Gerrans School
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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.

Following the Autumn 2025 review of our three-year Pupil Premium Strategy, we identified several areas where strengthening our provision would further support disadvantaged pupils in line with the challenges and intended outcomes already set out in this plan. Although the overall impact of current approaches has been positive, we have identified specific areas of need where new evidence-informed strategies could enhance provision even further. As a result, we have added some new approaches for this academic year. They are shown within this strategy in blue.

School overview

Detail	Data
School name	Gerrans School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	December 2024
Date this strategy was reviewed	Autumn 2025
Date on which it will next be reviewed	Autumn 2026
Statement authorised by	Mrs Kate Mitchell
Pupil premium lead	Mrs Laura Read
Governor / Trustee lead	Lisa Michell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,632
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,632

Gerrans School Pupil Premium Strategy Plan

Statement of intent

We recognise that not all children who receive the Pupil Premium Grant will be socially disadvantaged and we also recognise that not all children that are disadvantaged are eligible for free school meals. As a result, we allocate some pupil premium money to ensure that all children have their needs met. We organise teaching and learning at Gerrans School in a way that meets the individual needs of all children.

When making decisions about using Pupil Premium funding, the school considers the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, supports the strategy to be developed. EEF research states that, "The attainment gap is the most stubborn test facing English schools". The impact of the pandemic also suggests that "primary aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils". Pupil Premium funding provides funding, with a focus on improving the achievement of children from disadvantaged backgrounds.

For disadvantaged pupils at Gerrans Primary School, our aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which is paramount in allowing pupils to make good progress with their learning. Our current pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Each member of staff knows who the PP pupils are in each class and closely monitors their progress. The progress of PP children is overseen by our Assistant Headteacher, SENDCo and Pupil Premium Leader, in collaboration with the Deputy Headteacher and Executive Headteacher. Timely support, whether it is academic or emotional, is provided. Our approach is flexible, depending on an individual child's needs. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary.

The key principles are:

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure that Pupil Premium funding identifies priority classes, groups or individuals and is used to address disadvantages.
- To close the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of Key Stage Two.
- To aspire to disadvantaged pupils exceeding nationally expected progress rates to reach Age Related Expectation at the end of Year 6 so they are ready to access the next stage of their education successfully.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of data has shown that many of our disadvantaged pupils have greater difficulty with phonics, vocabulary and reading comprehension
2	A number of disadvantaged pupils have additional Special Educational Needs
3	Assessment and analysis of data suggests that some disadvantaged children do not achieve the expected standard in reading, writing and maths at the end of KS2.
4	Through close relationships with our families, we have identified a need to support development of children's cultural capital
5	Recent changes in the school's leadership structure has created an opportunity to establish new relationships with families and to enhance parental support in children's education.

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
Disadvantaged pupils' speaking, vocabulary and reading skills will improve.	• KS1 Phonics results will be in line with national expectations or above • Speech and Language training will enable staff to provide high quality support in the classroom
Disadvantaged pupils with additional SEN will be identified quickly and appropriate intervention will be put in place to support learning. Interventions will be monitored regularly and outcomes assessed for impact.	• Disadvantaged pupils with additional SEN will make accelerated progress from their individual start points. • Evidence of EEF's 'Five-a-Day' approach in classrooms, to support disadvantaged pupils
Increased levels of parental engagement and support with children's learning	• Parents will attend family learning sessions • Parents will attend parents' evenings • Parents will feel welcome within the school and will actively approach for support
Raised aspirations due to funding to support families with clubs/residential/trips as well as workshops and professional visitors to school.	• All pupils have the opportunity to take part in enrichment activities as part of the school's wider curriculum
Disadvantages children will achieve improved reading, writing and mathematics outcomes	• More disadvantaged pupils will achieve at least the expected standard in Reading, Writing and Maths at the end of KS2. • The 'gap' between disadvantaged children's achievement and non-disadvantaged peers will be narrowed or closed.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD for all staff. All pupils have access to quality first teaching. • Retrieval techniques • Questioning • Cold Calling • Knowledge Organisers • Live Marking	Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from the Education Endowment Foundation: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching. The work on CPD will be supported by renowned training materials such as Walkthrus https://walkthrus.co.uk/	1, 2, 3
A new curriculum has been implemented this academic year and rigorous monitoring of the opportunities within it will ensure it is accessible to all, broad and balanced. To support wider opportunities and aspiration, a list of key experiences for children to complete before leaving the school will be established.	The Ofsted Inspection Framework assesses whether '*the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents*' and '*the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy*'. https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023	1, 2, 3, 4
Develop the implementation of the new curriculum to ensure that small steps of learning are planned and sequenced for progression.	Research by Rosenshine demonstrates that curriculum being broken into smaller parts make learning more accessible to all children. https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf The work of Rosenshine, which is further endorsed by Tom Sherrington, will support development of curriculum planning and delivery.	1, 2, 3, 4
Continued, comprehensive training in validated	Based on EEF research, high quality phonics teaching makes high impact for low cost (+5 months).	1, 2, 3, 5

