Pupil premium strategy statement – Gilbert Inglefield Academy

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	593
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Erin Stewart
Pupil premium lead	Joyce Oppong
Governor / Trustee lead	Mark Pantling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 202690
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*	£202690

Part A: Pupil premium strategy plan

Statement of intent

Our core aim is to raise the attainment and progress of students eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers nationally. We will address inequalities in the education of students from low-income families and raise the attainment of these students. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

● improve levels of attainment and progress;

● close attainment gaps relative to national averages;

● enhance reading, writing, mathematics and communication skills;

● engage and develop learning through a comprehensive extra-curricular provision that disadvantaged students might otherwise miss;

● raise aspirations for all, including for disadvantaged students, those with SEND and those with higher learning potential;

● develop digitally literate students who are able to make full use of the educational opportunities presented by modern technology;

● nurture students to be competitive, curious, happy, global citizens – prepared for the challenges and opportunities of the 21st Century ;

● work in strong and transparent partnership with parents, carers and families

● raise aspirations for all, including for disadvantaged students, those with SEND and those with higher learning potential;

● have a clear focus on all disadvantaged students, including those with SEND and more able students and support students in becoming aspirational, confident and successful learners.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: the attainment of PP students is largely below that of nondisadvantaged students. Data on transfer from lower schools shows an attainment gap when students arrive in Year 5.
2	Reading: PP students reflect lower reading ages than their peers and are more reluctant to engage with reading. Parental support with reading is inconsistent.
3	Attendance: PP students have poorer attendance than their nondisadvantaged peers.
4	Parental support: PP students are less likely to have access to digital platforms and hardware at home. They are less likely to have a dedicated space to work and are less likely to get parental support for their home learning.
5	Preparedness: PP students are more likely to not have the required equipment for learning or correct uniform.
6	The wider curriculum (including educational visits and experiences): PP students have historically been less likely to be involved in the wider life of the school including accessing clubs and putting themselves forward for enhanced roles and responsibilities.
7	Eligibility and Application: We believe the current number of pupils eligible for PP funding is higher than the figure currently recorded.

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
Narrowing the gap between PP and non – PPG pupils in attainment	Analysis of pupil performance across all four year groups shows reduced gaps in attainment between PP and non PP students. The basis for measuring success will show progress in the termly data drops vs Baseline data taken in September 2025.
Narrow the gap in Reading ages, comprehension and fluency	Reading culture embedded across the school. Improvement in Reading ages across the school as measured through the Reading Plus Star Reader assessment. Pupil usage of and engagement with both the school library and dedicated reading spaces increases throughout the academic year.

Improve attendance of PP students so that it is in line with non-PP peers.	PP pupil attendance shows term on term improvement. PP attendance falls broadly in line with the school target of 96% The school attendance team will launch the Attendance Matters strategy, with a strong focus on both PP and SEND students.
Support PP students to be prepared for lessons with correct equipment and uniform	All PP pupils are provided with the required equipment for learning. Every classroom will have spare equipment for learning that all pupils can access.
Ensure that the lack of digital technologies at home or a dedicated workspace do not disadvantage the attainment and progress of a PP pupil.	All pupils will be aware of where and when they can access IT facilities in school to support their independent learning. Launch of a homework strategy that does not rely on digital technologies.
Proactively engage pupils with participation in the wider life of the school so that the percentage of PP pupils involved in extracurricular and enrichment activities is at least as high as the engagement of non-PP pupils.	The percentage of PP pupils within clubs and holding additional roles and responsibilities is at least as high as that for non-PP pupils. Consistent monitoring of clubs and trip participation to personalise the offer, to ensure accessibility for all.

