

# Pupil premium strategy statement – Pierrepont Gamston Primary School

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.

## School overview

Detail	Data
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	9% 28
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Bills Head Teacher
Pupil premium lead	Amy Fairclough Deputy Headteacher
Governor / Trustee lead	Rosie Farrow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,510

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Pierrepont Gamston Primary School is to enable disadvantaged pupils to make improved progress by ensuring their academic, social and emotional needs are met. Vulnerable pupils, including those with a social worker or who are young carers, will have their needs supported – regardless of whether they are eligible for pupil premium funding or not.

All pupils, irrespective of their background or the challenges they face, should be supported to make good progress, including those who are already high attainers. This is underpinned in our vision at PGPS where ‘We learn to love and love to learn each and every day. Where all children reach their full potential, flourish and discover who God created them to be’ We are all champions of our Pupil Premium children at Pierrepont Gamston and we know them well and are dedicated to enable them to succeed.

We use interventions to keep up or catch up, alongside quality first teaching, to support disadvantaged children effectively (and their non-disadvantaged peers). High-quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap. At PGPS we use high quality Teaching and Learning approaches such as lesson design which allows pupils to reactivate prior knowledge at the start of every lesson. Practise and Retrieval methods enable pupils to regularly revisit learning to ensure knowledge is retained through peer supported retrieval, use of knowledge organisers, quizzing and weekly and monthly review. Staff use a range of Questioning and Feedback strategies to ensure that all children are engaged and responding in lessons.

We will continue to ensure children’s social and emotional needs are met. This includes responding swiftly to issues of punctuality and attendance. It is our intention to raise disadvantaged pupils’ expectations of what they can achieve by broadening their experiences and offering opportunities that otherwise may be denied to them. Our LOVE curriculum is designed with our school values at the heart and our principles of Life – Long learning, Oracy, Values and Enrichment enabling all pupils to discover what inspires them.

Our OPAL curriculum ensures children have an active day in school supporting the need for a healthy lifestyle and positive lunchtimes with peers.

Our aim at Pierrepont Gamston is that all children aim high to reach their aspirations through the support of our caring community.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Oracy</b> skills and vocabulary gaps are clear among many disadvantaged pupils. This is evident in Early Years through to KS2 and is, in general, more evident among disadvantaged children than their peers.
2	Disadvantaged pupils generally have greater difficulties with <b>phonics</b> and reading than their peers and require additional opportunities to read in school. To be supported to make accelerated progress from their starting points. In 2025 50% (2 out of 4) children passed their phonics screening in year 1 compared to national of 64%.
3	Ensuring that disadvantaged pupils achieve in line with their <b>reading and writing</b> compared to their peers. Additional time can be required to practise and consolidate learning from previous lessons. In 2025 end of KS2 disadvantaged pupils achieved 44% for reading and GPS and therefore <b>RWM</b> combined compared to 83% for non - disadvantaged.
4	Whilst <b>attendance</b> for most disadvantaged children is good, a minority of persistent absenteeism is bringing down the overall percentages. For the academic year 2024/25, pupil premium attendance was 93% whilst non-pupil premium was 97%.
5	Some pupils have issues with their <b>emotional well-being</b> . These challenges particularly affect disadvantaged pupils. At present, 11 disadvantaged pupils currently receive additional social and emotional support (one-to-one or group sessions).

## 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 oracy language skills and increased vocabulary in among disadvantaged children starting strong in EYFS	Assessments and observations indicate significantly improved oral language and use of vocabulary among disadvantaged pupils. This is reflected in engagement in lessons, book looks and ongoing monitoring. Pupils eligible for Pupil Premium make progress in Communication and Language in EYFS compared to baseline data on entry to EYFS. Progress is made by pupils accessing Speech and Language Therapy

