

Pupil premium strategy statement – Gayton Church of England Primary Academy

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
Name	Gayton Church of England Primary Academy
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	34% (40 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 to 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tony Leigh – Chair of Governors
Pupil premium lead	Niamh Allitt – Executive Headteacher
Governor / Trustee lead	Dan Barnes, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,345
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£50,345

Part A: Pupil premium strategy plan

Statement of intent

At St Matthews Federation the child is at the centre of everything we do. Children are the heart of our village community with bright and hopeful futures. Our village school is 'home'; a safe place to start your journey of a lifetime. A place where you will be respected and know your opinion counts; a place to make mistakes and learn to take responsibility for your actions. We aim to prepare the children to become life-long learners in an ever evolving world. Some pupils from disadvantaged backgrounds require additional support, therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant. The aim of the Pupil Premium is to enable us to target pupil attainment to support pupils in making the best possible progress. To ensure that the additional monies have the maximum impact on the targeted pupils, we will, through thorough analysis of the pupils' academic progress against other pupil groupings in school and national data, monitor and evaluate the impact of each intervention. We use PiXL as the basis for this work.

We have used the EEF Pupil Premium Guide (updated September 2023) to ensure that the support we offer is targeted sufficiently through 'A Tiered Approach'. We have used this to define our priorities and ensure balance. Our tiered approach comprised of three categories:

1. High Quality Teaching and Learning through a broad and balanced curriculum
2. Targeted academic support
3. Wider Activities related to Wellbeing, Attendance and Behaviour

Challenges

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

Challenge number	Detail of challenge
1	High proportion of children demonstrating lack of resilience and engagement.
2	Language Skills – including limited range of vocabulary linked to limited life experiences and availability of quality texts available in the home. More pupils entering EYFS have speech and language difficulties. This is then in line with slower progress in their writing.
3	The curriculum which is now fully embedded, hasn't been robust enough in the past. It is now fit for purpose for all pupils. Internal assessments indicate that writing attainment in particular among disadvantaged pupils is below that of non-disadvantaged pupils.
4	The attendance of our pupil premium pupils as a group is lower than that of the whole school. A proportion of our disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Many of our pupil premium pupils do not have the rich and varied experiences as non-pupil premium pupils seem to have, meaning knowledge of the world and vocabulary acquisition is limited.

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
Each child receiving extra support is profiled to identify any special educational needs or disability (if not already)	Assessments show that progress has been accelerated e.g. scores in phonics; any speech, communication and language needs; their attendance; time at the school, and previous teaching. Pupil premium pupils feel happy and safe in school and engage positively with their learning.

Children at risk of falling behind are identified within the first six weeks of their starting in their Reception year or as they join the school.	Completion of Reception baseline is used to identify a focus group of children. Sufficient support accelerates progress, including for new arrivals. Use of new arrivals policy to complete initial
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	assessments and make initial observations.
A clearly defined curriculum extends children's language and vocabulary in all year groups and across all subjects.	Through monitoring (including by subject leaders) children are using more challenging vocabulary on a regular basis.
Effective procedures identify and support children with speech, language and communications needs from an early age.	SENCo has a clear understanding of the speech, language and communication needs and has a programme of support in place.
Ensure all relevant staff (including new staff) have received the correct training for delivering Little Wandles effectively and support our Fixing Fulls Stops and Winning at Writing programmes.	Targeted phonics teaching drives more pupils to achieving the required level in the phonics test.
For attendance of our Pupil Premium pupils to be no lower than the attendance for non-PP pupils. For attendance to be 'good' compared to national attendance (95%)	Pupil premium pupils have at least 95% attendance. Families understand the importance of regular attendance on pupil progress.

