The Federation of Gedney Hill CoE and Shepeau Stow Primary Schools

Pupil premium strategy statement 2026-27

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	Gedney Hill Church of England Primary school
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	24/47 = 51%
Academic year/years that our current pupil premium strategy plan covers	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Nicki Maddison
Pupil premium lead	Nicki Maddison
Governor / Trustee lead	Dawn Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,450
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£29,450

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 all pupils, including those that are disadvantaged 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. 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 identify gaps in learning and 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. support our children's mental health and wellbeing to enable them to access their learning

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. This is evident from reception through to ks2
2	2026 phonics outcomes were below national outcomes.
3	2026 attainment data in reading, writing and maths is below national outcomes.
4	Our observations and discussions with pupils have identified social and emotional issues for many pupils, including lack of resilience to challenges. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data for academic year show that it is below national.

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 attendance for all groups	Attendance in line with national expectations
Improved social and emotional well being	Sustained high levels of wellbeing demonstrated by pupil voice, parent and teacher surveys and observations.
Improved communication and language skills	Improved outcomes in EYFS
Improved outcomes for disadvantaged pupils in phonics, reading, writing and maths	An increased number of disadvantaged pupils to achieve in line with peers nationally and an increasing number of disadvantaged pupils to achieve greater depth

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: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics. Continue to upskill all staff on phonics through high quality CPD. Reading lead to be released to monitor daily phonics and signpost staff to regular CPD. Train any new staff to deliver 1:1 phonics and Fresh Start.	EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD, Sutton Trust – quality first teaching has direct impact on student outcomes EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2,3
Supporting the recruitment and retention of teaching staff to provide cover for them to improve teaching and learning for their subject area.	EEF – Effective Professional Development. Continue to release subject leaders to plan high quality research based CPD for their subject.	1,2,3

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition for phonics	EEF Toolkit (+5) Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2

Intervention for key year groups for identified children. Reading, maths & phonics.	EEF Toolkit (+4) Small group tuition Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. We will identify pupils as having gaps in maths and reading that could be effectively addressed through intensive small group tuition.	2,3

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

Budgeted cost: £ 9,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils' social and emotional needs through training or employing a Practitioner to be able to deliver social and emotional interventions to selected children.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF + 4)	4
Embedding principles of DfE's 'Working Together to improve Attendance' guidance. This will be continued training for our attendance officer and for the attendance officer to continue to engage with parents to provide early interventions where necessary.	DFEs Working Together to Improve Attendance & EEF Parental Engagement (+4)	5

Total budgeted cost: £29,450

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 2025-26 academic year.

Due to a new leadership team, the school is unable to comment on the impact of the previous statement.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Phonics 1:1 fast track tutoring	Read Write Inc
Times Tables Rockstars	TTRock Stars