	<p>Ambitious language is being modelled and promoted consistently across the school.</p> <p>Vocabulary is planned out in the curriculum and used in Knowledge Organisers.</p>
<p>Improved Phonics and reading attainment among disadvantaged pupils</p>	<p>Phonics Screener and KS1/2 data outcomes show improved outcomes for disadvantaged pupils – with increased number of Pupil Premium children passing the Phonics screener in Y1 and Y2 resit and disadvantaged pupils meeting the same standard as peers in reading in KS2.</p> <p>Children not on track are accessing Phonics One to One tuition</p> <p>All relevant teachers and staff trained in and confident in teaching Phonics within the Read, Write Inc programme.</p> <p>All children access reading for pleasure.</p>
<p>To improve the outcome of disadvantaged pupils at the end of KS2 in R,W,M combined with a particular focus on reading and GPS</p>	<p>80% of disadvantaged pupils meeting the expected standard by the end of KS2 in reading and GPS and R,W, M combined across a 3-year average.</p> <p>Classroom environments and the PGPS writing sequence develops transcription skills and fluency in writing.</p> <p>New grammar focused curriculum supports the grammar skills needed for accurate writing</p> <p>Writing curriculum ensures a variety of engaging high quality texts and mapped out skills across school</p> <p>Teaching of the 6 step reading sequence includes strategies for supporting disadvantaged children.</p> <p>Book Bingo and KS2 'Read before you are...' motivate and inspire children to be reading outside of school</p>
<p>To achieve and sustain improved attendance for disadvantaged pupils to be in line with non – eligible pupils and National attendance figures.</p>	<p>The attendance gap between disadvantaged and non-disadvantaged pupils is reduced.</p> <p>The number of pupils who are persistently absent is reduced.</p> <p>Families provided with support to improve attendance of punctuality.</p> <p>Staff follow attendance policy to make sure contact is made at first point necessary.</p>
<p>To develop emotional well-being and social skills that improve self - esteem, perseverance and regulate behaviour.</p>	<p>ELSA support allows children to engage positively with their learning</p> <p>Soft starts to school and Sensory Circuit enable children to self-regulate their behaviour and be ready to learn.</p>

	<p>Families supported with strategies for emotional and behavioural challenges at home.</p> <p>Time with our mental health sports coach equips children with improved self - esteem and strategies for regulating behaviour.</p> <p>Pupils eligible for pupil premium show increased growth mindset evidence from learning walks.</p>
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## 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: £ 8251.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First teaching is a high priority and time is given to ensure high quality approaches across school</i>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>EEF found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high quality teaching and learning for pupils.</p>	1,2,3
<i>Improving the effectiveness of Questioning and Feedback in Teaching and learning using the Walk Thru models</i>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1693449982">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1693449982</a></p> <p>EEF guidance on CPD for staff- building knowledge, motivating teachers, developing teaching technique, embedding practice all whilst using instructional coaching.</p> <p><a href="https://files.schudio.com/moorthorpe-primary-school/files/documents/TEACHING_WALKTHRUs_-_Questioning.pdf">https://files.schudio.com/moorthorpe-primary-school/files/documents/TEACHING_WALKTHRUs_-_Questioning.pdf</a></p>	1,3

	<p>Research and theory by Tom Sherrington and Oliver Caviglioli around Questioning and Feedback</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Feedback +6 months</p>	
<p><i>Use of Practise and Retrieval methods ensure effective assessment is in place across the curriculum to ensure children know more and remember more as well as identify gaps in learning to inform teaching</i></p>	<p>Rosenshine's Principles of Instruction have informed our lesson design model</p> <p><a href="https://www.aft.org/sites/default/files/Rosenshine.pdf">https://www.aft.org/sites/default/files/Rosenshine.pdf</a></p> <p>Sweller's Cognitive Load Theory</p> <p><a href="https://www.educationcorner.com/cognitive-load-theory/">https://www.educationcorner.com/cognitive-load-theory/</a></p> <p>Walk Thrus Practise and Retrieval methods to secure pupil's fluency in storing and retrieving information for their long-term memory.</p> <p><a href="https://files.schudio.com/moorthorpe-primary-school/files/documents/TEACHING_WALKTHRUs_-_Practice_-_Retrieval.pdf">https://files.schudio.com/moorthorpe-primary-school/files/documents/TEACHING_WALKTHRUs_-_Practice_-_Retrieval.pdf</a></p>	1,3
<p><i>Accessing professional learning through RMSA network of schools – subject area groups and linked projects between schools</i></p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/Guide-to-regional-partnerships-V1-Digital.pdf?v=1764673431">https://d2tic4wvo1iusb.cloudfront.net/production/documents/Guide-to-regional-partnerships-V1-Digital.pdf?v=1764673431</a></p> <p>Based on findings from EEF of Schools working together</p>	1,2,3,4,5
<p><i>Improving oracy to ensure children become confident communicators including language rich environments</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Collaborative learning approaches +5months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Oral language interventions +6months</p>	1,2,3

