

Pupil premium strategy statement

Countess Gytha Primary School 2026-2027

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	Countess Gytha Primary School
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	18.5% (27 pupils; 14 targeted and 13 expanded)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2027
Date this statement was published	7 th September 2026
Date on which it will be reviewed	Summer 2027
Statement authorised by	David Gordon
Pupil premium lead	Megan Bridge
Governor / Trustee lead	David Golding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,100
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	£34,100

Part A: Pupil premium strategy plan

Statement of intent

At Countess Gytha Primary School, both staff and governors realise the potential disadvantage children in receipt of pupil premium face and the vital work schools do in ensuring no child is disadvantaged. All staff are committed to ensuring every child's academic, pastoral, and social needs are met during their time at Countess Gytha Primary and the Governing Body are clear in their role of holding school leadership to account for this.

Our aim is to be a fair and harmonious school and community, where every one of us aims to achieve our highest standard in attainment, behaviour, self-esteem and understanding of the world.

This strategy document outlines the school's intent and prospective impact of our work towards ensuring all children develop a love of learning; all children have the knowledge and skills they need to succeed during their time at Countess Gytha; success at secondary school and success beyond time in formal education; all children have high aspirations for themselves and the support around them to succeed in attaining these.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic background
2	Readiness for Learning (e.g. behaviour, attendance, mindset)
3	Attainment in line with Non-PP groups
4	Highly personalised and aspirational targets
5	Provision of curriculum enhancement (e.g. trips, cultural projects, the arts, sporting opportunities)

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
To ensure that in reading, writing and maths our PP children make at least the progress and attainment from KS1 to KS2 as their non-PP peers nationally and in school.	• PP children attainment is as good as or exceeds non-PP attainment across KS2. • Progress of KS2 PP pupils from KS1 is in line with or exceeds their non-PP peers.
To ensure that in reading, writing and maths our PP children reach the expected standard in Reception, Year 2 and 6 as their non-PP peers nationally and in school.	• >85% of PP pupils at the end of R, Y2 and 6 achieve ARE or EXS in Reading, Writing and Maths.
To ensure that all of our PP children have access to high quality education experiences that broadens the school's curriculum offer. This will be in the form of visitors, school trips and other enrichment opportunities.	• PP children access a wide range of enrichment activities that they may not attend outside of school. • PP children engaging in after-school clubs. • All PP attending school trips and swimming lessons.
To ensure that all children from Service families are well-supported and the best provision for their educational and emotional needs are met.	• Strong links with local services related to Service families. • Specific opportunities for Service families to engage with the school and each other within the school environment • Attainment of children from Service families is in line with or exceeds children from non-Service families. • Attendance of children from Service families is very good and in-line with non-service families (95% minimum) • Children from Service families feel well-supported by the school, e.g. through Gytha Troops (exclusive lunchtime club for children of Service families) or other initiatives.

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: £19350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of specialist staff for P.E. and music, school sport and curriculum music.	Ensure that specialist staff are retained so that all can benefit from outstanding tuition and outcomes. Wider school staff also benefit from observation and CPD from specialist teachers working with children in-setting.	2,3,4,5
Developing staff awareness and understanding of the National Curriculum across EYFS/KS1 and KS2	Through staff CPD, INSETs, Staff and Phase Meetings, teachers will gain a better understanding of year group curriculums and expectations across different key stages. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding of the curriculum content. Staff will be encouraged to observe in other year groups and across other Trust schools to develop their own understanding and put pedagogy into practice. RQT teachers to undertake a rigorous training and developing programme through internal and external training providers alongside Trust development days. New staff will benefit from the support of peer teachers and ECT mentors to improve their classroom practice subject leader CPD opportunities will ensure leader's knowledge remains	2,3,4,5

	current and relevant to the pupil's needs; new learning opportunities for pupils will enrich the curriculum further.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions</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. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. 2x/4x weekly interventions for YR, Y1 and Y2 pupils to ensure phonics	1,3

	screening assessment is above National Average. 3x weekly interventions for children not passing phonics standard in KS2. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF Phonics Toolkit).	
<i>Self-Regulation intervention</i>	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies. This may include in our interventions: • Explicit teaching of metacognitive strategies • Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties. • Teachers providing enough challenge for learners to develop effective strategies,	1,2,4

	but not so difficult that they struggle to apply a strategy. Additional LSA hours to run specific self-regulation sessions for PPG children to ensure that they are developing self-regulation and cognition strategies +7 months	
<i>Physical Activity intervention</i>	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). The average impact of the engaging in physical activity interventions and approaches is around an additional two month's progress over the course of a year. Noting this, the school recognises the wider benefits that additional sporting opportunities may have on pupils. Namely, in terms of physical development, health and wellbeing as well as other potential benefits being reported such as improved attendance. Additional LSA hours to run PE clubs for pupils in KS2 to ensure that they have a secure understanding of healthy lifestyle and integrating key knowledge of wider subjects such as arithmetic and multiplication facts into game environments. +2 months	1,2,5

