadvantaged pupils' attendance % increases on a 3 year trend.</p> <p>Gap between disadvantaged attendance and non-disadvantaged attendance narrows.</p> <p>Disadvantaged pupils attend regularly and are punctual.</p> <p>Number of disadvantaged pupils classed as PAs decreases.</p> <p>Parents of disadvantaged pupils engage with school processes to support them.</p>
Outcomes and progress for disadvantaged children is in line with their cohort group or other children with similar characteristics (SEND for example).	<p>Disadvantaged children achieve the same learning and curriculum successes as the main school cohort or their peers where other characteristics apply.</p> <p>The percentage difference between attainment of disadvantaged pupils and non-disadvantaged pupils decreases in all year groups.</p> <p>The progress measure for disadvantaged pupils is in line with National.</p>
To ensure that ACES children may have experienced are identified and addressed and children have access to the correct support.	<p>All children regardless of 'disadvantage' can meet the school vision statement <i>'For every child to fulfil their potential, leaving Ghyllside happy, confident and kind to all'</i> and are equipped with the skills to learn and make progress.</p>
To ensure that disadvantaged pupils have access to high quality speech and language intervention and provision at the earliest opportunity	<p>The gap between the percentage of disadvantaged pupils reaching the Communication and Language ELG and their non-disadvantaged peers reduces across EYFS.</p> <p>Parents of disadvantaged pupils will understand how to help their children at home.</p>

## 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: £ 25,525.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor deployed to work with vulnerable pupils in specific year groups.	Focus on inclusion within the curriculum by supporting pupils with low speech, language and communication skills. Focus on adapted smaller group teaching of key skills in reading, writing and maths. Focus on supporting SEMH needs. <a href="#">EEF Social and Emotional Learning</a>	2,3,4
Programme of professional learning and development focusing on Rosenshine and Walkthrus to further enhance quality first teaching across school.	Quality first teaching. High impact based on very extensive evidence. <a href="#">EEF Quality teaching</a>	2,3
Additional TA hours in KS2 to support small group teaching and interventions.	Research from the EEF shows that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. <a href="#">EEF Small group tuition</a>	2,3,4

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

Budgeted Cost: £ 25,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of structured intervention programme. Following pupil progress meetings, interventions are implemented.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver to a small group or to an individual has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p><a href="#">EEF research Teaching Assistants</a></p>	<p>3</p>
<p>EYFS early intervention and small group focus to meet speech, language and communication needs on entry. Use of 'Moving the Box' used in Reception and 'Wellcoms' used in Nursery.</p>	<p>Research shows on average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><a href="#">Early Years Communication and language approaches</a></p> <p>'Moving the Box' is a project based on Ofsted's document '<a href="#">Strong foundations in the first years of school - research and analysis</a>'</p>	<p>2, 3, 4</p>
<p>Reception early intervention and small group focus to meet low personal, social and emotional skills development on entry. 'Moving the Box' project.</p>	<p>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.</p> <p><a href="#">EEF Social and Emotional Learning</a></p> <p>'Moving the Box' is a project based on positive interactions in the Early Years.</p> <p><a href="#">'Strong foundations in the early years of school - Research and analysis'</a></p>	<p>1,4</p>

Maintain staffing in Year 1 to enable the continuation of the EYFS as appropriate, include an element of play based learning in Year 1.	Research indicates a positive relationship between play and early learning outcomes. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.	2, 3, 4
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## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted Cost: £ 32,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mental health support. School employs a counsellor 1/2 day per week plus enhanced access to an Educational Psychologist should this be necessary.	Recent research has shown the benefits of mental health support for primary-aged children.  <a href="#">Mental Health research</a>	1, 4
Strategies to promote good attendance implemented. Clear monitoring procedure in place.	Inclusion Manager to maintain effective contact and engagement with 'at risk' families and Local Authority support services.  All evidence supports the view that good attendance leads to better outcomes for children.  <a href="#">Attendance</a>	1, 5
SEND – additional hours to support SEND referral process.	Significant increase in the number of children with recognised additional needs, many of whom are recipients of PPG funding also.  Additional time to support the referral process and to direct provision where need is greatest.	2, 3, 4
Early Help Meetings – additional hours to support the Early Help response.	Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life. Early help services can be delivered to parents, children or whole families, but their	1, 2, 3, 4, 5

	<p>main focus is to improve outcomes for children.</p> <p>Research into early help found a range of positive outcomes for children and families for a range of different interventions to support and strengthen families. Despite the difficulties evaluating early help, there is a growing case for funding and delivering these services.</p> <p><a href="#">Rapid review evidence</a></p>	
Access to Lunch Club for disadvantaged/vulnerable pupils.	A quiet lunch club is offered to all children who may feel overwhelmed when eating in the school hall.	1, 4
Funding to support disadvantaged children's access to trips, visits, clubs, extra-curricular activities – ongoing.	<p>Many of our disadvantaged pupils are unable to access trips/visits (particularly residential) before leaving primary school. These experiences have helped children build resilience and self-confidence. By subsidising these visits, they are accessible to all families.</p> <p>Use of poverty proofing training and recommendations.</p> <p><a href="#">Poverty Proofing</a></p>	4, 5
Part-funded access to Music lessons.	<p>Research shows that overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p><a href="#">Arts participation evidence</a></p>	2, 3, 5
Free school uniform, PE Kit and school equipment.	Sense of belonging to school community and lack of equipment/clothing does not provide a barrier to participation in clubs/activities/trips etc.	1, 4, 5

**Total budgeted cost: £83,325**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment: Summer 2025					
		All pupils (59)	National (all pupils)	Disadvantaged Pupils (10)	National Disadvantaged
End of KS2 (Year 6)	Reading	86%	75%	80%	63%
	Writing	83%	72%	60%	59%
	Maths	83%	74%	70%	61%
	SPAG	78%	73%	30%	60%

Outcomes for disadvantaged pupils are evaluated using standardised teacher administered tests and diagnostic assessments. Progress is analysed through termly progress meetings with year group staff and members of the Senior Leadership Team.

In several of our cohorts, a high percentage of our disadvantaged pupils are also on our SEN register and several have EHC plans. This can mean that sometimes our disadvantaged pupils do not achieve national standards, but all will have made progress.

Attendance Data Overview 2024-25					
Overall School Attendance	National	PP Attendance	National PP Attendance	PP Persistent Absence	National Persistent Absence
96%	94.9%	94.1%	92.6%	20.8%	24.4%

Attendance has been a particular concern for all children; a trend which is reflected nationally. We continue to target attendance as part of our PPG strategy.

All disadvantaged children were supported to attend trips, activities and residential visits. This will also continue as part of our wider, ongoing PPG strategy.

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	N/A

