Grindleford Primary School Pupil Premium Strategy statement –2026-2029

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.

Note for Governors

From the start of the 2026 to 2027 academic year, the Department for Education (DfE) is delivering an expansion to FSM eligibility to include all pupils from households in receipt of Universal Credit. There will then be 2 categories of FSM:

- Targeted FSM, which continues to be based on the existing £7,400 income threshold
- Expanded FSM, which will apply to meals only, covering pupils who do not qualify for Targeted FSM, but who are in households in receipt of Universal Credit

Following the expansion of FSM, only pupils eligible for Targeted FSM will be part of the Ever 6 FSM cohort. This means that pupils who become eligible for FSM for the first time through the new Expanded FSM category will not attract pupil premium funding.
Pupils who were eligible for FSM before the expansion will continue to be part of the Ever 6 FSM cohort after the expansion. That includes any pupil whose household income increases after the expansion, such that they either lose FSM eligibility altogether or become eligible for FSM through Expanded FSM. Such pupils will remain part of the Ever 6 FSM cohort for 6 years.

School overview

Detail	Data
Number of pupils in school 2 Y6	35
Proportion (%) of pupil premium eligible pupils 01/04/2026 – 31/03/2027 PPG 7 pupils including 2 year 6 who left July 2026	7 pupils on roll show as PPG Eligible 20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	K Gemmell, Headteacher
Pupil premium lead	K Gemmell, Headteacher
Governor / Trustee lead	Christina Webster, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	ACYR 2026-2027 Estimated Income £9946
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£9946

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 disadvantaged pupils to achieve that goal, including for those who are already high attainers.

The Department for Education states that:

'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.'

The actions identified in our Pupil Premium Strategy Statement aim to redress this balance by:

- Ensuring that all staff have high expectations for all pupils, including pupils who are disadvantaged
- Provide additional, tailored support for cores subjects so that disadvantaged pupils leave Grindleford Primary school well prepared for the next phase of their learning
- Supporting positive mental health for pupils who are disadvantaged by ensuring that they are able to succeed and have access to a wide range of opportunities
- Can access all of their primary education as they are punctual, prepared to learn and present at school

We will achieve this by:

- having high expectations for all pupils
- All pupils access high-quality teaching that meets their needs
- inspiring a love of learning
- providing additional support to encourage and nurture success

Challenges

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

Challenge number	Detail of challenge
1	Some of our children who qualify for Pupil Premium support have **co-existing Special Educational Needs** which present as attention and cognition barriers to learning. These can mean the children require further support to access the curriculum.
2	**Writing**: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Internal assessment of current attainment data (internal) shows that significantly fewer pupils eligible for pupil premium are working at age related expectations or above for writing than the student population as a whole. (Data suppressed to protect the anonymity of these pupils)
3	**Reading**: Assessments, observations, and discussions with pupils suggest pupils who experience disadvantage generally have greater difficulties with reading than their peers. Attainment data shows that our 3-year average for disadvantaged pupils is 3/5 60% achieved the expected standard at the end of KS2 which is significantly below the non-disadvantaged group (20/23) 87% Early phonological knowledge in Reception is often low and is a barrier to reading attainment. This continues into KS1 and early KS2. Reading comprehension is also impacted by variations in life experiences and vocabulary.
4	Assessments, observations, and discussions with pupils indicate underdeveloped **oral language skills and vocabulary gaps** among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. EAL is a significant factor for our PPG pupils – with 2/5 pupils with PPG in the past 3 years being new to English or having English as a second language.
5	**Poor mental health** – low resilience and low self-esteem Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils eligible for pupil premium. These challenges particularly affect disadvantaged pupils.

	Teacher referrals for support remain relatively high. 2/5 pupils in the past 3 years eligible for PPG have or continue to require additional support with social and emotional needs.

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.

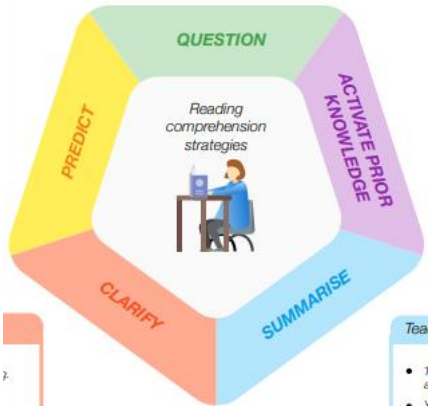
Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/2028 will show that disadvantaged pupils met the expected standard in line with non-disadvantaged pupils.
Early support is offered to pupils and families where mental health is poor or where behaviour is challenging	There will be no pupils excluded from school Behaviour incidents will be manged effectively Behaviour in school will be good
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations · a significant improvement in attendance · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
All pupils will be provided with equality of opportunities to be successful and develop a positive self-image	Disadvantaged pupils to be given priority where numbers are limited in extra-curricular clubs and wider opportunities (music, sports, residentials)
All pupils will leave Grindleford Primary School ready for their next phase of learning, equipped with the necessary knowledge for success	3 year KS2 reading outcomes in 2027/28 will show that the attainment gap for disadvantaged pupils will be reduced (at 2025/6 Year End this was 60% compared to 87% Whole School – A gap of -27 3 year KS2 writing outcomes in 2027/28 will show that the attainment gap for disadvantaged pupils will be reduced (at 2025/6 Year End this was 80% compared to 91.7% Whole School – A gap of -11.7 NOTE Statistics relate to 5 pupils eligible for PPG in three years

