Pupil premium strategy statement – Gawsworth Primary School

This statement details our school's use of pupil premium (and recovery 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
School Name	Gawsworth Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-2028
Date this statement was published	10th September 2025
Date on which it will be reviewed	Reviewed: 10th September 2026 Next Review Date: 10th September 2027
Statement authorised by	Lisa Wainwright
Pupil premium lead	Lisa Wainwright
Governor / Trustee lead	Peter Sleigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,610
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£21,610

Part A: Pupil premium strategy plan

Key Focus for This Academic Year: Building sustainable expertise and capacity within Gawsworth to meet the increasingly complex academic, SEND and SEMH needs of disadvantaged pupils, enabling them to thrive academically, socially and emotionally.

Statement of intent

At Gawsworth Primary School our priority is to make sure that all children have access to high-quality teaching and to ensure there are strong systems in place to monitor quality of education. The curriculum at Gawsworth is delivered using research informed strategies so our children have the best pedagogical approaches. Teachers have access to high quality CPD that is planned effectively around research, and they access appropriate tasks and coaching to enable them to have the right skills and knowledge. If any children experience barriers to their learning, bespoke intervention is implemented swiftly, and its impact monitored carefully by staff. The challenges for our children can be varied and there is no 'one size fits all'. We work hard to know every Pupil Premium child and their strengths and areas to improve, to be able to tightly target our support to their current needs.

Our ultimate objectives are:

- To narrow and ultimately close any attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure the attendance of disadvantaged pupils is at least in line with those of peers in school.

We aim to do this through:

- Ensuring our teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that the appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Allocating Pupil premium funding based on a needs analysis which will identify priority classes, groups or individuals.
- Pupil premium funding is not allocated on a per child basis. In line with DfE guidance, it is allocated following a needs analysis of our pupil premium children, which will identify priority areas of practice or provision in school for improvement.

Achieving these objectives:

The provision school consider making for this group is evidence informed. In line with EEF research, our priority strategy in accelerating the progress of Pupil Premium children to close any

gaps with peers/ national is ensuring that the quality of teaching experienced by all children is of a high quality.

In addition, we consider other resources including:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is of a high quality.
- Additional Teaching and learning opportunities provided through bespoke interventions delivered by teachers and TAs.
- Additional Learning support.
- Support for families and vulnerable families through Early Help and Mental Health First Aid.
- Support for payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

We would ask any parent who thinks they may be eligible for free school meals to contact the school office for further information or view the Cheshire East website for information on how to apply.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between PP and non-PP pupils in achieving expected standard with KS1and KS2 pupils in maths.
2	Closing the attainment gap between PP and non-PP pupils in achieving expected standard with KS1 and KS2 pupils in reading.
3	Closing the attainment gap between PP and non-PP pupils in achieving expected standard with KS1 and KS2 pupils in writing.
4	Meeting the range of social and emotional needs of our PP students.
5	Ensuring curriculum offers opportunities for cultural capital development for all & that there is equitable access to residentials/ educational visits, not impeded by cost.
6	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
7	Some pupils who qualify for Pupil Premium funding also have specific SEND needs. An increasing number of these children have a diagnosis of ASC or ADHD and/or an EHCP, requiring additional provision to meet their individual needs.

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
Outcomes for KS1 and KS2 PP pupils in reading, writing and maths to be in line with peers (in EYFS, Y1 and Y2).	Achieve at least national average attainment at the end of KS2 in reading (74%), writing (72%) and maths (73%) – based on Summer outcomes. Pupil premium pupils demonstrate measurable academic progress based on their starting points and where possible in line with their peers. Pupil premium children to achieve the Early Learning Goals in word recognition, comprehension, writing and maths.
Meeting the range of social and emotional needs of our PP students	Children's well-being needs are met and supported to ensure social and emotional needs are not a barrier to learning and school attendance. Pupils demonstrate strong sense of well-being, self-confidence, and motivation.
Ensuring curriculum offers opportunities for cultural capital development for all & that there is equitable access to extra-curricular clubs/residentials/ educational visits/subsidised music lessons, not impeded by cost.	All pupil premium pupils regularly participate in educational visits, residentials, clubs and music lessons, with no financial barriers preventing their involvement. A high participation rate (close to 100%) among pupil premium pupils in cultural and enrichment activities would be evident. Pupil premium children show increased confidence and engagement in school life, reflected in positive feedback from pupils and parents.
Continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers, reducing the proportion classed as persistent absentees.	To further close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 90.5%) Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (July 2026: 3children)

Some pupils who qualify for Pupil Premium funding have specific SEND needs. An increasing number of children have received a diagnosis of ASC or ADHD.	Pupil premium pupils with SEND demonstrate measurable academic progress based on their starting points. This includes improvement in both core subjects (e.g., English, Maths) and other areas where they have specific targets.

