

Pupil premium strategy statement – Gresham Village School and Nursery

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
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	10%
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 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Faye Herron
Pupil premium lead	Faye Herron
Governor / Trustee lead	Georgy Clifton-Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,432
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£22,432
<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>	

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.

Challenges

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

Challenge number	Detail of challenge
1	Attendance is lower for our disadvantaged pupils compared to non-disadvantaged pupils. Rates of persistent absence is higher.
2	There is an attainment gap between our pupils who are disadvantaged and non-disadvantaged. There is a high cross over between children who are disadvantaged and have special educational needs.
3	Pupils who are disadvantaged are not accessing extra-curricular clubs. Families struggle to pay for these and the educational visits on offer.
4	Children are struggling with their mental health. This is due to low confidence/ self-esteem, identity amongst their peers and can have an impact on their friendships.

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
Attendance for disadvantaged pupils improves in line with national. There are systems in place to identify pupils with poor attendance early.	Children and their families are well-supported to improve their attendance. The school has a full understanding of the reasons behind poor attendance and makes plans with the family to address this. Families are signposted to relevant agencies.
Pupils are well-supported in class through high-quality teaching and targeted interventions to address misconceptions and gaps. They achieve well in Reading, Writing and Maths.	Disadvantaged pupils make good progress in line with their cognitive ability. Staff understand any potential barriers and act swiftly to put support in. Children display excellent behaviours for learning and understand the strategies that support them to be successful in the classroom. All children strive to challenge themselves in lessons. There is a culture of high expectations throughout the school.
There are clear support systems in place for pupils and their families who are being impacted by poor mental health.	All stakeholders understand the key adults in school to talk to in the first instance. Opportunities to meet with SENCO and other professionals are available half-termly. The school works effectively with outside agencies including the School and Communities Team to support our young people with SEMH needs.
There is equal opportunity for all pupils to access extra-curricular activities and trips that enhance the wider curriculum.	There is a higher take up of clubs, including wrap around care, by our disadvantaged pupils. Families understand that this support is in place financially.

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Write Inc - Subscription and CPD through annual Development Days.</i>	Phonics approaches like Read Write Inc have a strong evidence base that indicates a positive impact on Early Reading and supports the development of accurate speech. Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Pathways to Write - Further guidance and support for teachers on the implementation of the school writing curriculum, particularly sentence construction in Key Stage 1 and the development of cohesion in Key Stage 2. We will purchase resources and fund ongoing teacher training and subject leader release time.</i>	A detailed understanding of the teaching of sentence building is integral to developing fluency in writing. Teachers require a well-structured and graduated approach to the teaching of writing in all phases to ensure pupil progress. Pathways to Write has a proven record as an approach that develops children's writing skills and is linked to high quality texts.	2
<i>Weekly release time for a trained member of staff to provide pastoral support.</i>	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)	1, 3

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional 121 RWI phonics sessions targeted at pupils who require further phonics support.</i>	RWI has a proven record as a phonics programme that supports the teaching of Early Reading.	2
<i>Additional guided reading sessions for pupils in Key Stage 2, who need more fluency</i>	Additional guided reading sessions will give the children further opportunities to develop fluency and comprehension skills.	2

<i>practice provided by trained support staff.</i>		
<i>Additional mathematics interventions for all year groups focusing on addressing misconceptions and gaps and to secure arithmetic skills.</i>	Children without a secure understanding of number will find accessing the rest of the National Curriculum extremely difficult. We know that developing children's mental arithmetic skills enables them to achieve and meet the expected standard at the end of KS2.	2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Offering free wraparound care (particularly breakfast club) and other extra-curricular clubs to our disadvantaged pupils.</i>	A slow start to the school day which includes a meal can be a successful way of encouraging children into school every day. It creates a predictable routine. We know that when children are fed, they can concentrate better and engage fully with their learning.	1, 4
<i>Half-termly parent cafes led by the school SENDCO and Headteacher with a focus on attendance, mental health and any other support we feel appropriate.</i>	Accessing the right support or finding the confidence to ask for help can be difficult. We aim to create a welcoming and supportive environment where we can signpost families to external agencies or suggest support at a school level.	1, 3

Total budgeted cost: £23,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome 1:

All children, including Pupil Premium children, have higher aspirations of what they can achieve at school and in the future. They are confident and resilient in new and challenging situations. They develop the skills required to work independently and effectively with each other.

Review:

Our children are starting to become more independent learners who work well in a team. They make good use of the educational visits on offer as well as the extra-curricular clubs. However, attendance remains a barrier for many and we still have work to do as a school around fully believing in our 'Aim High' school value.

Intended outcome 2:

Pupil Premium pupils become fluent and confident readers by the time they reach the end of Y5.

Review:

Our children display a love of reading and understand the importance of being a fluent and confident reader in the wider world. There remains an attainment gap between our non-disadvantaged and disadvantaged pupils. However, the data is difficult to ascertain due to a sharp decline in pupil numbers in our current Year 6 towards the end of the last academic year.

Intended Outcome 3:

Pupil Premium pupils are fluent writers by the time they reach the end of year 6; their handwriting is fluent; they are confident with grammar, punctuation and spelling.

Review:

Writing outcomes have improved year on year since the introduction of a new writing scheme. Handwriting and GPS scores remain a priority for the school and work is being done to reflect the new Writing framework.

Intended Outcome 4:

Pupil Premium pupils become confident mathematicians with good arithmetic skills that enable them to successfully tackle mathematical problem solving and reasoning.

Review:

Maths data remained strong in 2024-25. However, due to the changing needs of emerging cohorts, we need to adapt our teaching practice to ensure that this data remains high. There remains an attainment gap between non-disadvantaged and disadvantaged pupils.

Intended Outcome 5:

Parents of Pupil Premium children feel they are able to support their children's education at home.

Review:

Eligible parents take us up on our offer of free clubs and trips and continue to do so.