

Pupil Premium Strategy Statement – Gayton Junior 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Gayton Junior School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sukhy Mahal, Chair of Governors
Pupil premium lead	Jane Hill, Headteacher
Governor	Jackie Boswell, link governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£183,440

Part A: Pupil Premium Strategy Plan

Statement of intent

At Gayton Junior School, we provide an engaging and creative curriculum that allows all of our pupils to develop the skills, vocabulary and knowledge required to succeed and to give them a secure foundation for their future years in education. We strive to support our disadvantaged children, where necessary, to achieve as well as their peers and to build their confidence in utilising skills for learning (which were particularly affected during the pandemic). Additionally, through our Passport of Experiences, we also aim to ensure children have equal access to enrichment opportunities alongside their peers.

Our targeted and strategic use of pupil premium funding aims to ensure that there is no significant gap between the achievement and opportunities of pupils eligible for Pupil Premium and other pupils in the school, including those who are already high attainers.

To achieve this, we place high quality teaching at the heart of our approach, with a focus on areas in which disadvantaged pupils currently require the most support: currently particularly writing and mathematics and providing pastoral care. Over time, this approach has enabled our disadvantaged pupils to achieve better than all children nationally (on average) when looking at comparing of Key Stage 2 assessments.

This strategy remains integral to wider school plans for continuous education recovery and will be responsive to arising challenges and developing needs, particularly for our more vulnerable disadvantaged pupils, as and when they arise throughout the 2024-25 academic year.

As a school, staff carefully consider the challenges faced by our disadvantaged pupils and our approach is responsive to both common challenges and individual needs. Views of parents and pupils are also considered when planning and reviewing our approaches to meeting these challenges. The progress of disadvantaged pupils, including those with special educational needs (SEN), are monitored closely throughout the year by the SLT and middle leaders to ensure that interventions and strategies are having the desired impact.

Challenges

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

Challenge number	Detail of challenge
1	SEN Needs Due to rising numbers of children with SEN, not all children can access appropriate targeted additional support when they most need it, due to staffing and budget restraints.
2	Poor acquisition of phonic knowledge Assessments, observations, and discussions with staff and pupils suggest disadvantaged pupils generally have greater difficulties with retaining and recalling phonic knowledge than their peers during the junior phase. This negatively impacts their development as readers as they progress through Key Stage 2.
3	Wellbeing of pupils Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to school closures and a lack of enrichment opportunities during these times away from school. These challenges particularly affect disadvantaged pupils, including their attainment. Opportunities to support disadvantaged pupils with their well-being are always being sought by our pastoral team.
4	Persistent absences In the Autumn Term 2025, 22% of disadvantaged children were persistently absent. The Attendance Team in school work closely with families using a range of strategies to support children to be in school more regularly so that they are learning and socialising with their peers.
5	Lost learning Sometimes linked to poor attendance, disadvantaged children often have gaps in their learning. These require identification and then planning for by staff as well as a plan for catch up, often involving teaching assistants or teaching staff spending time pre-teaching to ensure children are able to access learning along with their peers.
6	Lack of aspirations, passive approach to learning Teaching staff have identified that some of our disadvantaged pupils have low aspirations, which has a significant impact on their attitudes to and engagement with learning.
7	Ability to support at home Through discussions with parents and pupils, many of our disadvantaged pupils are not always supported at home with homework or home learning tasks. This is for a range of reasons: parents are working from home, parents do not feel able to help due to language barriers, etc. Parental engagement with parents of disadvantaged children is also an area to be developed further in order to help children achieve better.

Challenge number	Detail of challenge
8	<p>Lack of ‘Cultural Capital’</p> <p>Many disadvantaged pupils do not arrive in school with a depth of cultural capital: <i>“the knowledge, skills, and experiences (like visiting museums, reading diverse books, appreciating art, understanding different cultures/traditions) that help children succeed in school and life, building confidence and cultural awareness beyond just academic lessons, enabling them to understand and navigate the wider world, and aspire to future success. It’s about enriching their understanding of human creativity, different societies, and what’s considered ‘best in thought and action,’ giving them broader perspectives and social understanding, not just wealth.”</i></p>