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: £9,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing Staff Expertise in Social, Emotional and Mental Health • Train an additional member of staff to complete the Level 5 Social and Emotional Wellbeing qualification, increasing the school's capacity to support pupils experiencing emotional, behavioural and mental health difficulties. • Continue ELSA supervision and professional development, ensuring high-quality emotional literacy support can be provided to disadvantaged pupils. • Develop a graduated pathway of emotional support, enabling pupils to access timely interventions before more specialist external referrals are required. • Share SEMH strategies through external support, coaching and collaborative practice to ensure consistent approaches across the school.	EEF Special Educational Needs in Mainstream Schools Recommendations 1-5	1,2,3,7
Adaptive Teaching and Inclusion • Continue to develop all staff understanding of adaptive teaching through instructional	EEF Special Educational Needs in Mainstream Schools	1,2,3,7

coaching, lesson observations, professional dialogue and targeted CPD. • Further develop staff understanding of autism, ADHD, dyslexia, speech and language difficulties and executive functioning needs. • Embed recommendations from external professionals into classroom practice to ensure pupils successfully access the curriculum. • Develop the use of scaffolds, visual supports and adaptive resources to support independence rather than reliance on adult support. • Strengthen assessment processes to ensure barriers to learning are identified and addressed swiftly.		
Trauma-Informed Practice • Deliver whole-school training on trauma-informed practice. • Ensure all staff understand how adverse childhood experiences can impact behaviour, regulation and learning. • Embed trauma-informed approaches within behaviour systems, relationships policy and classroom practice. • Develop staff confidence in de-escalation, co-regulation and restorative approaches.	EEF Social and Emotional Learning	4,6,7

Building Sustainable Internal Capacity • Train a member of staff in Animal Assisted Therapy. • Train an additional member of staff to become a Forest School practitioner. • Increase opportunities for school staff to develop specialist expertise which can be used to support vulnerable and disadvantaged pupils. • Reduce reliance upon costly external provision by increasing internal expertise and intervention capacity.	EEF Social and Emotional Learning	4,6,7
Curriculum Leadership and Pedagogy • Provide additional release time for curriculum subject leaders to monitor and develop the quality of teaching and learning across their curriculum areas. • Support subject leaders to coach colleagues and drive improvements in pedagogy, curriculum implementation and outcomes for disadvantaged pupils.	EEF best practice Quality First Teaching.	1,2,3,5
Embedding the Zones of Regulation • Continue to embed and refine the use of the Zones of Regulation across the school, ensuring it becomes a consistent part of daily practice. • Support pupils to recognise, understand, regulate and communicate their emotions effectively through regular teaching and reinforcement of self-regulation strategies. • Ensure staff consistently model and promote the use of emotional regulation strategies throughout the school day. • Develop parents' and carers' understanding of the Zones of Regulation through the sharing of resources, guidance and workshops, strengthening the home-school partnership and supporting pupils' social and emotional wellbeing.	EEF – Social & Emotional Learning	4, 6, 7
Personal Development and Enrichment • Provide enrichment opportunities that develop pupils' personal, social and emotional skills.	EEF – Social & Emotional Learning	4, 6, 7

• Foster resilience, confidence, teamwork and effective communication through a range of enrichment experiences. • Increase opportunities for disadvantaged pupils to develop leadership skills, independence and self-esteem. • Ensure all pupils can access a broad range of activities that support wellbeing, aspirations and personal growth.		

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

PP budget contribution towards budgeted cost: £5,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Academic Intervention • Deploy experienced teaching assistants to deliver bespoke, evidence-informed interventions that address identified gaps in learning. • Use regular assessment and progress monitoring to ensure interventions are carefully matched to pupils' needs and adapted where necessary. • Provide targeted support in reading, writing and mathematics to accelerate progress and improve attainment. • Ensure disadvantaged pupils receive timely intervention to remove barriers to learning and enable them to access the wider curriculum successfully.	EEF – Making best use of Teaching Assistants.	1-5
Precision Assessment and Intervention • Ensure the SENDCo/teachers continues to use diagnostic assessments to identify specific barriers to learning. • Match interventions carefully to identified need and review impact regularly. • Ensure disadvantaged pupils receive timely support in reading, writing and mathematics.	EEF Making Best Use of Teaching Assistants	1,2,3,4,5,6,7

