

Pupil premium strategy statement 2025-2026

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

School overview

Detail	Data
School name	Gresham Primary School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	14/240 = 5.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date on which it will be reviewed	December 2026
Statement authorised by	K.Steele
Pupil premium lead	T.Butler Kemp
Governor / Trustee lead	M.Chalk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	The total is £27,900 PPG x 8 children. £1515 x 8 = £12,120 PLAC x 6 children. £2630 x 6 = £15,7890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Gresham's Ultimate Objectives

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap in all subjects at all attainment standards between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- Improve cultural capital to raise standards and life chances

Gresham's Key Principles

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

Challenges

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

Challenge number	Detail of challenge
1	Gaps between disadvantaged and non-disadvantaged pupils remains in the Early Years, writing and at the Greater Depth Standard across other subjects.
2	Pupils also impacted by other factors: SEN, mobility, poor emotional wellbeing, are looked after.
3	Less exposure to variety of life experiences.
4	Limited access to learning resources: e.g. reading books.
5	Some instances of low attendance.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap between disadvantaged pupils and non-disadvantaged pupils in all areas (particularly in writing and the Great Depth Standard) to continue to close.	<p>Statutory Assessment</p> <p>EYFS – pupil(s) to reach a good level of development in line with non-disadvantaged peers.</p> <p>Year 1 Phonics – pupil(s) to continue to pass phonics screening check in line with non-disadvantaged peers.</p> <p>Year 6 SATs – disadvantaged pupils to reach the expected standard and greater depth standard in line with their non-disadvantaged peers (in all subjects)</p> <p>Whole School Internal Assessment</p> <p>Attainment in writing to be in line with non-disadvantaged peers.</p> <p>Number of PPG achieving the GD standard to improve.</p> <p>Termly progress to be in line with non-disadvantaged peers.</p> <p>Progress from previous milestone to be in line with non-disadvantaged peers.</p>
Engagement in learning and future education to be high.	<p>Attendance to be at least in line with non-disadvantaged peers.</p> <p>Positive feelings towards school and education, as well as high future aspirations.</p> <p>High levels of emotional wellbeing.</p>
Disadvantaged pupils to benefit from opportunities which will increase their 'cultural capital'.	<p>Good attendance to clubs on offer.</p> <p>All pupils to have engaged in at least one extra curricula activity (e.g. sports clubs, music lessons).</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: 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD – staff meetings, inset days, online training.</p> <p>January inset: teaching and learning</p> <p>Teaching Assistant CPD – monthly teaching assistant meetings, inset days, online training</p>	<p>CPD focus as identified in 'New Primary School Guide to the Pupil Premium; Effective Strategies, Ofsted Checklist and 15-point Success Plan'</p>	1

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment & promotion of MyMaths and Times Tables Rock Stars for home learning to specifically address gap in maths.</p>	<p>Digital Technology +4 months (New+PP+GUIDE+2019)</p>	1
<p>Continued investment in reading and vocabulary building software to specifically address greater depth gap in reading (Little Wandle)</p>		
<p>Investment in various online subscription, enhancing</p>		

curriculum resources (e.g. WhiteRose maths, Power of Reading, Reading Cloud, Literacy Shed, Classroom Secrets, Twinkl)		
Trained teaching assistants delivering catch-up throughout the school	1:1 and small group intervention provided by the school (+5 months, EEF evidence review)	1 & 2
Trained teachers and teaching assistants providing reading groups		
Targeted in-school interventions with existing staff.		
Assembly intervention groups, e.g. writing intervention		

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

Budgeted cost: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional wellbeing programmes (e.g. Draw and Talk therapy)	Social and Emotional Learning (+4 months, EEF evidence review)	2
Breakfast and afterschool club	EEF Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (DfE)	1 & 5
Music lessons, sports, extra curricula clubs and school trips	School inspection update January 2019 Special edition	3
Resources provided where needed (e.g. books, stationery, uniform)		4

Total budgeted cost: £27,900

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 2024 to 2025 academic year.

Gresham's Priorities from the Previous Strategy Plan

14 of the school's 238 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 5.9% of the school.

This is 27.1% lower than the national average of 33.0%.

5.1% (6) of the female pupils are disadvantaged, 27.9% lower than the national of 33.0%. 6.7% (8) of the male pupils are disadvantaged, 26.2% lower than the national of 32.9%.

Disadvantaged pupils contribute £26,385 to the budget.

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using EYFS, key stage 2 performance data, phonics check results and our own internal assessments.

Numbers of disadvantaged pupils incredibly low – caution must be taken when interpreting results. Many results reflect the achievements of just 1 or 2 pupils.

EYFS (2 pupils)

Good Level of Development

0.0% of your school's Disadvantaged cohort achieved a good level of development, 0 - out of 2.

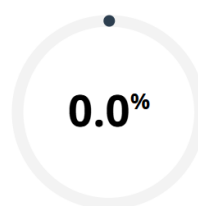
This is 71.5% - the national Non-Disadvantaged cohort at 71.5%.