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
Improved phonic knowledge among disadvantaged pupils.	Assessments and observations indicate significantly improved phonic knowledge and acquisition among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, listening to children read and ongoing formative assessment.
Improved reading attainment and fluency among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment and fluency among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard. Year 4 MTC results in line with national data by 2027/28
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the unauthorised attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5%.
To provide opportunities for parents to develop more confidence in supporting their child at home and to engage more with parents in school.	<p>Observations, discussions and surveys with parents and teacher data shows that there has been an increase in parental confidence in offering support at home as well as an increase of parents engaging with school.</p>
To increase aspirations and improve approaches and attitudes to learning through providing opportunities to develop cultural capital.	<p>Behaviour reward system data shows an increase in gold and silver awards over the three-year period for disadvantaged children.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£11,628**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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. Education Endowment Foundation EEF Teaching Assistant Interventions	1, 2
Developing reading fluency across the school through CPD.	Reading fluency provides a bridge between word recognition and comprehension. Education Endowment Foundation EEF Reading Comprehension Strategies	1, 2
Staff CPD to revisit Modelling Writing and Talk4Learning strategies and activities.	Modelling Writing and Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on modelling, peaking, listening and a combination of the two show positive impacts on attainment: Education Endowment Foundation EEF Oral Language Interventions	1, 3, 5
Improve the quality of social and emotional (SEL) learning through ELSA programme delivered by Learning Mentor. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Education Endowment Foundation EEF Social and Emotional Learning	3

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

Budgeted cost: £85,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained number of Teaching Assistant support to enable all classes to have support during lessons and for interventions, where possible.	<p>Teaching Assistants can provide targeted intervention with small groups of pupils.</p> <p>Education Endowment Foundation EEF Teaching Assistant Interventions</p> <p>Education Endowment Foundation EEF High Quality Teaching</p>	1, 2
Additional phonics and reading comprehension sessions targeted at Year 3 pupils who require further phonics support.	<p>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:</p> <p>Education Endowment Foundation EEF Phonics</p>	1, 2
Year 6 Booster sessions to support SATs preparations in the Spring Term	<p>Enables staff to focus on a targeted group of learners with specific areas of learning.</p> <p>Education Endowment Foundation EEF Small Group Tuition</p>	5
Purchasing of targeted online provision (Testbase, LBQ, TT Rockstars) to support learning in the classroom and at home.	<p>TT Rockstars and LBQ allow for individualised instruction, supporting learning in the classroom and has had an impact on attainment for all children over the last 2 years.</p> <p>Education Endowment Foundation EEF Individualised Instruction</p>	5

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

Budgeted cost: £86,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Learning Mentor/SENCO engagement with parents to support them in supporting their child at home, in collaboration with TLR team.</p>	<p>Increasing parental engagement is low cost and can have a high impact if parents feel more able and confident in supporting their children with learning at home.</p> <p>Education Endowment Foundation EEF Parental Engagement</p>	6
<p>Learning Mentor support in being ready to learn for targeted disadvantaged children through a mentoring approach.</p>	<p>Targeted work for low-achieving children with low aspirations and poor attitude to learning.</p> <p>Education Endowment Foundation EEF Social and Emotional Learning</p>	5
<p>Contribution to Visits & Visitors budget to allow for disadvantaged children to have access to real-life experiences in and out of school.</p>	<p>We value our enrichment provision through our curriculum and aim to ensure it remains accessible to all pupils.</p> <p>Education Endowment Foundation EEF Life-Skills and Enrichment</p>	8

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Pupil Premium packs, homework resources, school jumpers and Book Fair vouchers.	We have been providing this pack for a number of years in an aim to allow our disadvantaged children to feel more on a par with their peers. Discussions with pupils show that these also improve self-esteem.	3, 6
Release time for staff to monitor progress of disadvantaged children and to support staff where necessary in the delivery of a high-quality curriculum.	<p>Great teaching is the most important lever schools have to improve pupil attainment. We use funding to continue to ensure that every teacher is supported in delivering high-quality teaching, which is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.</p> <p>Education Endowment Foundation EEF High Quality Teaching</p>	1, 2
Derbyshire Music Partnership provision for all children to learn to play an instrument – all children in Year 4 will learn to play the ukulele.	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Education Endowment Foundation EEF Arts Participation</p>	8

Total budgeted cost: £183,763

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 2024 to 2025 academic year.

Our Year 6 disadvantaged children did well based on their baseline assessments in terms of progress in their end of Key Stage 2 assessments in May 2025, but we did see a slight decline in overall achievement for disadvantaged children across in English outcomes in comparison to their peers, with an identifiable gap emerging for the first time in a number of years. As a result, we have reviewed and amended the current strategy ahead of schedule to reflect the current needs of the children on roll in 2025-26.

Phonics interventions continue to have a good impact upon children in Years 3 and 4 and for those with SEN, filling in gaps and enabling children to better access the curriculum by improving reading fluency. Children receiving this intervention have made, on average, 25 months progress over the year in terms of their reading age when assessed using the Salford Reading Test.

Additionally, children receiving the Dyslexia Gold Intervention led by the Teaching Assistants have made, on average, 24 months progress over the year in terms of their reading age when assessed using the Salford Reading Test.

Across the school, use of classroom-based teaching assistants delivering the Better Reading Programme has seen an increase in the reading ages of disadvantaged children who took part of an average of 23 months. This programme has notably better impact on children who are supported by reading at home so letters explaining the programme have included references to this this year.

Externally provided programmes

Programme	Provider

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also conducted a pupil premium review with staff and parents to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.