

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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	Gobowen primary
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	Sept 2026
Date on which it will be reviewed	Dec 2026, April 2027 & Sept 2027
Statement authorised by	Mr Walsh
Pupil premium lead	Mr Walsh
Governor / Trustee lead	Mrs Leech

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77,210

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
--	--

Part A: Pupil premium strategy plan

Statement of intent

- To diminish the difference between our disadvantaged children and the non-disadvantaged nationally
- To ensure that the children's social and emotional needs are fully met. High quality provision to support holistic learning experiences
- To allow the children to access school life and beyond to its fullest and in its broadest sense.

Challenges

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

Challenge number	Detail of challenge
1	Limited real life experiences beyond the immediate vicinity of Gobowen
2	Poor language skills impacting on both verbal and reading abilities
3	Parental/carers abilities to be able to support their children's learning (especially once they are in UKS2)
4	Housing issues: including overcrowding, poor living conditions, risk of evictions, temporary arrangements
5	Vulnerable children – poor attendance

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
All pupils to achieve higher than National Averages in all subject areas and at all four comparable points.	All data reports/Pupil Progress
Pupils to have similar opportunities/experiences during their time at primary school as those from more supported backgrounds areas.	Curriculum maps

Pupils to leave Gobowen as confident and determined learners ready to succeed in their various secondary schools.	End of KS2 data/evidence trails
Families to feel suitably supported by the school so they are then able to focus on supporting their children's learning.	All parental feedback

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £103,790 plus on costs of approximately 42% (£147,381)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium teacher EYFS/KS1	There are a number of vulnerable children entering the school with poor levels of Literacy and Numeracy. Some children are coming from abroad and others locally. The teacher will work with small targeted groups of children across EYFS/KS1. Some of these children have a poor attendance rate. The teacher will also have a focus on speaking and listening across EYFS/KS1.	2,3,5
Floating teacher KS2 x 2	These teachers will work between Year3, 4, 5 and 6. The school has a high proportion of children transferring into the school mid-year. Some of these children are vulnerable pupils that have been excluded from other schools and have poor levels of literacy and numeracy. Some of these children have a poor attendance rate.	2,3,5

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

Budgeted cost: £7000 plus on costs of approximately 30% (£9,100)

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

TA support	In addition to our SEND TAs we also employ an additional TA in KS1 to work with small groups of children in class to support their learning or to release the teacher so that he/she can work with those groups of children	2,3,5
------------	---	-------

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA)	Many children are in need of social and emotional support before they can access learning	3,4,5
Support for parents and carers	Ensure we have an open-door policy for parents. Tiered approach for supporting parents; with the initial support coming from the class teachers as part of schools contribution to the Early Help process, then the pastoral lead.	3,4
Educational trips	Ensuring that all children are able to go on Educational trips.	1,4
Attendance	Deputy to be released to track and monitor attendance alongside the EWO.	5

Total budgeted cost: £161,481

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Phonics: 83% pass (1 child transferred in mid-year and did not pass)

End of Key Stage 2: RWM: 100% pass

Outcomes for 2022/2023:

Phonics: 100% pass – (7 children)

End of KS2: 11 children

Reading: 91% Expected
36% GD

Writing: 73% expected
0% GD

Maths: 73% expected
9% GD

Outcomes for 2023/2024:

End of EYFS: 100% met expected standard

Phonics: 86% (7 children)

End of KS2: 9 children

Reading: 66% Expected
22% GD

Writing: 67% expected
11% GD

Maths: 78% expected
11% GD

Outcomes for 2024/2025:

End of EYFS: 100% met expected standard

Phonics: 80% (5 children)

End of KS2: 8 children

Reading: 88% Expected
50% GD

Writing: 88% expected
13% GD

Maths: 88% expected
38% GD

Outcomes for 2025/2026

End of EYFS: 50% met expected standard

Phonics: 100%

End of KS2: 4 children

Reading: 100% Expected
25% GD

Writing: 100% expected
0% GD

Maths: 75% expected
0% GD