



# Grimoldby Primary School

## Pupil Premium Strategy Statement

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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Grimoldby Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	49 pupils 23.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Antonia Coy Headteacher
Pupil premium lead	Antonia Coy Headteacher
Governor lead	Andy Craven Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,520
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	£72,520

# 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 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 and young carers. The activities we have outlined in this statement are 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 benefitting the non-disadvantaged pupils' attainment, which will be sustained and improved alongside progress for disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery, notable in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 they're set
- Act early to 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.

## 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 many

	disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing than their peers. The gap narrows but remains significant to the end of KS2.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. The gap narrows but remains significant to the end of KS2.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Challenges particularly effect disadvantaged pupils, including their attainment. Children lack self-esteem and self-confidence, resilience and independence is lower than that of non-disadvantaged pupils. Teacher referrals for support have markedly increased and continue to do so. Up to 1 in 3 children currently require support with social, emotional and wellbeing needs. A large proportion of these children are eligible for Pupil Premium Funding.
5	Attendance is up to 1% lower for PP children than the whole school. Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Higher level vocabulary is used in children's written work.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2026/27 show more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/2027 demonstrated by:

	<ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• pupils' self-esteem and self-confidence has increased</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• children will show increased confidence to be independent, problem solve and extend their own learning</li> <li>• children will be able to identify and celebrate their own achievements</li> <li>• children will show an improved attitude to approach tasks with resilience and positivity allowing them to access the curriculum and learning more readily.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance of at least 96% for all pupils by 2026/27 with no attendance gap between disadvantaged and non-disadvantaged pupils.</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff and employment of education consultant to moderate pupils' work to ensure assessments are made accurately and evidence supports teacher judgements.</p> <p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress at least in line with national age related expectations.</p> <p>To ensure pupils consolidate basic skills.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  <a href="#">Diagnostic assessment   EEF</a></p> <p>Additional adults can mean pre-planned intervention groups can take place and when according to need.</p>	<p>1, 2, 3, 4</p>
<p>Whole school curriculum development</p>	<p>EEF evidence of the importance of high quality (quality first) teaching.                      EEF evidence that participation in arts and physical activity supports improved outcomes for children.</p>	<p>1,2,3,4</p>
<p>Purchase of 'Bug Club' DFE validated Systematic Synthetic</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from</p>	<p>2</p>

<p>Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Additional purchase of fully decodable reading books and Bug Club resources as developed</p> <p>Continue to develop 'Reading for Pleasure' ethos via English Hub and whole class reading strategies, with explicit use of vocabulary and speaking and listening.</p> <p>Additional purchase of reading books to further improve whole school and class libraries.</p>	<p>disadvantaged backgrounds and upon the accuracy of word reading.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress</p>	
<p>Embedding dialogic activities across the school curriculum. These can pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. CPD through DFE English Hub – Improving reading and vocabulary, and transcriptional fluency in KS1.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>We will fund teacher release time to embed key element of guidance in school and to access and engage with Maths Hub training, CPD and resources (including Teaching for Mastery training).</p> <p>Engagement in 'Mastering Number' initiative in Rec, Y1, Y2, Y5 and Y6</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI programme for identified pupils to develop language and early literacy skills for disadvantaged pupils who have low spoken language skills</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Precision teaching (1-1 intervention with Teacher/ TA) for disadvantaged pupils</p>	<p>EEF guidance – effective use of TAs recommendation 5 and 6</p>	3, 4
<p>One to one and small group tuition for pupils in need of additional</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an ef-</p>	4

<p>support, delivered in addition to, and linked with normal lessons.</p> <p>Tutoring will be implemented with the help of DFE's guide:  <a href="https://assets.publishing.service.gov.uk/media/6644ac3dbd01f5ed32793bea/Tutoring_guidance.pdf">https://assets.publishing.service.gov.uk/media/6644ac3dbd01f5ed32793bea/Tutoring_guidance.pdf</a></p>	<p>ffective method to support low attaining pupils or those falling behind in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral and wellbeing support - 2 x ELSA trained TAs and Family Support Worker who work closely with disadvantaged pupils and their family's offering behaviour, social and emotional support, counselling, attendance support, mindfulness, anxiety and managing emotions work with individuals and groups of pupils.</p> <p>Onsite, weekly, equine therapy through 'The Way of the Horse' for small groups of children as well as individual and paired, weekly, sessions with trained Therapy Dog.</p>	<p>EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/ parental involvement by +3 months.</p> <p>EEF recommendations on school improvement planning – tier 3 Wider Strategies SEL, wellbeing and mental health.</p> <p>Additional SENCo support</p>	<p>4, 5</p>
<p>Subsidise after school clubs, music tuition, enrichment activities, trips, experiences, visits and activities.</p>	<p>EEF evidence that participation in art and physical activity supports outcomes for children.</p> <p>EEF guidance report for Improving literacy in KS1 recommends developing pupils speaking and listening and a wider understanding of language.</p> <p>EEF guidance on improving literacy in KS2 recommends developing pupils'</p>	<p>4, 5</p>

	language capabilities to support reading and writing.	
Additional music and arts enrichment activities to support wider well being and provide enhanced enrichment experiences.	EEF evidence that participation in arts and physical activity supports improved outcomes for children.	1,2,3,4
Monitoring attendance and attendance reviews with parents – led by the headteacher. Embedding principles of good practice set out in the DFE's Improving School Attendance.	EEF guidance working with parents to support children's learning recommendations 3 and 4.  The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 72,520**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Statutory assessments across school resulted in excellent outcomes for our disadvantaged pupils.

End of KS2 attainment results in positive outcomes for our disadvantaged children. The latest three-year trend shows 69% of our disadvantaged children achieved the expected standard in Reading, Writing and Maths combined compared to the national three year trend of 46%.

Disadvantaged pupils also achieve well in all other year groups. Attainment and progress of all disadvantaged children is tracked using our internal system and termly Pupil Progress Meetings are held to discuss the progress of all children and ensure effective interventions are in place where necessary.

Attendance for our disadvantaged pupils during the year 2024-2025 was 95.5% above the national average of 92.6%.

Our knowledge and observations of our children and families indicates that the wellbeing and mental health of our pupils was significantly impacted upon due to the effects of the Covid-19 pandemic. The impact was and is still higher for disadvantaged pupils. We continue to use pupil premium funding to provide wellbeing support for all pupils, further develop our curriculum and implement targeted interventions.

We recognise the need to support the breadth of life experiences accessible to our children and their families. We continuously develop the school's enrichment and personal development offer as well as ensuring we deliver a high-quality curriculum and high-quality teaching to all our pupils.

The performance of our disadvantaged pupils is meeting our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27 as stated in the Intended Outcomes section.