



Gainsborough Primary & Nursery Academy

Pupil premium strategy statement

Alexandra Academy Trust:

Gainsborough Primary & Nursery Academy is operated by Alexandra Academy Trust, which is a charitable company limited by guarantee and registered in England and Wales.

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	Gainsborough Primary and Nursery Academy
Number of pupils in school	413 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	29% (120 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	First published September 2024 Reviewed and published October 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Mrs J Nurse
Pupil premium lead	Mrs Poulson-Green
Governor lead	Andrea Kettle

Funding review

Detail	Amount 2025-26	Amount 2026-27	Amount 2027-28
Pupil premium funding allocation this academic year	£177,255		
Recovery premium funding allocation this academic year	0		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0		
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,255		

Part A: Pupil premium strategy plan

Statement of intent

- *At Gainsborough Primary and Nursery Academy our bespoke curriculum is taught with the consideration of the needs of all learners: inclusion is at its heart, as is overcoming any social disadvantage. Through high quality teaching and a spiral curriculum that fosters reading and vocabulary, all children have the opportunity to achieve ARE in all subjects. Every child's progress and attainment, including disadvantaged pupils, is tracked using a robust system and pupils who require support to keep up are quickly identified and supported through additional teaching/coaching.*
- *We also provide additional support for disadvantaged pupils and their families, offering a full-time pastoral manager, school speech and language therapist, attendance and punctuality committee, counsellor, behavioural team and mental health and well-being programmes. All our additional services help those identified to remove barriers to learning, enabling all disadvantaged pupils to make accelerated progress from their different starting points. We aim for all disadvantaged pupils to achieve age related expectations by the end of Key Stage 2.*
- *At Gainsborough we facilitate a wide range of enrichment experiences both in and out of school which positively impact on the well-being and academic attainment of our pupils.*
- *We recognise that not all pupils who are eligible for the pupil premium are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for pupil premium funding.*

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">Significantly below average 'on entry' starting points, particularly in the 'basics'
2	<ul style="list-style-type: none">Emotional well-being, social skills and resilience.
3	<ul style="list-style-type: none">Poor metacognition skills
4	<ul style="list-style-type: none">Limited life experiences and enrichment opportunities beyond the home
5	<ul style="list-style-type: none">Some disadvantaged pupils have attendance that is below national average
6	<ul style="list-style-type: none">Poor communication and language skills. Some pupils are new to the English language.

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
Attainment of disadvantaged pupils is at least in line with national averages by the end of Key stage 2 in reading, writing and maths.	<ul style="list-style-type: none"> Pupils make accelerated progress in reading, writing and maths from their different starting points.
Delayed speech and language skills are addressed and are not a barrier to learning.	<ul style="list-style-type: none"> Pupils are quickly identified and effectively supported to address delayed language and communication skills, enabling accelerated progress from their different starting points. Pupils new to the English language and new to country are supported to make rapid progress in language acquisition.
Pupils' metacognition skills and self-regulation approaches are developed, empowering students to become independent, active, and motivated learners.	<ul style="list-style-type: none"> High quality teaching effectively teaches metacognition and self-regulation strategies to help pupils retain key knowledge and skills. Pupils are supported to retain knowledge, to plan, monitor and reflect on their learning.
Pupils are well supported to remove social and emotional barriers to learning allowing them to reach at least, age related expectations in reading, writing and maths.	<ul style="list-style-type: none"> Disadvantaged pupils' emotional literacy is fostered in the school. Pupils needing additional personal, social and emotional support are swiftly identified; 1 to 1 support, ELSA, counselling or Emotionally Healthy Schools intervention support is implemented. The wider curriculum supports pupils to develop their resilience and offers students the opportunity to learn about life in its broader context.
Attendance of disadvantaged pupils is good - at least in line with national averages.	<ul style="list-style-type: none"> Pupil Premium pupils and their families are supported by the school Pastoral Manager, Inclusion Support Manager and External Attendance consultant to ensure attendance is at least in line with national average.
All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage.	<ul style="list-style-type: none"> The school's bespoke curriculum provides a range of enrichment opportunities for all pupils.
Additional support is given to pupils to help them 'catch up' and 'keep up' in the basic skills, including in phonics.	<ul style="list-style-type: none"> Pupils make rapid progress in the essential skills, especially reading, and catch up, addressing any gaps swiftly.