The Disadvantaged pupil(s) in your school are in percentile 86 for EYFS good level of development when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-71.5%
National: Disadvantaged	-51.4%
School: Non-Disadvantaged	-75.0%

SCHOOL: VALUE



Average no. ELGs at expected level

Your school's Disadvantaged cohort of 2 - have an **EYFS average number of ELGs at the expected level of 9.5**.

This is **5.0** - the **national Non-Disadvantaged** cohort at **14.5**.

The Disadvantaged pupil(s) in your school are in **percentile 83** for **EYFS average number of ELGs at the expected level** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-5.0
National: Disadvantaged	-2.7
School: Non-Disadvantaged	-6.5

SCHOOL: VALUE



Year 1 Phonics (1 pupil)

Expected Standard (Year 1)

0.0% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, **0 pupils** out of 2.

This is **83.4%** lower than the **national Non-Disadvantaged** cohort at **83.4%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 99.9%** from +16.5% in 2023/24, to -83.4% in 2024/25.

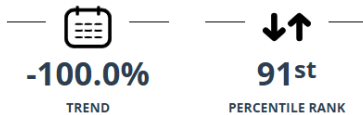
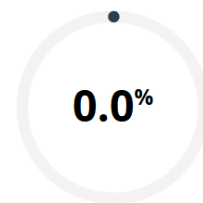
Your Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **decreased by 100.0%** from 100.0% in 2023/24, to 0.0% in 2024/25.

The Disadvantaged Year 1 pupil(s) in your school are in **percentile 91** for **Phonics Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-83.4%
National: Disadvantaged	-66.8%
School: Non-Disadvantaged	-83.3%

SCHOOL: VALUE



Year 2 phonics (2 pupils)

National: 89%

Gresham: 97%

Gresham Disadvantaged: 100%

Year 2 Optional SATS (2 pupils)

Reading Expected Standard

50.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, **1 pupils** out of 2.

This is **25.8%** lower than the **national Non-Disadvantaged** cohort at **75.8%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 52.9%** from n/a in 2023/24, to -25.8% in 2024/25.

Your Disadvantaged cohort's **Reading Expected Standard** has **n/a** from n/a in 2023/24, to 50.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 64** for **Reading Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged -25.8%

National: Disadvantaged -8.6%

School: Non-Disadvantaged -39.3%

SCHOOL: VALUE

50.0%



-

TREND



64th

PERCENTILE RANK

Writing Expected Standard

0.0% of your school's Disadvantaged cohort achieved the expected standard in Writing, **0 pupils** out of 2.

This is **68.7%** lower than the **national Non-Disadvantaged** cohort at **68.7%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 103.6%** from n/a in 2023/24, to -68.7% in 2024/25.

Your Disadvantaged cohort's **Writing Expected Standard** has **n/a** from n/a in 2023/24, to 0.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 90** for **Writing Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged -68.7%

National: Disadvantaged -49.7%

School: Non-Disadvantaged -75.0%

SCHOOL: VALUE

0.0%



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TREND



90th

PERCENTILE RANK

Maths Expected Standard

50.0% of your school's Disadvantaged cohort achieved the expected standard in Maths, **1 pupils** out of 2.

This is **27.3%** lower than the **national Non-Disadvantaged** cohort at **77.3%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 52.1%** from n/a in 2023/24, to -27.3% in 2024/25.

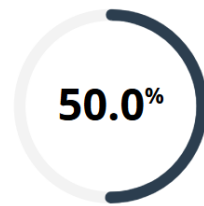
Your Disadvantaged cohort's **Maths Expected Standard** has **n/a** from n/a in 2023/24, to 50.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 64** for **Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-27.3%
National: Disadvantaged	-9.7%
School: Non-Disadvantaged	-39.3%

SCHOOL: VALUE



RWM Expected Standard

0.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **0 pupils** out of 2.

This is **64.6%** lower than the **national Non-Disadvantaged** cohort at **64.6%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 103.5%** from n/a in 2023/24, to -64.6% in 2024/25.

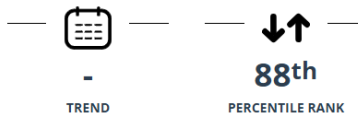
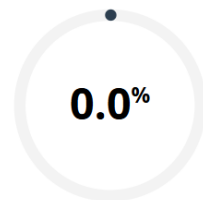
Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **n/a** from n/a in 2023/24, to 0.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 88** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-64.6%
National: Disadvantaged	-45.0%
School: Non-Disadvantaged	-71.4%

SCHOOL: VALUE



Year 6 SATS (6 pupils)

RWM Expected Standard

80.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **4 pupils** out of 5.

This is **11.2%** higher than the **national Non-Disadvantaged** cohort at **68.8%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 21.4%** from +32.6% in 2023/24, to +11.2% in 2024/25.

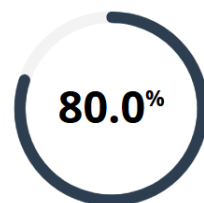
Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 20.0%** from 100.0% in 2023/24, to 80.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 9** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+11.2%
National: Disadvantaged	+32.7%
School: Non-Disadvantaged	-3.3%

SCHOOL: VALUE



Reading Expected Standard

80.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, **4 pupils** out of 5.