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: £6100 - including TA time (£3000), CPD (£1000), access to Wensum Hub portal and further resources including training (£2100)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	Upskilling staff through CPD is one of the key ways of making change and ensuring good progress. The CPD will be linked closely with our SCP.	2,3
To continue to ensure high quality consistent teaching of phonics and early reading	As a school, we want to ensure all our children develop an excellent understanding of phonics and leave our school as enthusiastic and competent readers. The school has adopted Read Write Inc so that all children experience a high quality and consistent phonics/reading teaching from the very start.	2, 3

	We are then developing the skills built up during early reading through our Reading Rangers scheme. This provided the school with a consistent and focussed approach to teaching reading throughout KS2 to improve outcomes for all children in this area.	
To ensure each class has access to a general teaching assistant to increase the time for quality feedback for all pupils.	As a school we value the importance of this instant feedback in discussing a child's progress and next steps. It is predicted that quality and instant feedback can promote a child's learning by 8 months.	1, 2, 3
To continue to improve pupil attainment in writing	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively and support Talk4Writing.	2, 3, 5

To further embed the curriculum based on the Essentials Curriculum by Chris Quigley	Ensure all relevant staff (including new staff) have received training to implement the new curriculum and feel confident in their teaching of different subjects	2, 3, 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 39,160 (including TA time for PiXL and precision teaching and spelling Interventions, ELSA Training; PiXL Membership,

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop use of PiXL to target specific therapy groups.	PiXL Strategies aim to support the promotion of excellence for pupils. One of the strategic approach's PiXL Promote within every day teaching is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention to enhance standards.	3

To employ other providers for social and emotional support –	There will be clearly identified children who will have gaps in their learning and identified social and emotional needs.	1

Wider strategies (for example, related to Attendance, Behaviour, Wellbeing)

Budgeted cost: £6,085 (including TA time £5,085, subsidise school trips £600; breakfast club/after school provision £200; learning café resources and consumables £200)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum	Children who are exposed to these have an enhanced knowledge and understanding of the world. Funding will be provided to support pupil premium pupils wanting to attend clubs or accompany visits. As a school, we value the importance of educational visits and the huge impact that this can have on a child's learning.	5, 1
To continue to make every effort to engage with and support, through planned school activities and support from support staff, with all families of pupil premium children.	Pupils have increased self-esteem and recognise themselves as unique and valued individuals. Our support staff (supported by the School and Community Team and other advisors) will work each day focussing on child well being, attendance and safeguarding.	1, 4
To ensure children are emotionally supported and able to develop their literacy through emotional development.	Our SEND TA is a trained ELSA worker and works with individual children to increase their emotional literacy to help them cope with challenges they may face.	1, 2, 5
To ensure that we intervene as early as possible in any situation when attendance is below 93%.	Informal support through family meetings to avoid having to move to more formal processes. We know that when we develop trusting relationships with parents and carers, based upon recognising we are all working to support the children, we can achieve rapid and sustained improvements in attendance.	4

Parental engagement	Parental engagement is an instrumental factor in attainment and we need to make sure the parent-school links are as strong as possible.	1, 3, 5
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Total budgeted cost: £50,345

Externally provided programmes

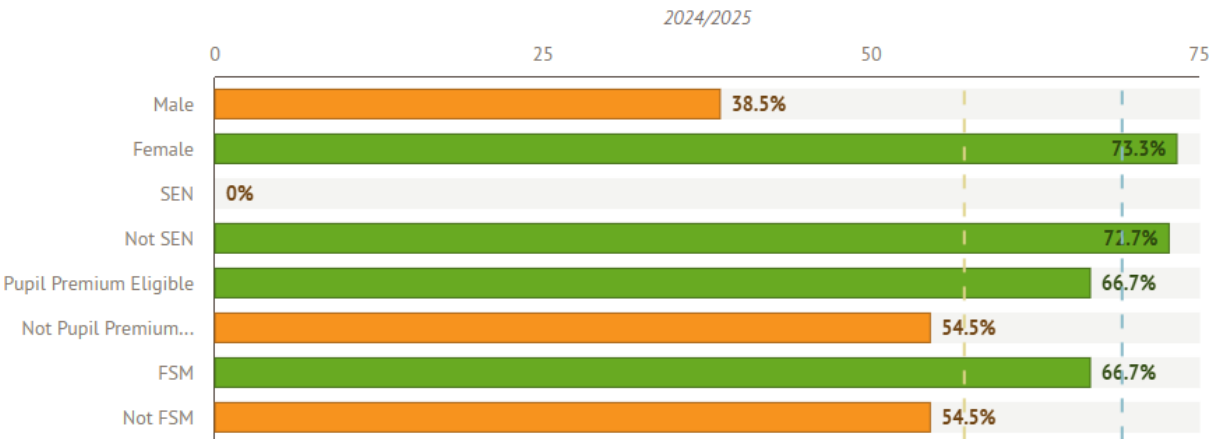
Programme	Provider
Little Wandles	Wensum Hub
Tackling Tables	Tackling Tables
Spelling Frame	Spelling Frame
Maths Mastery	Cambridgeshire Maths Hub
Spelling Programme	Pathways to Spelling