Activity in this academic year 2025 - 2026

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost £5,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to ensure teaching meets the needs of all pupils through consistent approaches, adaptive teaching and fluid grouping. Monitor the flexible deployment of support staff to effectively meet need of all learners	<i>Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.</i>	1, 3
Ensure AFL is used systematically to monitor understanding, identify misconceptions and provide direct feedback. Respond and adapt teaching to meet children's needs.	<i>AFL aids metacognition. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i>	1, 3,
Through rigorous monitoring of the teaching of RWI, ensure consistency and high expectations across all sessions, enabling pupils to make rapid progress.	<i>EEF</i> <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i> <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i>	1, 3
Implement 'Ready Steady Write' writing scheme to all year groups. Provide coaching and support to ensure that there is consistency in the teaching of writing and that staff are confident in its delivery enabling pupils to make rapid progress.		1, 3, 6
Explicitly teach transcription skills to all children to improve writing fluency.	<i>EEF -Improving Literacy in Key Stage 1 Promote fluent written</i>	3

Continue to monitor the delivery and impact of Spelling Shed lessons to improve pupils' knowledge and application of phonics and spelling rules in their writing.	<i>transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</i> <i>EEF – improving Literacy in KS1 Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.</i>	1, 3
Implement a handwriting scheme that is sequential and provides opportunities for children to refine accuracy in letter formation and fluency when writing.	<i>Guidance Writing framework: summary 2025 Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition.</i>	1
Embed the whole school scheme of work for oracy, monitoring consistency and ensuring pupils have more explicit opportunities for speaking for an audience Eg. Assemblies, Talk like an Expert, presentations, performance poetry.	<i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</i>	1
Embed use of 'Talk Scaffolds' to extend and develop pupils' speaking skills.		6
Ensure new subject specific vocabulary is embedded, supporting pupils new to English Language to acquire language skills rapidly.		6
Embed the NCETM 'Mastering Number' programme in EYFS & KS1 to secure pupils' knowledge, understanding and fluency in number by the end of KS1.	<i>EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i>	1, 3
Refine use of 'Flashback 4' in all subjects as a means of helping children recall prior learning and as a tool for ongoing assessment.	<i>Flashback 4 is a metacognition strategy. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i>	3
Participation in the 'Thinking Differently' programme for disadvantaged learners, focusing on promoting an 'equity based' ethos in the school.		3
EEF – CPD Pupil Premium lead to attend PP Network Meetings to continually refine the schools' approach in	<i>EEF Studies show that if metacognition difficulties are identified and strategies have been put into place, progress is accelerated.</i>	1

improving children's metacognition, resulting in even greater attainment across the curriculum.	<i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £119,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addressing progress of the lowest 20% of readers Teachers to target the lowest 20% readers in each class, focusing on recapping and application of phonic knowledge as well as their reading comprehension in daily sessions.	<i>EEF</i> <i>The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year. Successful approaches are carefully tailored to pupils' reading capabilities. Texts should provide an effective, but not overwhelming, challenge.</i> <i>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i>	1, 3
RWI Phonics interventions TAs deliver FTT Read, Write, Inc intervention to ensure targeted pupils 'catch up' and 'keep up' and reach age related standards in reading.	<i>EEF</i> <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</i>	1,3, 6
Reading Intervention Principal, Vice Principal, teachers and TAs to deliver bespoke reading booster	<i>The EEF supports small group work as a key to success.</i> <i>The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year. Successful approaches are carefully tailored to pupils' reading</i>	1, 6