<p>LOVE curriculum - Oracy</p>		
<p><i>Writing is a priority this year on our SDP - CPD for staff around the teaching and learning of Reading and Writing across school and strategies used within the classroom with a focus on Transcription skills and grammar in writing</i></p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1764670042">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1764670042</a> EEF Improving Literacy guide for KS2</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> Reading comprehension strategies +7 months</p>	<p>1,2,3</p>
<p><i>High quality Phonics teaching and learning across school Reading Leader and Deputy Head provide CPD and coaching for teachers and TAs</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>EEF Phonics +5 months High impact for very low cost</p> <p>Use of a structured phonics programme validated by the DFE ensures the teaching of Phonics is structured, progressive and has the best outcomes for children</p>	<p>2,3</p>
<p><i>Pupil Progress meetings ensure aspirational targets are set for all pupils and disadvantaged children identified with areas of support</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p>EEF Aspiration Interventions</p>	<p>1,2,3,4,5</p>
<p><i>Mastery learning in maths – a</i></p>	<p>NCTEM DFE guidance</p>	<p>1,3</p>

<p><i>focus on fluency to retain key number facts which can then be applied to reasoning.</i></p> <p><i>Parents meeting on maths curriculum</i></p> <p><i>Maths leads Working with maths hub on mastery in number</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>EEF Mastery Learning +5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>EEF Parental engagement +4 months</p>	
<p><i>Providing engaging and enriching learning opportunities in our curriculum such as outdoor learning, visits, experiences.</i></p> <p><i>Love curriculum</i></p> <p><i>Enrichment</i></p> <p><i>Implementati on of OPAL at lunchtimes provides play opportunities , physical activity and improved well being, social skills and collaboration</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>EEF Physical activity +2 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF Social and Emotional +3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Collaborative learning approaches +5months</p>	<p>1,4,5</p>

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

Budgeted cost: £ 20,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional adult support in EYFS to support oral language high quality interactions</i>	<a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a> EEF Communication and Language approaches +7 months	1
<i>Targeted children receive 1:1 tuition in Phonics interventions</i>	<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> EEF 1:1 Tuition +5 months	2
<i>Targeted interventions both in class with teacher and small group with TAs Reading comprehension skills Writing Maths Multiplication tables</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> EEF small group tuition +4 months	1,2,3

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

Budgeted cost: £ 23,952

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

<p><i>Following a clear and robust approach to improving attendance set out in our attendance policy</i></p>	<p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working together to improve school attendance - August 2024.pdf</a></p> <p>DFE guidance – evidence of schools that have significantly reduced levels of poor punctuality and persistent absence</p>	<p>4</p>
<p><i>Identified TAs provide mentoring for children suffering from anxiety or behavioural issues. Metacognition strategies to promote positive attitudes towards learning. ELSA</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> EEF social and emotional learning +3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> EEF metacognition +8 months</p>	<p>4,5</p>
<p><i>Trained mental health sports coach to support children with strategies for growth mindset</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> EEF social and emotional learning +3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> EEF metacognition +8 months</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches</a> EEF physical development +5 months</p>	<p>4,5</p>
<p><i>Financial contribution towards participation in school visits, residentials, sports, music and arts events and clubs.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> EEF participation +3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches</a> EEF physical development +5 months</p>	<p>5</p>

<i>Financial contribution towards accessing child care before and after school - breakfast club and after school club</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Parental engagement +5 months	4,5
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**Total budgeted cost: £ 52,734.46**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

There were 9 children in receipt of PP funding in the Year 6 cohort for 2024/25. As this cohort is so small any data is not statistically significant, however, out of the 9 children 5 children achieved ARE in Writing and Maths (56%) and 4 children achieved ARE in Reading, GPS and R,W,M combined (44%) Of the 5 children who did not reach ARE, 2 children were also SEND and the other children their standardised score was high 90's so every close to the pass mark for Expected.

#### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	22	59%	46%	Above (non-sig)	68%	-8	Not applicable	Not applicable
2025	9	44%	47%	Close to average (non-sig)	69%	-25	Widening	-
2024	8	63%	46%	Above (non-sig)	67%	-5	Suppressed	-
2023	5	80%	44%	Small cohort	66%	14	Positive gap	-

However, this is not a trend as in 2024 the percentage of Y6 PP pupils achieving R,W,M combined was 63% and in 2023 it was 80%. This means that over the 3 years the school percentage is 59%.