• Review intervention provision termly to ensure it remains evidence-informed and effective.		
Reading and Phonics • Continue targeted phonics interventions for pupils who require additional support to become fluent readers. • Provide additional reading opportunities for disadvantaged pupils who are at risk of falling behind. • Monitor reading progress through assessment and pupil progress meetings.	DfE Approved Phonics Programmes	2
Pre-Teaching and Overlearning • Utilise experienced teaching assistants to deliver targeted pre-teaching and overlearning opportunities. • Provide structured opportunities for pupils to revisit prior learning and strengthen retention. • Support pupils in developing confidence before whole-class learning takes place.	EEF Making Best Use of Teaching Assistants	1,2,3,7
Emotional Support Interventions • Continue ELSA sessions for identified pupils. • Continue friendship groups and social skills interventions where appropriate. • Develop a graduated intervention model that provides support at the earliest possible stage. • Monitor impact through pupil voice, pre- and post-assessments and teacher evaluation.	EEF Social and Emotional Learning	4,6,7
Precision Assessment and Targeted Intervention • Utilise diagnostic assessment led by the SENDCo to identify the specific barriers to learning faced by disadvantaged pupils. • Ensure interventions are carefully matched to individual need through the use of bespoke and evidence-informed approaches. • Regularly review progress and adapt support to maximise impact and address emerging needs.	EEF– Making best use of Teaching Assistants.	1,2,3,4,5,6,7

• Use targeted intervention to close identified gaps in learning and improve outcomes across the curriculum.		

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

PP budget contribution towards budgeted cost: £6483

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Tuition and Cultural Capital • Provide subsided financial support for music tuition to ensure disadvantaged pupils can access opportunities that may otherwise be unavailable to them. • Increase participation in music and the arts, broadening pupils' cultural capital and enriching their educational experiences. • Foster creativity, confidence, self-expression and a lifelong appreciation of music. • Ensure disadvantaged pupils have equitable access to opportunities that develop talent, aspiration and personal wellbeing.	EEF Arts participation	5
Attendance and Family Support • Continue rigorous attendance monitoring and early identification of concerns. • Meet regularly with families where attendance is declining. • Use Early Help and multi-agency support to address barriers to school attendance. • Ensure attendance support is closely linked to SEMH and wellbeing provision where appropriate. • Monitor attendance of disadvantaged pupils half-termly and implement timely intervention.	EEF Improving Attendance Guidance	6
Animal Assisted Therapy • Continue to provide Animal Assisted Therapy for identified pupils.	EEF Arts Participation	5

• Use pre- and post-intervention assessment to measure impact. • Develop clear referral pathways and review procedures. • Use the provision to support emotional regulation, confidence, engagement and readiness to learn.		
Forest School and Outdoor Learning • Increase opportunities for disadvantaged pupils to access Forest School and outdoor learning experiences. • Use outdoor learning to support wellbeing, communication skills, resilience and self-esteem. • Develop Forest School as part of the school's graduated SEMH offer.	Outdoor Adventure Learning Toolkit	4,5,6,7
Personal Development, Enrichment and Aspirations • Implement the Gawsworth Enrichment Framework. • Track participation of disadvantaged pupils in clubs, trips, residential visits, music tuition and leadership opportunities. • Ensure financial barriers do not prevent participation. • Provide opportunities which broaden horizons, raise aspirations and develop confidence. • Celebrate achievements and participation of disadvantaged pupils across the wider curriculum.	EEF Arts Participation and Outdoor Adventure Learning	5
PSHE and Wellbeing • Implement the Kapow PSHE curriculum. • Explicitly teach emotional literacy, relationships, resilience, self-regulation and wellbeing. • Use pupil voice and assessment to identify pupils requiring additional support. • Ensure disadvantaged pupils develop the knowledge and skills needed to thrive both in and beyond school.	EEF Social and Emotional Learning	4,5,6,7

Partnership Working • Utilise the Cheshire East Mental Health and Wellbeing Offer. • Strengthen partnership working with external agencies to support vulnerable families. • Continue to support young carers through identification, monitoring and targeted provision. • Ensure vulnerable pupils receive enhanced transition support between year groups and key stages.	EEF Working with Parents to Support Children's Learning	4,6,7
Educational Visits and Enrichment Opportunities • Provide financial support to ensure disadvantaged pupils have equitable access to educational visits, residential experiences and enrichment opportunities. • Remove financial barriers that may prevent participation in activities that enhance learning and personal development. • Broaden pupils' experiences beyond the classroom, developing their cultural capital, aspirations and understanding of the wider world. • Ensure all disadvantaged pupils benefit from a rich and varied curriculum that supports their academic, social and emotional development.	EEF Arts Participation	5
Social and Emotional Wellbeing Support • Ensure pupils receive consistent support throughout the school day to meet their social, emotional and wellbeing needs. • Provide additional support and structured opportunities during less formal times, including lunchtimes, to promote positive interactions and successful play. • Support pupils to develop self-regulation, emotional resilience and positive behaviour through consistent approaches and trusted adult relationships. • Reduce barriers to learning by ensuring pupils feel safe, supported and ready to engage positively in school life.	EEF Social and Emotional Aspects of learning	4