phonics scheme (Read Write Inc.) Regular monitoring and work with the English Hub will ensure that there is high quality whole staff training and coaching. Regular work with RWI consultant to ensure the scheme continues to be implemented with fidelity, monitored closely and that pupils making below expected progress are identified in target setting meetings.	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Develop continued family learning to support parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Create and resource a carefully planned, long-term reading rolling programme for each class, to ensure all children are exposed to a range of high-quality texts	Evidence from a range of sources suggests that reading for pleasure has greater impact on children's future success than their socio-economic background or previous life experiences. https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf	1, 2, 3, 4
The Trust's **Equity Charter** sets out a commitment to ensuring every child—regardless of background, starting point or circumstance—has **equal access to high-quality teaching, rich opportunities, an ambitious curriculum and a strong sense of belonging**. It promotes a culture in which barriers to success are actively identified and removed so that disadvantaged pupils can thrive academically, socially and emotionally.	While "equity" is an umbrella principle rather than a single intervention, there is strong research evidence showing that **equity-based approaches raise outcomes**, especially for disadvantaged pupils. 	1, 2, 3, 4, 5
Introduction and Implementation of The Write Stuff English Curriculum	*The Write Stuff* provides a highly structured sequence, explicit modelling, vocabulary enrichment and clear sentence-level progression. Evidence from other schools and from EEF principles on structured writing instruction supports its effectiveness in benefiting *all* learners, especially those who may need additional modelling or exposure to high-quality examples.	1, 2, 3

	This aligns directly with our intended outcomes to close gaps in reading, writing and mathematics and to secure high-quality teaching for all pupils	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics interventions	There is a variety of evidence to support and is an EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio. Use of RWI portal and resources for home learning on an individual basis.	1, 2, 3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer employed to support the implementation of our new attendance policy and to offer support in improving attendance with a focus on pupil premium children.	Children's attendance has a huge impact on their education. https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	1, 2, 3, 4, 5
Offer a range of after school activities, in-school experiences, trips and visits linked to learning, a broad assembly plan, additional music tuition, sporting activities, links with MAT schools (secondary and primary) and a range of activities that enhance cultural capital.	The work of Bourdieu and other sociologists report on the impact of developing cultural capital for children. https://www.culturallearningalliance.org.uk/what-is-cultural-capital/ EEF - evidences the positive impact of outdoor and enrichment activities on well-being.	4
Explore the setup of a wraparound facility (breakfast and/or after school club)	A small number of families have enquired about the possibility of setting up a wraparound facility. The school will survey parents and decide on the viability of this. A wraparound facility has the potential to support some disadvantaged families with breakfast and after school care.	1, 3, 4, 5

	A wraparound facility could support attendance, timely arrival to school and readiness for learning.	
Continued focus on consistent Behaviour Routines	While behaviour routines introduced previously are now embedded and contributing to strong outcomes, observations and pupil voice indicate that disadvantaged pupils benefit particularly from predictable, consistent expectations. Research into behaviour, belonging and safeguarding shows that clear routines reduce cognitive load, help pupils feel safe, and improve readiness to learn—especially for learners who may experience anxiety or irregularity outside school.	1, 2, 3, 4

Total budgeted cost: £20,500

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 2025-2026 academic year.

Percentages should be interpreted with care because the disadvantaged cohort is small.

Speaking, vocabulary and reading

All Year 1 pupils met the expected standard in the June 2026 phonics screening check, including the disadvantaged pupil in the cohort. Sonar assessments showed expected or better progress in reading for 6 of 7 assessed disadvantaged pupils (86%) between Autumn 2 and Summer 2. The school has continued to use Read Write Inc. and a reading curriculum built around high-quality whole texts.

SEND, universal provision and targeted support

Termly SAP reviews evidenced progress against individual targets for disadvantaged pupils with SEND. Provision maps tracked targeted interventions, with regular evaluation used to review impact and adjust support. The school's graduated response and associated flowchart continue to support early identification and a consistent approach to additional needs.

Work to strengthen universal provision has continued across the strategy. The school teaching model and established behaviour routines provide predictable expectations. Classrooms remain neutral and uncluttered, with visual timetables and other adaptations supporting access to learning. Lesson drop-ins during 2025–26 showed pupils with SEND engaged in lessons and receiving support within everyday classroom practice. Regular discussion of individual progress helps staff identify and respond to emerging needs.

Wellbeing, relationships and belonging

The school has continued to prioritise pupils' emotional wellbeing and readiness to learn through consistent routines, positive relationships and inclusive practice. The Trust Equity Charter and previous staff development on equity and belonging provide a shared foundation for this work. Mental health support, including input from an Education Mental Health Practitioner and whole-class Decider Skills work, formed part of the strategy during the preceding year but has continued to build into also including 1:1 programmes of work to support individual children.

Parental engagement

Engagement with open classroom events was high. All families (100%) engaged with parents' evenings, either through a scheduled appointment or a follow-up discussion with staff. Termly SAP reviews also provide opportunities for families of pupils with SEND to contribute to individual targets and provision.

