



Pupil premium strategy statement

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	Gilbert Colvin Primary
Number of pupils in school	347 (Oct census 2024)
Proportion (%) of pupil premium eligible pupils	25% (87)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Liz Cohen (HT)
Pupil premium lead	Liz Cohen (HT)
Governor lead	Daniel Acheampong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,400
Recovery premium funding allocation this academic year	N/A
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	£118,400



Part A: Pupil premium strategy plan

Statement of intent

At Gilbert Colvin Primary School we strive for excellence in all we do to enable all children, including those eligible for pupil premium funding, to make rapid progress towards meeting national expectations and to ensure that this knowledge will be retained as a building block for the next steps of their education.

Our strategic decision-making process is informed by research conducted by the EEF and by our own internal monitoring processes which also informs our SDP. We will consider the challenges faced by vulnerable pupils and their families (such as those who have a social worker; young carers; cost of living crisis; those in temporary housing) and intend to support their needs regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our pupil premium strategy is an integral part of our broader approach to closing educational gaps and supporting all pupils to reach their full potential. It remains responsive to common challenges and individual needs, using robust diagnostic assessment rather than assumptions about the impact of disadvantage or prior learning disruptions. 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 that they are set
- Act early to intervene at the point need is identified
- Continue with our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes to 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.	<p>Oral language and vocabulary</p> <p>Assessments, observations and discussions with pupils indicated under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout the school and are more prevalent among our disadvantaged pupils than their peers. A lower percentage of pupils achieved the Communication & Language GLD (2024) compared to the local authority average, underscoring the importance of prioritising effective oracy and language skill development in the early years.</p>
2	<p>Phonics</p> <p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. 57% of PP pupils (7 pupils) passed the Year 1 Phonics Screening Check which was lower than national.</p>
3	<p>Reading and Writing</p> <p>Internal assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of their non-disadvantaged peers in certain year groups and generally below age-related expectations. Additionally, data shows that disadvantaged pupils have made less progress in reading and writing compared to all pupils, highlighting the need for targeted interventions to close these gaps and ensure equitable progress.</p>
4	<p>Greater Depth</p> <p>A key challenge is the limited attainment of greater depth across core subjects such as reading, writing, and maths. This is an issue with all children, but with PP children in particular. Our ongoing assessments attribute this gap to barriers such as limited access to rich language experiences, reduced opportunities for higher-order thinking and problem-solving, and challenges in building resilience and self-confidence for independent learning. Addressing these barriers remains a priority to ensure all pupils achieve their full potential.</p>
5	<p>High Mobility and Housing Instability</p> <p>An increasing number of children are being rehoused in the area, often only to move on again shortly afterward. This transient housing situation leads to challenges such as children moving schools multiple times, which can disrupt their education and social connections. Also safeguarding concerns may arise as families face instability. To address these challenges, the school provides targeted support, including emotional wellbeing programs delivered by our ELSAs, small group interventions, and individual tutoring tailored to the specific needs of these pupils. This has resulted in an increased need for social and emotional support.</p>
6	<p>Attendance and punctuality</p> <p>Our attendance data over the last three years shows that attendance among disadvantaged pupils has consistently been approximately 2% lower than that of all pupils. Contributing factors include temporary housing arrangements, which can disrupt routines and stability, as well as challenges faced by pupils</p>



	with SEND (Special Educational Needs and Disabilities). Our assessments and observations clearly indicate that absenteeism negatively impacts pupil attainment and progress, with disadvantaged pupils being disproportionately affected. Addressing these barriers remains a key priority to ensure equitable outcomes for all learners.
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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
Improve oral language skills and vocabulary among disadvantaged pupils in EYFS.	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, books scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils in Y1 and Y2	Phonics outcomes in 2026/27 show that the school gap is closing between disadvantaged pupils and all pupils. Reduction in disadvantage gap to below 10%.
Improved reading/writing attainment and progress among disadvantaged pupils in KS2	KS2 reading/writing outcomes in 2026/27 show that the school gap is closing between disadvantaged pupils and all pupils. End of key stage attainment and progress in reading/writing for disadvantaged pupils is in line with all pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils	Sustained high levels of wellbeing by 2026/27, demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations; • a significant reduction in emotional concerns; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2026/27 demonstrated by: The overall attendance rate for all pupils being above 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed to less than 1%.