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing Learning Interventions and LSA	Teaching Assistants enhance the learning within the classroom supporting the children to understand the task, give prompts and guidance on how to complete it. This approach means that children can have 1:1 or small group support without being out of the classroom and therefore potentially missing the teacher input.	1,2

ELSAs/ Learning Mentors	Two ELSAs and a Learning Mentor in post to support pupils directly back into the classroom to receive quality first teaching. The SEMH Team support the Pastoral Leads in removing pupils' barriers to learning.	1,3,4
Behaviour Support	Addressing barriers to learning linked to emotional well-being and behaviour issues through the delivery of high quality, effective pastoral interventions.	1,3,4
CPD training	Professional development focused on improving the quality of teaching for all pupils, with particular emphasis on strategies that support disadvantaged learners including: • Adaptive Teaching and scaffolding • Retrieval practice and feedback • Disciplinary literacy in non-core subjects • Trauma-informed practice • Consistent behaviour routines • Using ILPs effectively • Inclusive classroom strategies • Understanding SEMH needs	1,2,4,7
Improved use of guided reading strategies and adoption of new reading programmes within school	Reading underpins all learning to ensure the life chances of students are maximised. Reading Plus embedded in Reading lessons in Key Stage 2.	1,2
Recruitment and retention of good teaching and support staff	Qualified teaching staff with expert classroom pedagogy, teaching subject specialisms, to ensure the highest quality of teaching and learning.	1,2,4

Targeted academic support

Budgeted cost: £20,000

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

Targeted Year 6 Academic Support	Targeted academic support includes short-term after-school small-group sessions to include identified Pupil Premium pupils in Year 6. These sessions focus on closing specific curriculum gaps in reading, writing and mathematics identified through diagnostic assessment, and on building pupils' confidence and readiness for statutory assessments. Sessions are delivered by experienced teachers, are time-limited, and their impact is monitored through assessment outcomes and pupil voice.	1,2,4
Small group interventions for targeted learners including Phonics & Early Reading	Phonics lead delivering Little Wandle KS3 phonics trial and daily reading with pupils identified as having a reading age significantly below their chronological age. Librarian leading reading interventions for PP groups.	1,2
PP progress meetings for English & Maths	Targeted information that will lead to enhanced quality first teaching and/or additional intervention opportunities.	1,2

Wider strategies

Budgeted cost: £32,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch the Attendance Matters programme with a specific focus on PP students	Increased term on term attendance for identified groups	3,4
Enhanced PP meetings to review progress and plan next steps.	Enhanced pupil progress meetings provide a structured forum for leaders and teachers to review the progress, attendance and engagement of Pupil Premium pupils, identify barriers to learning, and plan timely, targeted support. These meetings support accountability and ensure interventions are responsive and proportionate to need.	1,2,4,
Pay a contribution towards PP children's attendance on school trips and experiences	Ensures all children are able to access opportunities that without support, they would not otherwise be able to participate in.	6

Targeted therapeutic provision	Address identified SEMH and engagement barriers for Pupil Premium pupils	1,3,4,7
Purchase of school equipment and resources	Raises attendance as pupils are prepared and ready for learning. This is achieved through the provision of equipment for all PP pupils. Families are supported to ensure that financial barriers do not prevent pupils from accessing the school uniform. This ensures that all pupils are able to attend school confidently and ready to learn.	1,3,4,5,

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils show that, while attainment gaps with non-disadvantaged peers remain, the school has strengthened its approach to identification and response, leading to more timely and targeted support. Improved use of assessment information, enhanced pupil progress meetings and closer monitoring have enabled earlier identification of emerging barriers to learning, attendance and engagement.

As a result, interventions and wider strategies have been implemented more swiftly and matched more closely to individual need. There is increasing evidence of improved engagement, attendance and progress for disadvantaged pupils where support has been identified early and reviewed regularly. Systems for monitoring impact are more robust, enabling adjustments to be made where interventions are not having the intended effect.

Although the attainment gap has not yet closed, the school is now better placed to respond quickly and effectively to disadvantage. This strengthened approach, alongside a continued focus on high-quality teaching, provides a more secure foundation for further reducing gaps in the coming academic year.

Academic data shows that SATS results went from 19% combined in 2025, to 42% combined in 2026

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions UK
Learning Village	Learning Village/ Across Cultures
Accelerated Reader	Renaissance Learning
Little Wandle	Little Wandle Letters and Sounds