Activity in this academic year

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: £2145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicate staff CPD time to ensure training and support to High Quality Teaching for all pupils and targeted support. Ensure progress through ongoing review of progress and Subject Leadership	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Whole school approach using the teaching sequence for writing and maths. Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 2, 3, 4
Reading: Effective modelling of reading comprehension strategies **Staff training** this year will focus on these aspects of our teaching and learning framework: chunking and gradual release in modelling in reading focusing on reading comprehension strategies. This will include teaching skimming and scanning strategies to monitor effective reading. This will be woven through the curriculum, with a focus on their application in reading and writing. **Shared Planning** for all Key Stages to apply in practice **Management time for Key Stage Leaders and monitoring** will reinforce and monitor impact.	EEF Improving KS2 Literacy **Recommendation 2:** Teach specialist reading comprehension strategies that pupils can apply to monitor and overcome barriers to comprehension. Model, scaffold and provide supported practice to support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher. 	3,4

Follow up mentoring will support embedding teacher practice.		
High Quality Teaching: Avoiding overloading working memory is key to learning. **Staff training** this year will focus on these aspects of our teaching and learning framework: activating prior knowledge, chunking and gradual release in modelling. This will be woven through the curriculum, with a focus on their application in reading and writing. **Shared Planning** for all Key Stages to apply in practice **Management time for Key Stage Leaders and monitoring** will reinforce and monitor impact. **Follow up mentoring** will support embedding teacher practice.	ECF: How Pupils Learn **Avoid overloading working memory, by:** Taking into account pupils' prior knowledge when planning how much new information to introduce. Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). ECF: Plan and Teach Well Structured Lessons Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.	1, 2, 3, 4

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

Budgeted cost: £ *8483.28*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional tutoring (small group) and individual to support attainment in Reading, Writing and Spelling. Some additional support for Maths.	EEF toolkit supports that: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. EEF – oral language interventions consistently show positive impact on learning.	1, 2, 3

Additional hours for TAs to support classes, delivering additional phonics, maths and writing groups across the school	EEF evaluations show that small group work can be very successful in supporting pupils to make accelerated progress EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1, 2, 3, 4
Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.	EEF guide to pupil premium – targeted academic support	1, 3, 4

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

Budgeted cost: £ *1005*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free places to PPG pupils to attend breakfast club	Children who are well-fed and supported to be ready to learn will be able to focus on their studies	5
Provide additional financial support for inclusion on residential and after school clubs / music to ensure all PPG pupils can participate in every activity in school without financial limitations	DfE Nov 2018 identified that removing financial barriers to participation was important for pupils in order that they may have access to activities that will build self-esteem and self-confidence	1, 4, 5
Teaching Assistant to provide pastoral support to vulnerable children	Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.	1, 5
Sports events and clubs promoted. PP are encouraged to attend	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self –confidence.	1, 4, 5

Total budgeted cost: £9090

Part B: Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

Outcomes continue to be focused on this year.
Data for the end of the year was analysed at Full Governors to review end of year progress and attainment. The focus for 2025 – 2026 (whole school) is writing, spelling and maths. This is reflected via the pupil premium strategy and the SIP for 2025 – 2026.

Outcomes (end of 2025-2026)

PPG pupils achieved strong outcomes in KS2 maths and writing in 2025/2026, with 100% reaching the expected standard or above in both subjects. In writing, 33.3% of PPG pupils achieved greater depth, compared with 25% of the whole cohort. In maths, 33.3% achieved greater depth, with an average scaled score of 106.33. These outcomes sit alongside improved whole-cohort attainment.

In GAPS, 100% of PPG pupils reached the expected standard or above, compared with 87.5% of the whole cohort, and 33.3% achieved greater depth. Reading was a relative area for improvement: 66.7% of PPG pupils reached the expected standard or above, compared with 87.5% overall. Nevertheless, 33.3% achieved greater depth and the PPG average scaled score was 106.67. The recorded EAL context is relevant when reviewing individual reading outcomes, but does not, by itself, explain the attainment difference.

The priorities arising from these results are to sustain strong PPG attainment in maths, writing and GAPS, strengthen reading outcomes, and increase the proportion reaching greater depth, particularly in maths. Multiplication fluency is another area to address, with a PPG MTC mean score of 16 out of 25 compared with 19.83 for non-PPG pupils. Conclusions should remain cautious because the KS2 PPG group contains only three pupils.

All pupil premium children have attended ASCs, trips and residentials. No pupil has missed out due to financial hardship.

Attendance for PPG improved in 2025-2026 but exceptional circumstances (trips abroad to visit family / restricted travel due to war) has impacted attendance. PPG children have also received free or subsidised places at before and afterschool clubs and for music tuition.