Activity in this academic year

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

Teaching

Budgeted cost: **£64,500**

Activity	Evidence that supports this approach	Challenge addressed
The curriculum will be designed to ensure that all pupils make consistent progress and acquire essential knowledge. Leaders will place a particular focus on the progress and achievement of disadvantaged pupils, implementing rigorous monitoring procedures to identify gaps and drive improvement effectively.	https://www.marymyatt.com/blog/thinking-about-curriculum-impact https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3,4
Design a CPD programme to meet the needs of the school's curriculum development priorities. As well as the core subjects, there will be a focus on foundation subjects. Targeted Maths and English CPD to support teachers with meeting the needs of greater depth learners. Training to focus on effective teaching strategies, collaborative planning, adaptive teaching, and high expectations.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3,4
Embedding dialogic activities such as 'think-pair-share', effective questioning techniques, collaborative group work, and structured class discussions throughout the school curriculum. These strategies will support pupils in articulating key ideas, consolidating understanding and expanding their vocabulary. To ensure successful implementation, school will invest in high quality resources and provide ongoing teacher training.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1



<p>Review and enhance the RWI phonics programme a DfE validated Systematic Synthetic Phonics programme by evaluating the current practice and keeping up to date with the latest evidence-based RWI practices. Phonics consultant to support teachers throughout the year and provide 1:1 tutoring for pupils in YR/Y1/Y2, including disadvantaged pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>EYFS specific C&L programmes and training</p>		
<p>Purchase of standardised diagnostic assessments (NFER). Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embed whole-class shared reading sessions three times per week, using Literacy Shed's VIPERS scheme of work to deliver explicit and systematic instruction in reading comprehension strategies. Continued CPD and guidance for staff, time for leaders to monitor the impact and purchasing additional reading resources.</p>	<p>The evidence states that reading comprehension strategies are high impact on average (+6 months) and that for many pupils, a wide range of strategies need to be taught explicitly and consistently. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF Improving Literacy in KS2</p>	<p>3</p>
<p>Provide comprehensive training for all staff on effective writing strategies, including planning, drafting, and editing techniques, to enhance the quality of writing instruction across the school. The Spelling Shed scheme of work will be embedded as part of a structured approach to spelling, with training provided to ensure consistency in its delivery. Explicit teaching of grammar will be implemented through a well-sequenced scheme of work, enabling disadvantaged pupils to develop a strong foundation in essential language skills.</p>	<p>This approach is supported by evidence from the Education Endowment Foundation (EEF), which highlights the positive impact of structured and explicit teaching on improving writing outcomes for disadvantaged pupils. EEF Improving Literacy in KS2</p>	<p>3</p>



<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices, including whole school foci and class teaching through the PSHE / RSHE lessons. This will be supported by CPD for staff. Key initiatives will include the whole-school adoption of the Zones of Regulation framework and staff-wide training through TISUK (Trauma-Informed Schools UK).</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
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Targeted academic support

Budgeted cost: **£ 39,500**

Activity	Evidence that supports this approach	Challenge addressed
<p>Small group interventions to improve listening and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show positive impacts on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 5
<p>LSAs will provide targeted support for disadvantaged pupils on the SEN register to help them access the curriculum effectively. To enhance this support, LSAs will undergo EEF "Five-a-Day" training, focusing on evidence-based strategies such as scaffolding, feedback, and promoting independence, ensuring meaningful and sustained impact.</p>	<p>Evidence shows that training to support the impact of LSAs in classrooms benefits children's learning and progress. MITA This guidance outlines practical strategies, including the "Five-a-Day" framework, to ensure that teaching assistants are used effectively to support pupil outcomes. EEF - Making Best Use of Teaching Assistants</p>	3
<p>Additional school led small group tutoring sessions led by an intervention teacher targeted at pupils, including disadvantaged pupils, who require additional support.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>One-to-one Phonics support targeted at pupils,</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2



including disadvantaged pupils, who require additional support in EY/KS1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies

Budgeted cost: **£14,400**

Activity	Evidence that supports this approach	Challenge addressed
We will enhance our mental health and well-being support by providing continued training and supervision for Emotional Literacy Support Assistants (ELSAs) and social groups, with a focus on pupils, including disadvantaged students. In addition, regular opportunities will be provided for staff to engage in CPD, ensuring they stay up-to-date with best practices in supporting mental health and well-being across the school.	Research indicates that taking a coordinated and evidence informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach, often report improved attendance, attention, behaviour and attainment. Impact of ELSA	1, 5, 6
We will refine the existing behaviour monitoring system to ensure more accurate and efficient tracking of behavioural incidents. Weekly analysis of this data will allow for better identification of patterns and trends. The Senior Leadership Team (SLT) and the Inclusion Team will use this information to provide targeted support for both staff and pupils.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5
Outdoor learning is proven to enhance pupils' wider social and emotional development, particularly those who are disadvantaged.	Research and our own observations indicate that lockdowns have had a disproportionate impact on the well-being and attainment of disadvantaged pupils. https://www.treesforcities.org/our-work/schools-programme/edible-playgrounds Benefits of Outdoor Learning	1, 5



