

# Pupil Premium Strategy Statement – 2025-28

This statement details our school's use of pupil premium for the 2025 to 2028 academic years 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	Gilded Hollins Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	7% (19 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2028
Statement authorised by	C Burns, Headteacher
Pupil premium lead	C Burns, Headteacher
Governor / Trustee lead	T Sweeney, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 28,400

# Part A: Pupil premium strategy plan

## Statement of intent

At Gilded Hollins, we intend that all children, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Quality first 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. 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.

We will consider the challenges faced by all our vulnerable pupils, such as those who are looked after or who have a social worker. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We expect all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, with a whole school 'can do' approach.

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 and provide support at the point need is identified

## Challenges

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

Challenge number	Detail of challenge
1	<b>Exposure to rich language and literature.</b> Some children have a limited vocabulary, compounded by a narrowed reading diet. They struggle to comprehend the more

	<p>complex aspects of the written word. This in turn, impacts upon their written work. Children find that writing at length with flair and a solid grasp of grammar challenging. As children progress, they may struggle if they have not had early exposure to rich language and fewer opportunities for reading widely as a result, they sometimes struggle to retain facts such as grammar formations and spelling facts. These gaps can affect their ability to recognise patterns, apply spelling rules, and commit words to memory. Without targeted intervention and regular reading practice, pupils may fall behind, making it harder to build confidence and fluency in writing.</p>
2	<p><b>Developing mathematical fluency and recall.</b> Developing secure number knowledge, including multiplication facts, is especially important for disadvantaged pupils, as it strengthens their confidence and fluency in maths, helping them access more complex problem-solving and reasoning tasks. Without this foundation, pupils may struggle to keep up with the pace of learning, widening attainment gaps. Through pupil voice and data analysis across the school, we have identified that retaining mathematical facts is a barrier among our disadvantaged pupils. Early and consistent support with number facts and times tables empowers them to engage more fully in lessons, build resilience, and achieve success across the wider curriculum. Certain children also struggle to apply the mathematical concepts needed to tackle more complex mathematical activities due to their grasp of language.</p>
3	<p><b>Access to Cultural Capital and Enrichment</b> - Financial difficulties for some families may prevent children accessing activities or taking part in extracurricular activities. We recognise that the more experiences children have in their primary years, the more this supports their understanding of the world, the more it enriches their vocabulary and the more it instils in them a sense of inner confidence. For some families, financial constraints can limit access to enrichment opportunities such as educational visits, music tuition, and extracurricular activities. Providing pupils with equitable access to experiences that broaden horizons, build cultural capital, and support aspirations will support their wider development and increase their confidence.</p>
4	<p><b>Increased Self Confidence and Sense of Self</b> - Lack of self-confidence, limited perseverance and resilience are factors that affect several children.</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
Exposure to rich language and literature	<p>Children will demonstrate a wider spoken and written vocabulary, using a wider range of words in context.</p> <p>Enhanced communication skills and confidence when speaking aloud.</p> <p>Children read more widely, have a love of the written word, and achieve in line with national comparators in reading and writing.</p>

<p>Development of Mathematical Fluency and Recall</p>	<p>Children will feel increasingly confident when approaching mathematics.  Increased results for PPG children in multiplication check in Year 4.  Improved performance in mathematical assessments for PPG children, with a higher percentage achieving ARE or above in maths  Consistent application of efficient mathematical strategies due to rapid recall of facts.</p>
<p>Access to Cultural Capital Enrichment  All children are enabled to take part in wide, broad life experiences.</p>	<p>PPG children are enabled to take part in after school clubs, music lessons, and any other activities that will widen their life experiences.  100% of disadvantaged pupils participate in at least one extracurricular club  All pupils actively encouraged and supported to attend all educational visits and residential trips with regular support in place to enable families financial assistance if necessary.  Pupils have access to music tuition, sports clubs, and cultural experiences; being provided with additional financial support to attend if the experience requires it.  Pupil voice demonstrates continued aspiration and awareness of opportunities.</p>
<p>Increased self-confidence and Perseverance  Children present in school with positive attitudes and immerse themselves in curriculum experiences</p>	<p>Children have high engagement in school activities.  Children demonstrate increased resilience, self- belief and self-confidence.</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.