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

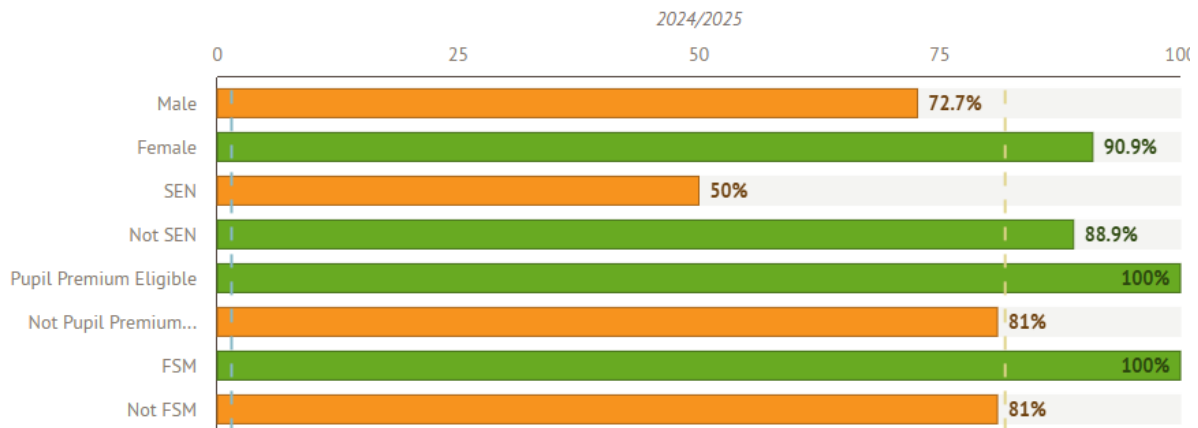
July 2025 EYFS Data

EYFS	Good Level of Development	National Average
(28 pupils; of whom 6 were PP)	57.1%	69.2%



July 2025 Phonics Data

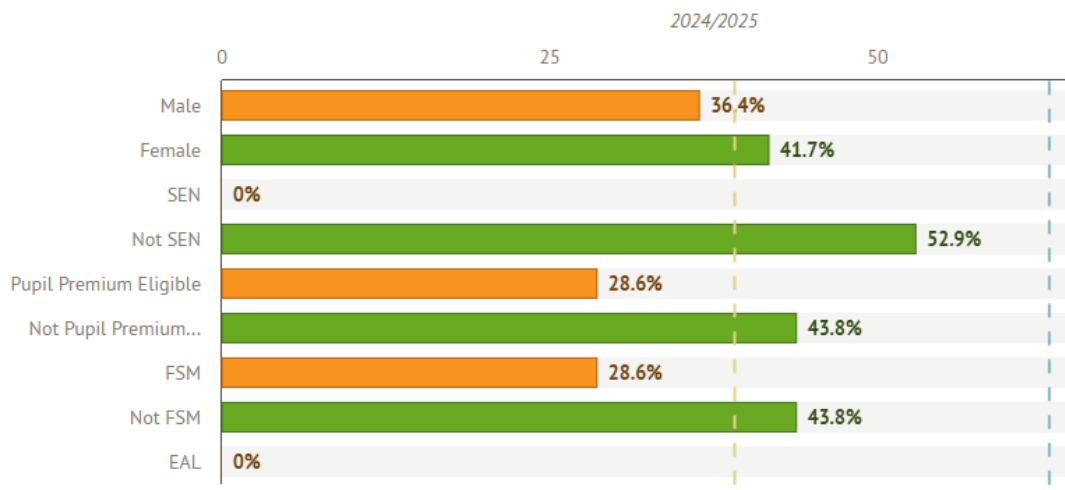
	32+ out of 40	National Average
Year 1 (22 pupils; of whom 1 were PP)	81.7%	81%