sessions focusing on comprehension strategies and VIPERS for Year 6.	<p><i>capabilities. Texts should provide an effective, but not overwhelming, challenge.</i></p> <p><i>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i></p>	
<p>Maths intervention</p> <p>Vice Principal, TAs and teachers to deliver highly effective maths booster sessions focusing on misconceptions and the Power Maths programme for Year 6.</p>	<p><i>The EEF supports small group work as a key to success.</i></p> <p><i>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i></p>	1, 6
<p>1 to 1 small group tuition</p> <p>TAs to deliver recognised intervention programmes to identified pupils both 1:1 and in small groups Eg; Writing conferencing, Talk Boost,</p>	<p><i>The EEF supports small group work as a key to success.</i></p> <p><i>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</i></p>	1, 6
<p>SALT support</p> <p>Identified pupils who do not meet the SAL NHS threshold, but still have difficulties, are supported by a specialist speech and language teacher through 1 to 1 work and group interventions.</p>	<p><i>EEF</i></p> <p><i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i></p>	1, 2, 3, 6
<p>Precision Teaching</p> <p>Embed the delivery of precision teaching to targeted pupils and continue to assess its impact on rapid progress. Ensure focus is on Common Exception Words and High Frequency words in order to accelerate reading and writing progress.</p>	<p><i>Targeted Mental Health in Schools TAMHS</i></p> <p><i>Identifies specifically what the young person needs to be taught next, enabling the adult to teach this.</i></p> <p><i>Ensures the teaching programme is effective.</i></p> <p><i>Improves the young person's accuracy, fluency and retention of skills.</i></p> <p><i>Provides daily feedback on the young person's performance, helping adults to decide when to move on.</i></p>	1, 2, 3, 6
<p>IDL</p> <p>Continue to provide IDL (Literacy intervention) for targeted pupils which supports learners with spelling and other learning difficulties, providing feedback</p>	<p><i>EEF</i></p> <p><i>Individualised instruction can be an effective approach to increasing pupil attainment</i></p> <p><i>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers.</i></p>	3

<p>Develop and extend the parent/carer lending library in Nursery and reception to encourage parents to read at home with their children. Make sure more dual language books are available.</p> <p>Develop the role of Inclusion Support Assistant to welcome new families, holding induction meetings and promoting parental engagement.</p> <p>Continue to develop the roles of 'Young Interpreters' to support those pupils new to school and new to the English Language.</p>		<p>1, 6</p> <p>5, 6</p> <p>2, 6</p>
<p>ATTENDANCE</p> <p>External Attendance consultant employed to reduce persistent absence.</p> <p>Attendance team to focus on the absences of all disadvantaged and SEND pupils in weekly attendance meeting. Identify barriers and support pupils and their family to reduce absence.</p> <p>Inclusion Support Assistant to follow up all absences in a timely manner and carry out welfare checks where needed.</p> <p>Subsidise before and after school club to support identified pupils in order to provide enrichment opportunities and remove barriers to school attendance.</p>	<p><i>EEF have lots of evidence about ineffective attendance approaches but no evidence based successful strategies as "one size doesn't fit all" (Supporting School Attendance – Reflection and Planning Tool).</i></p>	<p>5</p> <p>5</p> <p>5</p> <p>4 5</p>
<p>ELSA / EHS</p> <p>Provide support for emotional, health and well being of identified pupils to remove</p>	<p><i>ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist.</i></p>	<p>2 ,3, 4</p>

barriers to learning through the delivery of EHS and ELSA interventions.	<i>It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</i>	
Employ a trained counsellor to work with identified pupils who have needs that are above the threshold of MHST.	<i>EEF</i> <i>The average impact of successful Social and Emotional learning (SEL) interventions is an additional four months' progress over the course of a year.</i>	2
Plan and implement an updated programme of opportunities for pupils to celebrate the rich cultural diversity of our school and the wider world through the exploration of traditions, festivals, music and art.		4
No Outsiders assemblies continue to be delivered on a weekly basis enabling pupils to explore diversity and discuss issues like stereotyping and racism.		4
Provide Curriculum enrichment activities for all pupils. Year 4 specialist music tuition for all pupils.	N/A	4
Continue to improve and prioritise attendance at a range of after school clubs for those pupils who are disadvantaged and those who would benefit from being more active. Speak with parent/s and pupils to identify ways to ensure clubs could have a higher attendance of disadvantaged pupils.		4
Subsidise educational visits for families experiencing hardship. Subsidise coach costs for residential visits.	N/A	4
To ensure all pupils have access to school uniform, helping all feel a valued member of the school community.	N/A	2