This is **0.4%** lower than the **national Non-Disadvantaged** cohort at **80.4%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 20.7%** from +20.3% in 2023/24, to -0.4% in 2024/25.

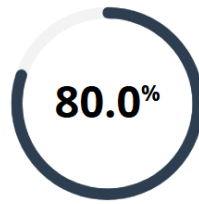
Your Disadvantaged cohort's **Reading Expected Standard** has **decreased by 20.0%** from 100.0% in 2023/24, to 80.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 24** for **Reading Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-0.4%
National: Disadvantaged	+16.9%
School: Non-Disadvantaged	-7.5%

SCHOOL: VALUE



Writing Expected Standard

80.0% of your school's Disadvantaged cohort achieved the expected standard in Writing, **4 pupils** out of 5.

This is **1.9%** higher than the **national Non-Disadvantaged** cohort at **78.1%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 20.5%** from +22.4% in 2023/24, to +1.9% in 2024/25.

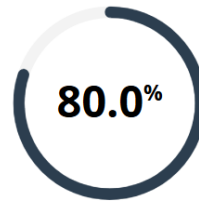
Your Disadvantaged cohort's **Writing Expected Standard** has **decreased by 20.0%** from 100.0% in 2023/24, to 80.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 16** for **Writing Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+1.9%
National: Disadvantaged	+20.6%
School: Non-Disadvantaged	-3.3%

SCHOOL: VALUE



Maths Expected Standard

80.0% of your school's Disadvantaged cohort achieved the expected standard in Maths, **4 pupils** out of 5.

This is **0.2%** lower than the **national Non-Disadvantaged** cohort at **80.2%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 20.8%** from +20.6% in 2023/24, to -0.2% in 2024/25.

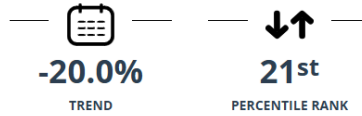
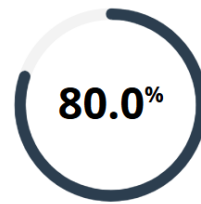
Your Disadvantaged cohort's **Maths Expected Standard** has **decreased by 20.0%** from 100.0% in 2023/24, to 80.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 21** for **Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-0.2%
National: Disadvantaged	+19.5%
School: Non-Disadvantaged	-15.8%

SCHOOL: VALUE



GPS Expected Standard

80.0% of your school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, **4 pupils** out of 5.

This is **1.6%** higher than the **national Non-Disadvantaged** cohort at **78.4%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 20.2%** from +21.8% in 2023/24, to +1.6% in 2024/25.

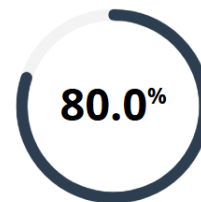
Your Disadvantaged cohort's **Grammar, Punctuation and Spelling Expected Standard** has **decreased by 20.0%** from 100.0% in 2023/24, to 80.0% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 19** for **Grammar, Punctuation and Spelling Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+1.6%
National: Disadvantaged	+20.3%
School: Non-Disadvantaged	-11.7%

SCHOOL: VALUE



Internal Assessments (Summer 2023 Year 1 – Year 6)

Reading

- There is a gap of 11% between PP and non-PP pupils with PP pupils just below non-PP – a slight but not significant increase from the autumn term.
- There has been an increase in PP pupils at great depth over the year with 17% of these pupils now achieving GDS compared to 0% in the autumn term.
- **80%** of PP have made expected progress, and **30%** have made accelerated progress compared to **96%** and **13%** for non-PP. It is good to see PP pupils making good accelerated progress (16% above whole school).

Writing

- The gap between PPG and non-PPG has become larger. There are now fewer PPG children at EXP than there were at the end of last year.
- There are still no children who are PPG at GD in writing.
- PPG progress is in line with the rest of the school.
- They have made more accelerated progress with 30% of PPG children making accelerated progress compared with 13% of non PPG children.

Maths

- The gap between PPG and non-PPG 11% for Exp and 32% for GD. It is important to note that the 11% represents 3 children, 2 of whom are SEN (one having an EHCP). The third child who is not SEN did not reach their Early Learning Goal in number or numerical patterns and therefore is making expected progress still.
- No disadvantaged pupils are working at the GD standard. It is important to consider the starting points of these children and the progress that has been made even though this higher standard is not met by these pupils.
- 90% of PPG have made expected progress this term (one pupil) and 10% accelerated progress.
- 11 of the 12 PPG have made expected progress from their previous milestone, so although none of these children are at the GD standard, they are making expected progress over time.
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Further information

Gresham Primary School has a low number of disadvantaged pupils; therefore, strategies that we implement are tailored to the individual children. The school also selects strategies to reach the maximum number of pupils. As well as the above, pupils have benefited from in-class support and access to weekly booster groups provided by teachers.