Enrichment and aspirations

All disadvantaged pupils (100%) took part in at least one club, trip or visit during 2025–26. All four eligible disadvantaged KS2 pupils attended their residential trip, among 37 KS2 pupils attending overall. The school funded 20% of residential costs for disadvantaged pupils, helping reduce financial barriers and maintain access to wider experiences.

Reading, writing and mathematics outcomes

Internal Sonar progress measures showed expected or better progress for 6 of 7 assessed disadvantaged pupils in reading (86%), 6 of 7 in writing (86%) and 5 of 7 in mathematics (71%). Reading and writing progress was encouraging, while mathematics was less consistent and remains a priority.

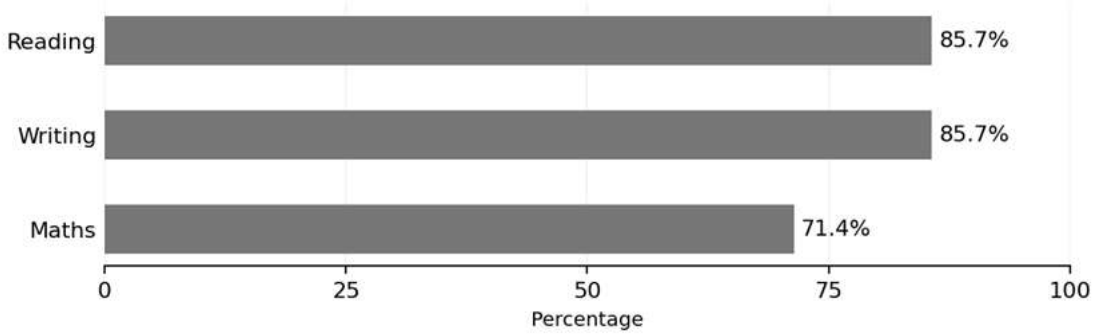

Figure 1. Expected or better progress, Autumn to Summer 2 2025–26 (7 assessed Pupil Premium pupils).

The 2026 Key Stage 2 cohort was particularly small, with nine pupils. Whole-school attainment was above national outcomes in writing and mathematics, although reading and combined attainment remained below national figures. Progress scores were positive across reading, writing and mathematics.

The disadvantaged cohort was too small for meaningful or appropriate public reporting of separate attainment percentages. Outcomes have therefore been evaluated internally alongside individual progress information and the school's wider assessment evidence.

Across the school, internal tracking demonstrates positive progress for most disadvantaged pupils, although continued attention to mathematics and securing consistently strong attainment remains important.

Attendance

Attendance for disadvantaged pupils was 96.1%, broadly in line with whole-school attendance of 96.3%. Almost all disadvantaged pupils had attendance above 95%. The overall figure was influenced by an in-year admission, which should be considered when interpreting the data.

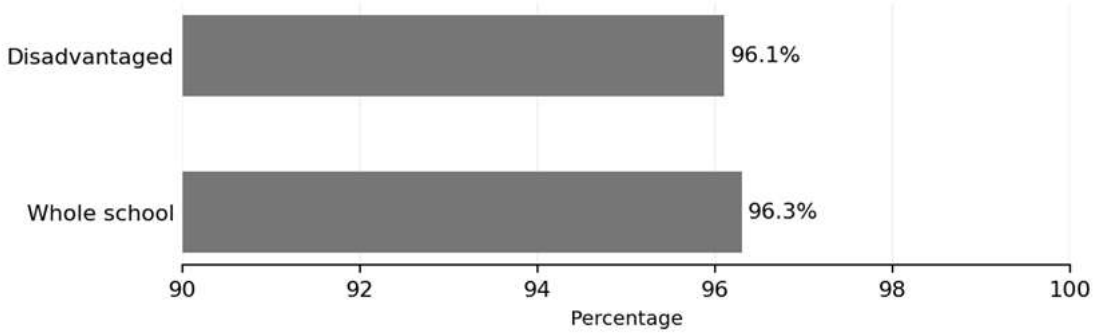

Figure 2. Attendance in 2025–26.

Overall evaluation

The final year of the strategy showed positive outcomes in phonics, reading and writing progress, attendance, parental engagement and access to enrichment. Termly SEND reviews, provision mapping and lesson drop-ins evidenced the continuing importance of inclusive universal provision alongside targeted support. More consistent mathematics progress remains a priority. Due to small cohort sizes, findings should be considered alongside individual starting points and professional evaluation rather than percentages alone.

Externally provided programmes

The following programmes were used during 2025–26. Maths-Whizz and Grammarsaurus Spelling were introduced this year; Times Tables Rock Stars and Read Write Inc. were established programmes.

Programme	Provider
Times Tables Rock Stars	Maths Circle Ltd
Maths-Whizz	Whizz Education
Grammarsaurus Spelling	Grammarsaurus
Read Write Inc.	Oxford University Press / Ruth Miskin Training