Total budgeted cost: £ £177,255

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 - 2025 academic year. 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	Review 2024- 25	Review 2025- 26	
Attainment of disadvantaged pupils is at least in line with national averages by the end of Key stage 2.	Pupils make accelerated progress in reading, writing and maths from their different starting points.	<p>36% (14/52) of the Year 6 pupils were eligible for Pupil Premium. 2 pupils (1 PP) were new to the country and were removed from revised data.</p> <p>Reading Attainment of PP pupils – 9/14 64% GDS – 4/14 31%</p> <p>Writing Attainment of PP Pupils - 9/14 64%</p> <p>Maths Attainment of PP Pupils – 9/14 64%</p> <p>Combined Attainment of PP Pupils 9/14 64%</p>		
Delayed speech and language skills are addressed and are not a barrier to learning.	Pupils are well supported to address delayed language and communication skills and they make accelerated progress from their different starting points.	<p>Pupils were identified and accessed specialist speech and language provision on-site. A specialist teacher delivered Talk Boost intervention sessions and 1:1 SALT care plans ensured targeted support and tracking.</p> <p>In September 2024, 33% (27/79) of pupils on the SEND</p>		

		<p>register were identified as having communication and language difficulties. These pupils were referred for an internal/external SALT referral. Targeted interventions enabled these pupils to have their needs met quickly in school.</p> <p>At the start of reception, 21% of pupils were at age typical in Communication & Language and by the end of the year, 58% achieved the ELG as a result of targeted Talk Boost and Wellcomm interventions</p> <p>In September 2025 0% of the Nursery PP children were working at age typical in communication and language. Targeted groups of pupils in Nursery took part in the WELCOMM intervention and pupils in reception were targeted with BLAST to address these difficulties.</p> <p>By July 2025 80% of PP Nursery pupils were on track to meet school ARE.</p>		
Pupils' metacognition skills are improved.	Teaching focuses on strategies to help pupils to retain key knowledge and skills. Pupils are supported to know more and remember more.	Through regular pupil voice meetings, it was evident that weekly retrieval through 'Flashback Four' had been successfully implemented across most subjects in KS1 and KS2. This strategy		

		<p>enables children to retain key knowledge and specific vocabulary, ensuring they knew and remembered more.</p> <p>Peer tutoring in foundation subjects continued as a successful vehicle which enabled learners to work in pairs or small groups to provide each other with explicit teaching support. Flexible grouping and adaptive teaching were also implemented across the school.</p>		
<p>Pupils are well supported to remove social and emotional barriers to learning.</p>	<p>Disadvantaged pupils</p> <p>Pupils' emotional literacy is fostered in the school.</p> <p>Pupils needing additional personal, social and emotional support are swiftly identified; 1 to 1 support or Emotionally Healthy Schools intervention support is implemented.</p> <p>The wider curriculum supports pupils to develop their resilience.</p>	<p>Two experienced, trained ELSA coaches delivered interventions weekly across KS2 to identified pupils in order to develop their emotional literacy. Many pupils were able to explain how the sessions had helped them develop strategies to manage certain situations.</p> <p>A counsellor was employed for a day a week to support identified children with significant emotional needs that were beyond the support ELSA or EMH could facilitate. Working in a 1:1 capacity, the counsellor supported 12 students in their psychological, academic, and/or social development.</p> <p>Emotionally Healthy Schools continued to offer weekly</p>		