<p>We will continue to develop our outdoor learning curriculum offer.</p> <p>This will include ensuring that we maximise opportunities for staff and pupils' access opportunities the edible playground offers.</p>		
<p>Extra-curricular activities and trips subsidised for PP pupils in order to ensure equality of access with their peers (after school clubs, residential). PP pupils to receive one free club per term and 50% discounted music lessons.</p>	<p>Research indicates that subsidising extra-curricular activities can significantly benefit disadvantaged pupils. https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p> <p>The EEF emphasises the importance of addressing non-academic barriers to learning through wider strategies. Engaging in extra-curricular activities can improve these areas by increasing pupils' engagement and sense of belonging in school. https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy</p>	5
<p>We will embed the principles of good practice outlined in the DfE's <i>Improving School Attendance</i> guidance. This will include staff training and release time to develop and implement new procedures. Attendance data will be triangulated with attainment, behaviour, and disadvantaged pupil status to identify trends and specific barriers. A more bespoke approach will be adopted, tailoring interventions to the individual needs of pupils and families to ensure sustained improvements in attendance and engagement.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance</p> <p>https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy</p>	6
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £118,400



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (see also Pupil Premium Review of Outcomes doc)

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

National assessment data at the end of **2023/24** showed that the attainment gap was successfully closed for disadvantaged and pupil premium pupils in both Early Years and Year 6, with pupil premium pupils outperforming their non-pupil premium peers. However, it is important to note that the number of pupil premium pupils in Early Years and Year 1 is relatively small, which may influence the overall trend.

The EYFS team implemented the NELI and Early Talk Boost programmes, which had a positive impact not only on pupils' communication and language development but also on their overall success across the curriculum. Additional support and training was provided to further enhance communication and language skills, alongside dedicated time for the EYFS lead to support planning and deliver targeted interventions for Reception pupils. As a result, the attainment of our disadvantaged pupils was significantly higher than both the Redbridge and national averages.

Early Years Foundation Stage/Year 1 Phonics

	ALL EXP+	PP EXP+
EYFS Profile (Good Level of Development)	72%	75% (3/4)
EYFS Profile (All Early Learning Goals)	62%	75% (3/4)
Phonics Screening (Y1)	78%	57% (4/7)

This year, there was a 10% improvement in Year 1 phonics outcomes for all pupils, with notable increases for FSM and PP pupils. The pupils who did not pass were primarily those with SEND or who joined the school late in the term. As a result, the disadvantage gap has narrowed, with a higher proportion of disadvantaged pupils successfully passing the test. To further reduce this gap and raise our headline results



above the national average, we will provide additional training, coaching, and ongoing monitoring, alongside regular reviews of practice to ensure continuous improvement.

Key Stage 2 2023/24 Statutory Assessments

	ALL EXP+	PP EXP+ (21 pupils)	ALL GDS	PP GDS
Reading (test)	77%	76%	25%	29%
Grammar, punctuation and spelling (test)	82%	81%	47%	33%
Maths (test)	82%	76%	40%	33%
Writing (teacher assessment)	79%	76%	9%	10%
Science (teacher assessment)	88%	86%	-	-
Reading, writing, maths (combined)	67%	67%	9%	10%

Headline measures for disadvantaged and pupil premium pupils achieving the expected standard in reading, writing, and maths combined were significantly higher than both Redbridge and national averages. Changes made to the curriculum, alongside targeted CPD for staff, improved the quality of teaching, which in turn contributed to these stronger outcomes. While writing at greater depth remained a limiting factor for this cohort, results were roughly in line with the national average. The average scaled score for disadvantaged pupils in Reading and Maths was slightly below the national figure, but the improvements in overall outcomes reflect the positive impact of these curriculum changes and professional development.



Further information

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Embedding more effective practice around feedback and marking. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- All staff will complete Trauma Informed UK Schools training which will help shape our behaviour and relationships policy to better support pupil premium pupils.
- Increasing our range of extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged children will be encouraged and supported to attend.