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

Budgeted cost: £6750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum broadening activities	PP pupils encouraged to participate in arts activities which come at an extra cost. Theatre shows and	1,4,5

and visitors as well as additional enrichment opportunities. Metacognition through environmental awareness.	musical/choir productions, specialist teachers of the arts and poet visits during curriculum time bring key stage and classes together. Pupils have opportunities to take part in performances and exhibitions. All PP children take part. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) as pupils take greater responsibility for their learning and develop their understanding of what is required to succeed.	2,5
SEMH/Behavioural intervention	Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours that are difficult to manage in class. This will help to ensure quality first teaching can be delivered to all children whilst support is given to those who require additional needs in being ready to learn. 3 months.	2,3
<i>Swimming Lessons</i>	All pupils, who cannot swim 25 metres unaided are given extra lessons. This group includes pupil premium children and the employment of an additional swimming coach from the pool provider. This will help to ensure smaller swimming groups and therefore more focused teaching in swimming sessions.	3,4
<i>Wrap Around Care and Enrichment Clubs</i>	Breakfast Club and After School Club provision available to those PP children and families who need it to ensure that attendance at school is at least good (95%). If necessary, children can be supported to do their homework and reading with a school adult, who has the time and capacity to help them daily.	1,2,5

	Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. This is particularly important for pupils who may not have a quiet space for home learning.	
<i>Uniform</i>	Families who may be in financial difficulties are offered missing items of school uniform free of charge. This ensures that children feel clean and appropriately dressed for school and that barriers to learning are removed meaning children feel safe and included in school life.	1,2
<i>Trip subsidies</i>	Families who may be in financial difficulties are offered opportunities to take part in visits and trips, either free of charge or at a subsidised cost. + 3 months.	1,4,5
<i>PP Sport</i>	To ensure all children attend as wide a range as possible extracurricular events, a minibus will be provided wherever possible being leased from Ansford Academy.	1,5

Total budgeted cost: £34,100

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 2025 to 2026 academic year.

Phonics Interventions

Phonics interventions have successfully been implemented in 25-26 with children benefitting from a personalised intervention programme with between 2 and 5 additional sessions weekly (known as Daily Keep Ups). The outcome of phonics for Year 1 in 25-26 was 83%, above the currently published national standard of 80% in 2025-25. Interventions will continue in 26-27 for children in Year 1 and for any Key Stage 2 children who did not pass when in Key Stage 1.

Self-Regulation Interventions

A Learning Support Assistant was given specific training in Drawing and Talking to assist learners who may struggle to self-regulate or are demonstrating signs of attachment difficulties. 7 PP-eligible children benefited out of a total of 12 children who took part in individual, weekly sessions over a course of 6 weeks each, with measurable outcomes recorded on their individual learning plans. Parents of these children are very positive about the sessions and there is currently a waiting list for those needing to access, therefore it is going to continue in 2026-2027, alongside an additional learning support assistant who also has a play-therapy background which we will look to develop and utilise in a similar way.

Year 5 Maths Interventions

The school employed an additional, experienced teacher for one afternoon per week to provide a maths intervention for 7 children, 2 of whom are PP-eligible. The main aim of this intervention was to increase confidence and positivity regarding maths with this small group. Pupil voice following the sessions is extremely positive with 100% of the 7 children agreeing that they either enjoyed or really enjoyed the learning and 71% (5 out of 7) agreeing to the statement that they felt more confident in their curriculum maths learning as a result. For 2026-2027, we will focus on a sport focused movement intervention at KS1 as this is where need has been identified in pockets of PP-eligible learners.

Swimming Lessons

An additional swimming coach was employed at Wincanton Leisure Centre for 2025-26 to help ensure that the target of 100% of children (including pupil premium children) could swim 25m unaided was met. 88% of pupil premium children achieved this by the end of Year 6 (compared with 86% of full cohort) and 100% attended all swimming sessions available to their class. The swimming lessons were in part subsidised by the pupil premium allocation (and partly by sports funding for 2025-26), as was the cost of the transport contract. This allocation has

helped challenge 1 of socio-economic funding of some of our pupil premium families, ensuring that all children could attend and attain.

Service Children

Megan Bridge as PP and SP lead has led Gytha Troops, a specific group for service children. This club for 2025-2026 has run on an ad-hoc basis following a review of past year implementation and service family feedback from coffee mornings/breakfasts. The Gytha Troops provide a range of relevant activities and support for children experiencing family on deployment, life in forces and specific regard to important dates throughout the year. We have engaged with breakfast and coffee events in school as well as 5 additional meetings as part of the Community Partnership Working Group. Funding was used to cover the class teacher's release time to ensure attendance and time to embed ideas as a result of the meetings.

Additionally, the SSAFA charity provided prizes for service children entering their 'Eggcellent Eggs' Easter Egg design competition. Children from Service families were also invited to the Yeovilton Remembrance Service in November 2025. 100% of service children in KS2 wanting to attend, did so with a minibus provided free of charge to families – leased from Ansford Academy.

Gytha Troops continues to provide pastoral support for families for those both on deployment and at home.

Trip Subsidies

>99% of pupil premium children attended the class trips in 2025-26, including the Year 6 residential trip in June 2025. Although not all trips were subsidised, funding was made available to families and agreements made between the pupil premium lead (Megan Bridge) and the Head Teacher (David Gordon). In part, it is believed that with the Parent Teacher Family Association kindly funding each child £2.50 for use on trips, not all families decided to take up the offer of additional subsidies. These will remain in place for 26-27 due to funding changes of the PE budget no longer covering as many additional sporting trip opportunities.

School Uniform – community swap shop

School uniform was distributed to PP families this year. A stocklist is available for inspection from the school office. This has ensured that children feel ready for school and a part of the school community. A PTFA-ran uniform shop has also resumed this year, which provides heavily discounted uniform and school-branded products. The school intends to continue to support this initiative by providing advertisement as well as time and space within the school day to run the events. Where possible, uniform is provided free of charge.

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
Spelling Shed	https://www.edshed.com/en-gb
Times Table Rockstars	https://ttrackstars.com/
Little Wandle Phonics	https://www.littlewandlelettersandsounds.org.uk