		<p>support sessions for vulnerable pupils in Year 4. These meetings focused on key areas such as managing feelings and reducing anxiety.</p> <p>Play Café supported children across KS2 with a particular focus of specific pupils from Year 5 and 6. These sessions aided children with managing their social and emotional needs during unstructured times such as breaks and lunch. It also assisted them with addressing anxieties around transition.</p> <p>The Pastoral Manager continued to play a vital role, ensuring identified pupils were well supported with their social and emotional needs. In 2024 – 25, 168 pupils were monitored for a number of safeguarding reasons which was significantly more than the previous year (107 pupils).</p> <p>The Pastoral Manager continued to offer a vital service to parents and guardians by building positive, parental relationships and supporting families with high family</p>		
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		<p>stress. Following consultations families were frequently signposted to relevant agencies such the Mental Health Support Team, CLASP, and the Solihull Approach which empowered the parents' parental skills and supported child's emotional needs. Some families were also referred to social supermarkets to meet their welfare needs.</p>		
<p>Attendance of disadvantaged pupils is good - at least in line with national averages.</p>	<p>Pupil Premium pupils and their families are supported by the school Family support Manager and attendance is at least 96%.</p>	<p>Improving attendance remained a strong focus in 2024 – 25. School continued to employ an Inclusion Assistant to immediately identify and address poor attendance every morning. Her roles included making follow up phone calls if a child was absent, meeting with parents and making home visits and welfare checks.</p> <p>Weekly attendance meetings were held by the Attendance team to identify persistent absentees, investigate the reasons for absences, identify patterns and agree positive actions.</p> <p>An external Attendance officer was employed one day a week to hold meetings with parents to discuss persistent attendance.</p>		

		<p>At the end of academic year 2024-25 attendance of disadvantaged pupils was 93.49% (an increase from 93.22% the previous year). 23 (out of 120 PP pupils) disadvantaged pupils were persistent absentees. (This is almost half the number of persistently absent PP pupils when compared to 2022.</p> <p>The PP lead met with Senior staff across the Trust and it was agreed that the Professional Learning Programme online training 'Thinking Differently for Disadvantaged Learners' would commence in October 2025. One module focuses on 'Hard to reach' schools which offers strategies on improving attendance in conversation with an attendance expert.</p>		
All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage.	The school's curriculum provides a range of enrichment opportunities for all pupils.	<p>All children participated in a number of enrichment weeks. E.g Black History month, Multicultural Arts, Anti-bullying Week</p> <p>During 2024- 2025, the school offered pupils a total of 65 after school clubs. All PP children were actively encouraged to attend these clubs with the most popular clubs amongst the disadvantaged pupils being</p>		

		<p>Athletics, Cookery and Mindfulness.</p> <p>All pupils enjoyed the enriching and engaging musical performances delivered by Rock Kidz, Key Strings.</p> <p>During 2024-25 all Year 4 pupils learned to play the violin during the Autumn term which improved physical coordination and fine motor control, boosted cognitive skills and built confidence within a creative outlet.</p>		
<p>Additional support is given to pupils to help them catch up in the basic skills, including in phonics, following the school closures.</p>	<p>Pupils make rapid progress in the essential skills, especially reading, and catch up, addressing any gaps swiftly.</p>	<p>There were 59 pupils in the Year 1 cohort with 32 new to the cohort since the start of reception.</p> <p>65% of pupils were EAL and 24% had been identified as having SEN.</p> <p>After receiving daily Read, Write Inc lessons and, if necessary, targeted additional booster sessions, 90% of the cohort passed the Phonics Screening test. This is significantly higher than national average of 80%.</p> <p>88% (14/16) of disadvantaged pupils reached the required score or higher.</p>		

		88% of Year 6 PP children who were offered additional after school booster sessions in maths, achieved the expected standard by the end of the year.		
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
No Outsiders	
NCETM mastering Maths	
Power maths	
Spelling Shed	
Literacy Shed	
Kapow	
Thinking Differently	
Ready, Steady, Write	
Read, Write, Inc	
Primary Language Network	