

Pupil premium strategy statement – Guyhirn Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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 2025-2026 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Karen Miln thorpe
Pupil premium lead	Karen Miln thorpe
Governor / Trustee lead	Andrew Waling Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,384.48
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£45,384.48

Part A: Pupil premium strategy plan

Statement of intent

- At Guyhirn Church of England Primary School we consider the context of the school, and the challenges the school faces targeting the use of our Pupil Premium funding, to ensure that our disadvantaged pupils receive the highest quality of education. We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning as well as challenging those who are already high attainers.
- Our ultimate objectives are to:
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context

Guyhirn Church of England primary school is a small village school in a rural location that has 3 classes of mixed age children and a Pre-school. The IDSR indicates the school is in quintile 4 (more deprived) 26% of pupils are eligible for Pupil Premium.



We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium Strategy Statement 2025-2026 Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Challenges

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

Challenge number	Detail of challenge
1	Low attendance or high persistent absence levels and lateness to school
2	Social, emotional and health needs of our pupils and families
3	Pupils and families have a lack of aspirations for their futures reducing their motivation and commitment to learning
4	Pupils have limited experiences beyond their home life and immediate community
5	Slow progress rates made by some pupil premium children
6	School readiness (low academic baselines on entry, socially and emotionally ready)
7	Promote social interaction and self-esteem of pupils

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
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Pupils with low attendance/ high Persistence Absentee levels are supported and challenged	Attendance across the school shows an increase and disadvantaged pupils attendance is at least 96%.
Continued support for families and pupils with social, emotional and health needs through Family worker, nurture groups , workshops etc	Families and pupils feel supported, ensuring children are ready for learning and achieve their full potential with support from families
Continue to improve reading and writing across the school, including those working at Greater Depth	Children have the skills to read and understand the text at an age appropriate level and make good progress.
Continue to develop reading, phonics, vocabulary, and Speech and Language in EYFS & KS1	Children are able to use all their skills gained through Phonics, Powerful words and speech and language support to read and writing giving them the knowledge for further development in KS2.
Continue to boost pupils who are at risk of falling behind in Reading, Writing and Maths in KS2	Children are working alongside their peers in all aspects of the curriculum
Improved school readiness and pupil engagement by providing breakfast bagels to all children	Children are ready to learn from the start of the day
Promote social interaction and self esteem of pupils particularly providing forest school to all children	Children are confident in themselves and around others and are able to transfer these skills into the curriculum.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium/ Inclusion staff meetings to discuss areas for	The need for a fully inclusive school is supported by well informed and trained staff who can support teachers to develop progress of	5 7

development, bespoke interventions and implementing support for individuals	under attaining pupils, whilst reducing teacher workload. The attainment and progress of all pupils is a collaborative approach including high quality teaching and effective intervention and support	
CPD for all staff in curriculum areas and supporting individuals to deliver high quality interventions to pupils and giving support to families	By providing appropriate and continuous CPD to staff is important to develop the practice of all staff within the setting to ensure they meet the needs of individuals and is therefore beneficial to our pupils.	3 4 5

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

Budgeted cost: £ 19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to provide bespoke interventions / sessions for children falling behind in English and maths.	Education of many of our disadvantaged pupils were previously impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in maths	3 4 5
Teaching assistants to provide bespoke sessions for children in reading including phonics	Our assessments and observations show gaps in children's phonic knowledge particularly in some year groups. The effective use of Teaching assistant's suggest the use of TAs to deliver high quality 1:1 and small group support using structure interventions	3 4 5
Deployment of HLTA to support development of maths / English in mixed aged class of Y4/Y5/Y6	Observations, assessments and discussions with staff indicate that our largest class have various gaps and has a broad spectrum of differing understanding and require additional support within these subject areas to maintain progress alongside peers.	3 4 5

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support for pupils and families by inclusion manager, attendance support and pastoral support	Regular school attendance and educational attainment are indistinguishably linked. Through a responsive and supportive whole school approach with bespoke support, attendance can be improved.	1
Providing Breakfast Bagels and milk	Giving children a healthy start to the day by providing bagels benefits all of the children to ensure they are well nourished prior to lessons and are ready for learning	1 2 3
Pastoral and learning mentors support for children and families with a focus on mental health.	EEF and our own knowledge and experience identifies that Social and emotional skills have a huge impact on positive outcomes later in life. By supporting our pupils and their families we can impact on their education in a positive way for their future.	2
<i>To provide lessons</i>	Extra curricular activities are important in education. At our school we observe a positive impact on the use of dance to promote self esteem, social interaction and working as a team, all skills they will need in later life. As a result of the dance sessions an end of year performance ensures collaboration across the school, pupil confidence , self worth and a sense of achievement.	2 7
<i>To provide swimming lessons to all pupils</i>	Water safety is of great importance as the school is close to the river and it runs adjacent to the school.	2 7

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2024-2025 attendance improved from the previous year. However this still remains a focus for forthcoming years and ensuring children are on time and not missing vital learning.

Data from assessments for disadvantaged pupils continues to see a significant improvement with the majority working alongside their peers. This has been supported by the interventions/ support given by Teaching assistants who have adapted and revised their support to ensure all children achieve.

All provision by pupil led funding continues to ensure our children are all supported to make progress and are becoming more confident learners.

Providing the support in all aspects of school life ensures our children are school ready, learning ready and that we prepare them for everyday life and challenges..

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery 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 or recovery premium funding.