In 2025 in KS1 for the end of Year 2 there were 5 pupils eligible for Pupil Premium funding. Of these 5 pupils, 3 pupils achieved ARE in Reading, Writing and Maths (60%) In 2024 there were 8 pupils in receipt of Pupil Premium funding and 63% Achieved ARE in R,W,M and in 2023 there were 5 pupils eligible for PP funding with 80% Reaching ARE in R,W,M.

In 2025 in the Y1 Phonics check there were 4 children eligible for Pupil Premium funding. Of these 4 pupils, 2 of them passed the screeners (50%) The remaining 2 children were SEND and EAL and made good progress over the year. In 2024 3/5 pupils passed the screener (60%) and in 2023 3/8 pupils passed (38%) The trend shows an increase in the percentage of PP children passing the Phonics Screening check in Y1 and Y2 recheck over the last 3 years.

Attendance for 2024/25 across school was good with 96.1% for all pupils and 92.7% for Pupil Premium. In 2024 it was 93.1% and in 2023 it was 93.3%, both better than National. We worked closely with families where persistence absenteeism was an issue to support improvements. Attendance for Pupil Premium pupils has improved over the last 3 years.

In EYFS in 2025 there was 1 pupil eligible for Pupil Premium funding and this pupil did not achieve GLD. This child was also SEND and made good progress over the year. In 2024 there was 1 pupil in receipt of Pupil Premium funding and they did receive GLD in EYFS. In 2023, there was 1 pupil in receipt of Pupil Premium. This child did not achieve GLD but did make good progress.

Many disadvantaged children have been supported with social and emotional needs from our mental health leads or ELSA sessions which has had a positive impact on behaviour, attitudes to learning and attendance. This has been evident in learning walks.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Muskin

## Further information

IT'S ALL ABOUT THE

# Disadvantaged Pupils

at Pierrepont Gamston Primary

## PUPIL PREMIUM NUMBERS

For 2025/26 we have 28 of our 300 pupils in receipt of pupil premium this is 9%. This figure has increased from 3% in 2021/22 and 6% in 22/23 showing a changing demographic of the school context. We have 48 pupils who we consider disadvantaged (16%) and support across school.

## CONTEXT

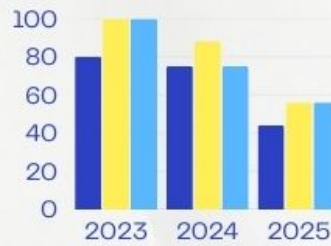
Of our disadvantaged pupils 8 also have SEN, 1 has EAL and 1 has both EAL and SEND. Our pupil premium strategy aims to address these barriers and ensure all children make good progress from their starting points.

Category	Count
A: SEN	13
B: Disadvantaged	16
C: EAL	60
A ∩ B	8
A ∩ C	7
B ∩ C	1
A ∩ B ∩ C	1



### Attendance of Disadvantaged pupils

Whilst attendance for disadvantaged pupils remains lower than all pupils (96.6%) it is above national average for FSM at 92.6%. We regularly monitor disadvantaged pupils attendance and our contracts show improved attendance for these pupils.



### Attainment of Disadvantaged Pupils

Whilst numbers in year 6 have varied over the last 3 years (5 in 2023, 8 in 2024 and 9 in 2025) disadvantaged pupils always make excellent progress from their starting points with high expectations for all pupils.



## A curriculum built on LOVE

Disadvantaged pupils emotional and social needs are as important to us as their academic needs. Our curriculum is driven by the areas we know raise attainment and support disadvantaged pupils most. L - life long learning. We strive to ensure that all pupils learn to love and love to learn so they take the skills we teach far beyond their time with us. O- Oracy, we are aware that in order for children to be successful they need to be articulate and able to communicate effectively. V- values are embedded throughout all aspects of learning at PGPS. For example children have the opportunity to spark wonder in immersive lessons across all areas of the curriculum, to embrace wisdom and apply the knowledge they learn. E- Enrichment providing meaningful opportunities to bring learning to life through visits, visitors and making use of our school site.

### Teaching and Learning

Disadvantaged pupils are provided with high quality teaching and lessons designed to reactivate prior learning from the start. The use of knowledge organisers, low stakes/ high challenge quizzes and regular review ensure that staff have high expectations for all.

### Intervention and support

Progress for disadvantaged pupils is closely monitored by Pupil premium lead during termly pupil progress meetings. Staff are aware of individuals ambitious targets. The impact of interventions are carefully reviewed to ensure all children make good progress for their starting points.