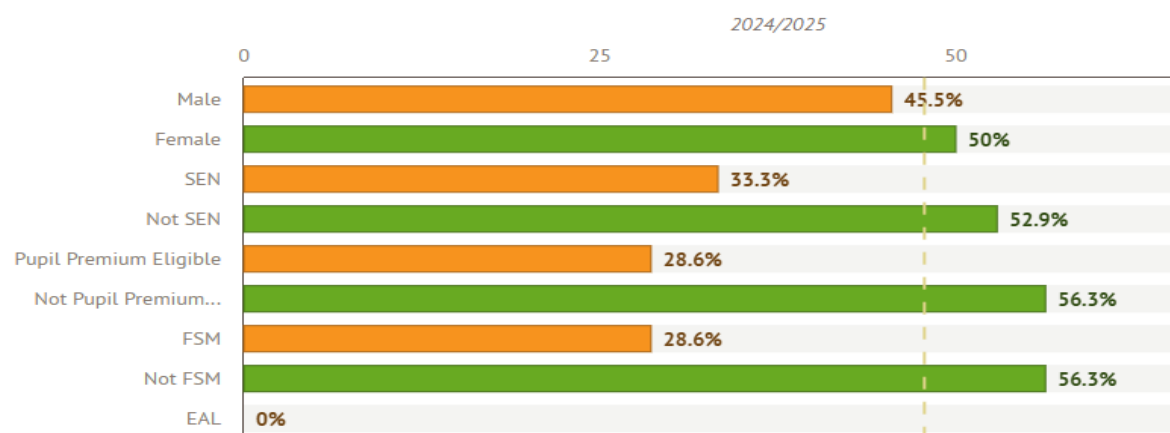
July 2025 Year 6 Data

YEAR 6 23 Pupils (of whom 7 was PP)	School	National Average
Reading	47.8%	75%
Writing -Teacher Assessment	61.0%	72%
Maths	61.0%	74%
Combined	39.1%	62%

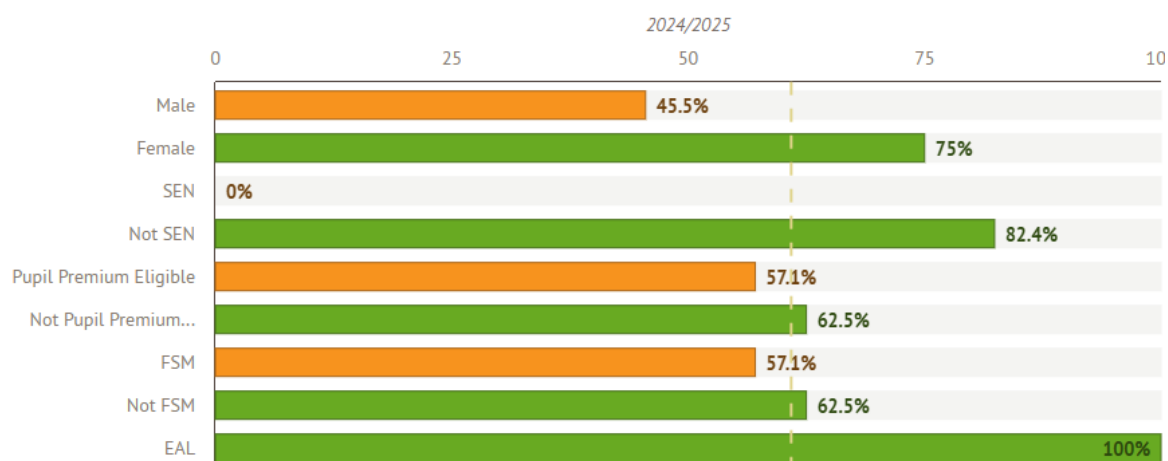
Combined



Reading



Writing



Maths

