

Pupil premium strategy statement – Giggleswick Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	75
Proportion (%) of pupil premium eligible pupils	(5 pupils) 6.67%
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 to 2028
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Catherine Maddocks Executive Headteacher
Pupil premium lead	Alison McGregor
Governor / Trustee lead	Andrew Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7575.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£7575.00

Part A: Pupil premium strategy plan

Statement of intent

Across our federation, and within our caring Christian community, we understand that each child travels through our schools only once yet always remains a part of our school family. Their journey is rooted in love, kindness, friendship and respect.

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 strategy is also integral to wider school plans for education recovery.

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

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	An attainment gap for some pupils in Mathematics, Reading, Phonics, Writing and Multiplication check outcomes.
2	Cohort numbers are small and all classes are mixed aged and mixed ability. Data has to be treated carefully.
3	Life experiences and aspirations for the future
4	Financial impact on families for pupils to take part in school trips and extra-curricular activities, enhancement opportunities
5	Parental engagement with reading fluctuates
6	Low self-esteem, lack of confidence and anxiety among some disadvantaged pupils who may also be identified on our SEND List
7	Some children who are on our disadvantaged list are also identified on our SEND list, vulnerable children list
8	Our attendance data for disadvantaged pupils can fluctuate, especially if they are included on our SEND, vulnerable list. It can be marginally lower.

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
Priority 1 Narrow the attainment gap, particularly in reading, writing, mathematics, phonics and multiplication outcomes in all year groups and in Y1/2 (Phonics) and Y4 (Multiplication)	Disadvantaged pupil outcomes at the end of the academic year show that more than 50% or above meet the expected standards in R/W/M (This reflects or small cohort numbers and groups) Disadvantaged pupils at the end of KS2 are broadly in-line with non-pupil premium pupils nationally. Disadvantaged pupils in Y1 at the end of the academic year show more than 50% or above meet the expected standards in the Phonics Screening check (This reflects our small cohort numbers and groups) Disadvantaged pupils in Y4 at the end of the academic year show more than 50% or

	above achieve 20+ in the Multiplication check (This reflects our small cohort numbers and groups)
Priority 2 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data obtained e.g.pupil voice, surveys, Growing Up in North Yorkshire survey and teacher observations • Information (Table/Data) indicates that disadvantaged pupils access trips, enhancements and extra-curricular clubs and activities
Priority 3 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data for disadvantaged groups is in line or close to non-disadvantaged pupils nationally and locally when monitored by the attendance champion at key points in the school year.
Priority 4 Further develop a love of reading for pleasure and engage parents more in supporting their children with reading at home.	Increased enjoyment in reading for pleasure and parental engagement in home reading support is demonstrated by qualitative data e.g from pupil voice, pupil and parent surveys and teacher observations. Reading diaries are checked by key adults in school at least once a week. The reading spine is agreed and implemented in each year group. More reading for pleasure books available for the pupils to read and engage with. Reading spine check lists demonstrate that pupils, including those disadvantaged are accessing the reading spine books.

Activity in this academic year (25/26)

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: £5328.07

Activity	Evidence that supports this approach	Challenge No Addressed
<i>Continuous development of teaching approaches through high quality CPD</i>	The EEF Guide to the Pupil Premium Pupil Premium: - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.	1
<i>CPD for staff to continue to develop "Mastery Readiness," within NCETM approach and implementation in line with DfE and EEF guidance.</i> <i>We will fund teacher and GTA release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1
<i>CPD for staff to implement</i>	The EEF Guide to the Pupil Premium:	1

<i>“Ready to Progress” Mathematics Intervention</i>	Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school DfE and NCETM guidance and advice.	
<i>CPD for teaching and support staff for new whole school/ federation wide writing approaches</i>	The EEF Guide to the Pupil Premium: Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school The Writing Framework DfE	1
<i>CPD for Little Wandle Phonics Scheme and Intervention Programmes (Teaching and support staff)</i>	The EEF Guide to the Pupil Premium: Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1
<i>CPD for Claire Christie Timetables whole class approaches and interventions (Teaching and GTAs)</i>	All staff benefit from CPD to ensure they are effective and able to support and improve pupil learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1
<i>Purchase of standardized diagnostic assessments annually and on-going training for staff to ensure assessments are interpreted and administered correctly, especially those new to the school and federation.</i>	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1

<i>Improve the quality of social and emotional support and learning with high quality CPD opportunities for teaching and support staff.</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)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4614.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to additional phonics sessions targeted at disadvantaged pupils who require further phonics	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Access to IDL interventions for disadvantaged pupils, where appropriate, including those with multiple needs (SEND)	Users typically see an average increase of 11 months in reading and spelling ages after just 26 hours of use	1
Access to Mathematics Intervention Programme, "Ready to Progress" for disadvantaged pupils who are not on track to achieve expected standards or progress	DfE Mathematics guidance for KS1 and KS2 Involvement with the Mathematics Hub, guidance and support provided regarding appropriate closing the gap interventions.	1
Daily Active reading sessions for all pupils, including those who are disadvantaged	The Reading Framework DfE	1, 5,

Access to SEMH programmes via SELFA for targeted pupils, including those who are disadvantaged, with multiple need (SEND/SEMH)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1306.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff (attendance champion) to develop and implement new procedures and appointing attendance/support officers to improve attendance (Miss Houghton)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and PA.	8
Participation in the Behaviour and Attendance Regional offer (RISE) by the SLT	https://www.gov.uk/guidance/rise-attendance-and-behaviour-hubs-programme	8, 6
Access to enrichment activities (school trips, including residentials, extra-curricular clubs and activities, enrichments)	All children benefit from enrichment activities and increased physical activity. EEF – There is a wider evidence base indicating that the development of social and communication skills may have positive impacts on outcomes such as self-efficacy, motivation and team work.	4
Further develop reading for pleasure throughout school. Reading and Phonics workshops for parents annually. Reading events held throughout the year that promote parent/child engagement in reading Introduction of a whole school reading spine for each year group	EEF – Emphasises that promoting shared reading should be a central component of any parental engagement approach	5

Contingency fund for acute issues	Based on our experience and those of similar schools, we have identified a need to set aside a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £11249.18

Part B: Review of the previous academic year

SEE PREVIOUS DOCUMENT AS THIS IS A NEW STRATEGY 2025 TO 2028

OUTCOMES FOR THE NEW STRATEGY WILL BE CONSIDERED IN THE AUTUMN TERM 2026.

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.