Gatton Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Gatton Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	21.8% (137)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 through to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Majid Ishaque
Pupil premium lead	Farrah Shahid
Governor / Trustee lead	Maksud Gangat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£173,825.00**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	**£0.00**
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	**£173,825.00**

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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're set
- act early to intervene at the point need is identified
- track pupils robustly to ensure they meet age related expectations or exceed them
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and 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	Higher level outcomes for pupil premium
2	EAL as a barrier for parents and pupils
3	Access to support outside school for homework/projects
4	Cultural capital and enrichment opportunities

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
Higher level outcomes for pupil premium	Ensure pupils from disadvantaged backgrounds are represented in Greater Depth outcomes for Reading, Writing and Maths. To target at least 3 pupil premium pupils per cohort for GD achievement in each area.
Mitigate EAL as a barrier for parents and pupils	Develop additional rigour in delivery of the English curriculum using programs such as Word Aware and Colourful Semantics so that pupils continue to develop strong foundational skills and thereby improve attainment and outcomes year on year. Core subjects to implement these approaches in Years 1 to 3.
Provide additional support outside school for homework/projects	Use the school facilities to support parents help their own children with routines and access to space. Provide at least two open opportunities a week in the school across the whole school year.
Cultural capital and enrichment opportunities	Ensure all pupils access the full range of trips and enrichment opportunities on offer by offering additional information and support for parents that would otherwise not agree. This will include parent workshops and leveraging the support of key parents in the school so that ***no*** child misses out for reasons of disadvantage.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted GD groups for small group tuition.	Small group tuition | EEF	1
Develop pupils' metacognition further by embedding into all elements of the school curriculum.	Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1,2
Implement a reading comprehension program to support struggling readers in the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Ensure strategies such as Word Aware and Colourful Semantics are implemented across all years from 1 to 3.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Recommendation no 5. Teach pupils to use strategies for planning and monitoring their writing	1,2
Retention of UPS teachers	A large number of UPS teachers in the school can provide the best support for all pupils due to depth and breadth of experience.	1,2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school catch up provision	Additional tuition time after school twice a week for targeted pupils struggling in Maths and English Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,2 and 3
Dedicated phonic intervention teachers to support intervention in Year 2 and Year 1	Streamed phonics groupings across EYFS and KS1 to ensure pupil are supported to make additional steps progress Phonics | EEF (educationendowmentfoundation.org.uk)	1 and 2
Peer tutoring *(None)*	Peer tutoring | EEF (educationendowmentfoundation.org.uk)	1,2 and 3.

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

Budgeted cost: £63,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop working with parents to ensure they understand the school's approach to teaching and learning so that they can best support their own child(ren).	Parental engagement | EEF	3,4
Develop an on-line portal for explanatory videos based on the school's teaching and learning policy.	Parental engagement | EEF	2,3
Develop the use of school facilities to offer support via additional clubs that	Parental engagement | EEF	4

help support parents support their child(ren).		
Re-establishing the school library with new books across a wide range of genres to help encourage pupils to read widely and for pleasure	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3 and 4
Trip/Clubs provision	*To cover the shortfall of trips/clubs not paid*	3,4
Lunch provision	*To provide free school meals to all eligible pupils*	

Total budgeted cost: £173,825.00

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 2021 to 2022 academic year.

Pupil performance of students in the pupil premium groups indicates a positive trend overall as can be seen by the end of year teacher assessments

Whole school	Reading					Writing					Maths				
	Pupil Premium pupils					Pupil Premium					Pupil Premium				
	103	104	98	103	118	103	104	98	103	118	103	104	98	103	118
	2021/2021	2021/2022	2022/2023	2023/2024	2024/2025	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2020/21	2021/2022	2022/2023	2023/2024	2024/2025
6 steps or more	61%	71%	74%	75%	77%	65%	66%	71%	68%	76%	62%	73%	74%	77%	74%
5 steps	14%	14%	17%	21%		13%	15%	22%	21%		16%	10%	18%	20%	
4 steps	10%	5%	2%	2%		6%	4%	5%	5%		7%	7%	1%	1%	
3 steps	4%	0	0	1%		5%	4%	0	0		3%	0	0	1%	
2 steps	2%	0	1%	0		1%	0	1%	1%		3%	0	1%	0	
1 step	0	0	0	1%		1%	0	1%	1%		0	0	0	1%	
0 steps	0	0	0	0		0	0	0	0		0	0	0	0	
Regressed	0	0	0	0		0	0	0	0		0	0	0	0	

*Please note due to a change in assessment systems pupils are tracked via those on target or above are returned as a % score from 2025.

KS2 SATs 2023

No of pupils	Reading	Writing	Maths
23 pupils	**Pupil Premium pupils**	**Pupil Premium pupils**	**Pupil Premium pupils**
Year 6 (23 pupils)	**78%**	**69%**	**82%**

KS2 SATs 2024

No of pupils	Reading	Writing	Maths
23 pupils	**Pupil Premium pupils**	**Pupil Premium pupils**	**Pupil Premium pupils**
Year 6 (23 pupils)	**70%**	**70%**	**65%**

KS2 SATs 2025

No of pupils	Reading	Writing	Maths
20 pupils	**Pupil Premium pupils**	**Pupil Premium pupils**	**Pupil Premium pupils**
Year 6 (pupils)	**80%**	**70%**	**80%**

KS1 SATs 2023

No of pupils	Reading	Writing	Maths
9 pupils	**Pupil Premium pupils**	**Pupil Premium pupils**	**Pupil Premium pupils**
Year 2	**56%**	**56%**	**56%**

KS1 SATs 2024

No of pupils	Reading	Writing	Maths
11 pupils	**Pupil Premium pupils**	**Pupil Premium pupils**	**Pupil Premium pupils**
Year 2	**64%**	**55%**	**64%**

KS1 SATs 2025

No of pupils	Reading	Writing	Maths
23 children	**Pupil Premium pupils**	**Pupil Premium pupils**	**Pupil Premium pupils**
Year 2	**61%**	**65%**	**65%**

Y1 Phonic Check 2023

No of pupils	**Pupil Premium**
11 pupils	11 pupils
Year 1	**82%**

Y1 Phonic Check 2024

No of pupils	**Pupil Premium**
19 pupils	19 pupils
Year 1	**74%**

Y1 Phonic Check 2024

No of pupils	**Pupil Premium**
19 pupils	17 pupils
Year 1	**82%**

Further information

The continual reflection on effective teaching and learning will inevitably impact the quality of outcomes for all pupils, thereby improving the performance of pupil premium children positively. The development of the school expert teaching model allied with reviews into the feedback and marking policy, peer mentoring and the introduction of metacognitive strategies will help support all pupils to grow.

The additional focus on character education which lies at the heart of this faith school will ensure all pupils have a strong belief in their own value and therefore the contribution they can make in society as they grow older regardless of their starting points and contextual factors.