The cost of these strategies to improve the outcome for our disadvantaged children totals far more than our Pupil Premium Grant allocation. Because of this, spending outlined below may supersede our Pupil Premium Grant.

## Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Partnership with the Northwest Teaching Hub, LLG and access to the Schoot Training Platform to provide bespoke, targeted CPD for all staff.</p> <p>High-quality CPD for all staff focused on evidence-based teaching strategies, including:</p> <ul style="list-style-type: none"> <li>- effective questioning techniques (wait time, probing questions, targeting disadvantaged pupils), I do, we do, you do approach, pre learning, adaptive teaching to meet diverse needs without lowering expectations, explicit vocabulary instruction, modelling and scaffolding, and feedback that moves learning forward.</li> </ul>	<p>EEF toolkit – Metacognition and Self Regulation Strategies. +7 months impact</p> <p>Supporting the attainment of disadvantaged pupils - Briefing for School Leaders. November 2015</p> <p>EEF evidence shows quality-first teaching has the highest impact (+5 months impact). Investment in professional development ensures all pupils, particularly disadvantaged, benefit from excellent teaching. Strong teaching is the foundation for closing attainment gaps and has greater impact than any intervention.</p> <p>Building of strong relationships in class around a mutual respect to impact significantly on pupil performance.</p>	<p>1,2,4</p>
<p>High quality Phonics provision that is focused on phonological awareness, grapheme-phoneme awareness, blending and segmenting and then daily practice with fully decodable texts to build fluency and confidence.</p> <p>Continue to enhance our reading provision for children into KS2 through the use of book circles where discussion and the love of books and reading is developed and nurtured, whole class reading lessons that introduce new vocabulary in context, using a wide range of questioning types to encourage in depth inference.</p> <p>£5,000</p>	<p>EEF Toolkit – Reading Comprehension +6 months</p>	<p>1,2,4</p>
<p>Quality first teaching approach to maths with CPD and resources including White Rose Maths scheme, and NCETM in EYFS and KS1, supplemented by online adaptive learning platforms such as Learning by Questions, TT rockstars</p> <p>Staff training focuses on concrete-pictorial, abstract (CPA) approach, mathematical fluency and reasoning, pre teaching for those who may need time to process concepts, flexible, follow-up intervention for pupils who haven't grasped concepts, use of</p>	<p>Mastery learning EEF (+5 months impact) ensures secure understanding before moving on. Particularly benefits disadvantaged pupils who may have gaps in prior learning. CPA approach makes abstract concepts accessible. Adaptive technology provides targeted practice at the right level, building confidence and fluency. Same-day intervention prevents gaps widening.</p>	

<p>manipulatives and visual representations.</p> <p>Online platforms provide personalised practice aligned to each pupil's needs with real-time data to inform teaching.</p> <p>Regular pupil progress meetings analyse maths data to identify PP pupils requiring additional support.</p>		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions in phonics acquisition and reading by highly trained learning support assistants.</p> <p>These staff also support in class to deliver flexible maths interventions and in class support as directed by class teachers.</p>	<p>Pupil voice interviews with PPG children</p> <p>EEF Toolkit – Phonics - + 5 months</p> <p>EEF Toolkit – Reading Comprehension - +6 months</p> <p>EEF Toolkit - Teaching Assistant Interventions - +4 months</p> <p>(Intensive, structured support for pupils who are falling behind in phonics/early reading. Daily, short sessions with trained staff ensure rapid progress.)</p>	1,2,4
<p>Small group booster sessions to take place for the most vulnerable learners from teaching staff. Booster classes are in addition to, not instead of, quality-first teaching. Pupils selected based on identified gaps, with regular review of impact. Sessions structured around diagnostic assessment, targeted teaching, and practice opportunities.</p>	EEF Toolkit – Small group tuition +4 months	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed

Ensure that children have exposure to curriculum linked enrichment activities across the school. Financial support in place for following activities – theatre productions, author workshops, music tuition, Thurston residential for Y6 and Barnstondale residential for Y4.	EEF – Arts Participation +3 months impact EEF – Sports Participation +2 months	3,4
Support for families to increase attendance through financial support to attend breakfast club or after school club	DfE guidance May 2022 states the importance of good attendance and recommends the use of PP funding to support those families who find it difficult to maintain a good attendance record.	4 Poor attendance impacts on all areas.
Free / subsidised uniform, PE kit, and equipment where needed.	Removes financial barriers and ensures pupils are ready to learn. Reduces stigma and promotes sense of belonging.	3
Subsidised breakfast club or after school club and food provision for vulnerable families	Nutrition impacts on concentration and readiness to learn. May also improve attendance and punctuality.	4/5
Access to music tuition, sports coaching, and cultural experiences (residential and extra-curricular, museums etc)	Builds cultural capital and widens horizons. Addresses limited access to opportunities outside school such as the theatre, Astley mining museum, Thurston, sports events)	3

### Total budgeted cost: £ 34,200

Teaching Provision– North West Hub / LIG membership / Schoot training platform	£2,500
New and relevant class readers and book circle books	£2,000
Teaching assistants to deliver interventions and early reading phonics teaching and in class support	£23,000
Small group booster sessions from teaching staff	£1,800
Curriculum Enhancement and wider opportunities	£4,000
Additional funding for attendance support / breakfast club	£900

Total Expenditure	£34,200
Pupil Premium allocation 2025/2026	£28,400

## 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 2024-5 academic year.

95% (18/19 children) of disadvantaged children took part in a school led club, outside club or leadership activity in 2024/25. These were broad in their range. Clubs attended by children included: football, rugby, change for life, after school sports club, cricket, cheerleading, chess, recycling monitors, play leading, IT monitoring, kindness corner, classroom monitoring.

The children reported that they loved the fact that they could attend clubs, and all children knew that if they wanted to attend than they would be able to. However, it remains that more children attend clubs in school hours than in their own time. The were highly appreciative of the number of clubs available to them.

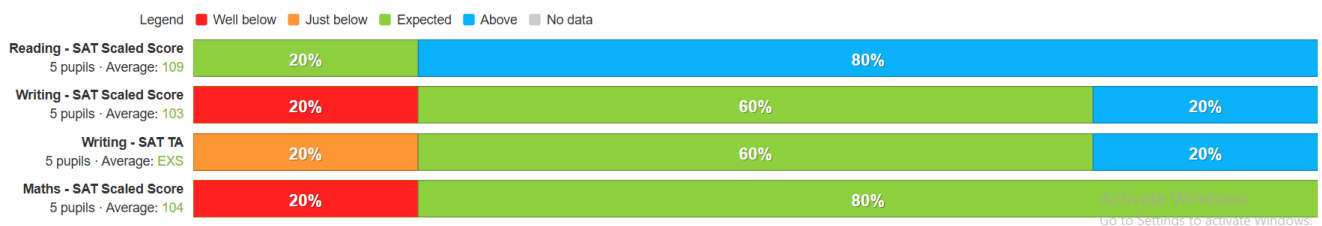
53% of those children receiving PPG were supported to learn a musical instrument. These included piano, drums, recorder and guitar.

1 child has continued to play the brass instrument taught to them through our wider opportunities music scheme and is now playing for a Local Youth orchestra outside of school.

Children spoke positively about their lessons and enjoyed being challenged. They knew they could access support when needed but several spoke of their challenges in maths when, ‘the numbers don’t jump into your head.’

This supports our drive to increase mathematical fluency and number fact knowledge across the school over the next year.

The results below reflect the key stage 2 results and teacher assessment for all disadvantaged children in reading, writing and maths in Summer 2025.



## Externally provided programmes

Programme	Provider
ReadWriteInc	Oxford Press
Maths teaching for mastery NCETM – mastering number Leadership Briefings Subject leader training EYFS leadership network Learning by Questions	NorthWest Hub NCESTM LLG Partnership, Schoot and LLG LLG Consortium LBQ

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Service Pupil Premium from the last academic year was included in the spending for all pupil premium provision due to the very small number of children who are allocated this funding.
What was the impact of that spending on service pupil premium eligible pupils?	Those children who receive this premium all achieved age related or above expectation last year.