Therapeutic Support and Emotional Wellbeing • Provide access to therapeutic interventions, including animal-assisted therapy and other therapeutic approaches, to support the social, emotional and mental health needs of disadvantaged pupils. • Deliver targeted interventions that help pupils develop resilience, emotional regulation, confidence and positive coping strategies. • Ensure support is responsive to individual need and forms part of the school's graduated approach to SEMH provision. • Monitor the impact of therapeutic interventions through pupil voice, staff observations and wellbeing assessments to ensure positive outcomes for pupils.	EEF Social and Emotional Aspects of learning	5

Total PP budget contribution towards budgeted cost: £21,610

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Of the 11 pupils eligible for Pupil Premium (PP) funding during the 2025-26 academic year, one child was in Key Stage 1 (KS1) and ten children were in Key Stage 2 (KS2).

This cohort presented with significant additional needs beyond disadvantage. Of the 11 pupils, five had an Education, Health and Care Plan (EHCP) and a further four pupils were receiving SEND Support. This means that over 80% of the PP cohort also had identified special educational needs and disabilities. These additional needs presented significant barriers to learning, attainment and progress and must be considered when evaluating outcomes.

Whilst academic attainment remains an important measure of success, it is important to recognise that statutory assessment outcomes do not always fully reflect the progress made by this cohort. For many of our disadvantaged pupils, barriers to learning are strongly linked to SEND, communication needs, emotional regulation, attendance at external appointments and wider pastoral challenges.

Our investment in early reading continues to have a significant impact. In 2026, 96.8% of pupils passed the Year 1 Phonics Screening Check, compared with 84% nationally. The lone PP pupil participating in the Phonics Screening Check successfully met the expected standard, demonstrating the effectiveness of targeted intervention and sustained support in securing essential early reading skills.

Our focus on developing secure mathematical foundations also continued to have a positive impact. In the Multiplication Tables Check, 89% of pupils achieved the expected standard. Importantly, the sole PP pupil within the cohort achieved the expected standard, demonstrating secure multiplication fluency and evidencing the positive impact of targeted support and intervention. These outcomes reflect the school's continued investment in arithmetic fluency, retrieval practice and high-quality mathematics teaching.

The sole PP pupil in Year 6 successfully achieved the expected standard in reading, writing and mathematics combined. This pupil also achieved the expected standard in grammar, punctuation and spelling, demonstrating that disadvantaged pupils can achieve highly when barriers to learning are addressed effectively and support is appropriately targeted.

Although academic outcomes across the PP cohort across school remain variable, we have seen significant improvements in pupils' attitudes towards learning, confidence, emotional resilience and ability to self-regulate. Through targeted support, including ELSA interventions, pastoral mentoring, sensory provision, animal therapy and personalised SEND support, pupils have become increasingly able to access learning, manage their emotions and participate successfully in school life. For many pupils, these improvements represent substantial progress from their individual starting points.

Attendance remained above national averages throughout the academic year. Strong attendance, combined with extensive pastoral support and close work with families, ensured that disadvantaged pupils were able to access learning consistently and benefit from a wide range of curricular and enrichment opportunities.

For pupils who are not yet working at age-related expectations, we continue to assess both academic and pastoral needs carefully. Provision is highly personalised and often focuses upon removing barriers linked to SEND, communication difficulties, anxiety, emotional regulation and wider wellbeing. Support is delivered through a combination of adaptive teaching, targeted intervention, specialist advice and strong partnership working with families and external agencies.

We recognise that social, emotional and SEND-related barriers continue to affect attainment for some disadvantaged pupils. However, evidence gathered through assessment information, attendance data, pupil voice, behaviour monitoring and staff observations demonstrates that the school's Pupil Premium strategy is successfully reducing barriers to learning. We have seen significant improvements in pupils' readiness to learn, independence, engagement and confidence, providing strong foundations upon which future academic progress can continue to build. Many of the approaches currently in place will therefore continue as we move into the next phase of the strategy, with a continued focus on both academic achievement and pupil wellbeing.

Externally provided programmes

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

Programme	Provider
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
n/a
The impact of that spending on service pupil premium eligible pupils
n/a