

# Pupil premium strategy statement

## Countess Gytha Primary School 2025-2026

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	136
Proportion (%) of pupil premium eligible pupils	23% (31 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	2 <sup>nd</sup> September 2025
Date on which it will be reviewed	15 <sup>th</sup> June 2026
Statement authorised by	David Gordon
Pupil premium lead	Megan Bridge
Governor / Trustee lead	Paul Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,830
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,830

# 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, 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.	<ul style="list-style-type: none"><li>• PP children attainment is as good as or exceeds non-PP attainment across KS2.</li><li>• Progress of KS2 PP pupils from KS1 is in line with or exceeds their non-PP peers.</li></ul>
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.	<ul style="list-style-type: none"><li>• &gt;85% of PP pupils at the end of R, Y2 and 6 achieve ARE or EXS in Reading, Writing and Maths.</li></ul>
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.	<ul style="list-style-type: none"><li>• PP children access a wide range of enrichment activities that they may not attend outside of school.</li><li>• PP children engaging in after-school clubs.</li><li>• All PP attending school trips and swimming lessons.</li></ul>
To ensure that all children from Service families are well-supported and the best provision for their educational and emotional needs are met.	<ul style="list-style-type: none"><li>• Behaviour of children from Service families is very good.</li><li>• Attainment of children from Service families is in line with or exceed children from non-Service families.</li><li>• Attendance of children from Service families is very good and in-line with non-service families (95% minimum)</li><li>• Children from Service families feel well-supported by the school.</li><li>• All children from Service families attend the Gytha Troops club, solely for children with parents in the armed forces.</li></ul>

## 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: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of specialist staff for P.E., school sport and curriculum art and design.	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. ECT and 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 current and relevant to the pupil's needs; new learning opportunities for pupils will enrich the curriculum further.	2,3,4,5

## 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>	<p>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.</p> <p>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.</p> <p>2x/4x weekly interventions for YR, Y1 and Y2 pupils to ensure phonics screening assessment is above National Average.</p> <p>3x weekly interventions for children not passing phonics standard in KS2.</p>	1,3

	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>	<p>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.</p> <p>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.</p> <p>Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies. This may include in our interventions:</p> <ul style="list-style-type: none"> <li>• Explicit teaching of metacognitive strategies</li> <li>• Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.</li> <li>• Teachers providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.</li> </ul> <p>Additional LSA hours to run specific self-regulation sessions for PPG children to ensure that they are</p>	1,2,4

	developing self-regulation and cognition strategies <b>+7 months</b>	
<i>Physical Activity intervention</i>	<p>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).</p> <p>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.</p> <p>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.</p> <p>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. <b>+2 months</b></p>	1,2,5

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

Budgeted cost: £7,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum broadening activities and visitors as well as additional enrichment opportunities.	PP pupils encouraged to participate in arts activities which come at an extra cost. Theatre shows and productions, artist and poet visits during curriculum time bring key stage and classes together. Pupils	1,4,5

Metacognition through environmental awareness.	<p>have opportunities to take part in performances and exhibitions. All PP children take part.</p> <p>The potential impact of metacognition and self-regulation approaches is high <b>(+7 months additional progress)</b> as pupils take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	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. <b>3 months.</b>	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>Support for Service Children</i>	<p>Additional LSA hours to run a specific club for pupils whose parents serve in the military, giving them a sense of knowing others are in the same situation, alongside planned activities to support potential social and emotional issues.</p> <p>Gytha Troops (service children's club) to visit the RNAS Yeovilton base (if possible to do so) on calendar dates related to the services (e.g. Remembrance Day) and to deepen an understanding of their family's place of work.</p> <p><b>+ 4 months</b></p>	3,4,5



<i>Wrap Around Care and Enrichment Clubs</i>	<p>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%).</p> <p>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.</p> <p>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.</p>	1,2,5
<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. <b>+ 3 months.</b>	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: £46,830**

## 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 2024 to 2025 academic year.

#### Phonics Interventions

Phonics interventions have successfully been implemented in 24-25 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 24-25 was 85%, above the currently published national standard of 81% in 2024-25. 2 out of 2 pupil premium children in Year 1 passed the phonics screening check in 24-25. Interventions will continue in 25-26 for children in Year 1 and for any Key Stage 2 children who did not pass when in Year 1 or Year 2 (1 child).

#### Spelling Interventions

Spelling interventions have been successful for children in Key Stage 2 (Year 3-6), as writing attainment has improved from 81% in autumn 2024 to 89% in summer 2025. Overall, outcomes in writing remain in line with outcomes from 2023-2024 year and so if 2025-2026 remains in line, this area will be discontinued as a priority.

#### Maths Interventions

Maths interventions have seen pupil premium children benefitting from a personalised intervention programme with between 2 and 4 additional sessions weekly. The outcome of the Year 4 multiplication check (scoring >20) in 22-23, 95% in 23-24 and 94% in 24-25. This year, the outcome has remained stable at >90%, with 100% (3 out of 3) children achieving this score, placing them above their non-PPG peers. Multiplication interventions will now focus on children in Year 4 with Year 2 and 3 children also recommended if capacity.

More widely, maths attainment has improved from 87% in autumn 2024 to 91% in summer 2025. The PPG children are in line with non-PPG groups, with 87% in autumn and 91% in summer. Interventions will continue in 2025-26 but will focus primarily on Year 6 children in September 2025, due to a lower PPG cohort average of 62%, compared to both their PPG and non-PPG peers of 95%.

#### Swimming Lessons

An additional swimming coach was employed at Wincanton Leisure Centre for 2024-25 to help ensure that the target of 100% of children (including pupil premium children) could swim 25m unaided was met. 86% of pupil premium children achieved this by the end of Year 6 and 97% 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 2024-25), 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 2024-2025 has run on an ad-hoc basis following a review of 23–24-year use 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. At a Service Family Café event in April 2025, new activity ideas were noted which we will look to provide alongside additional TA hours used to directly support service children in 2025-2026.

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 2024. 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**

97% of pupil premium children attended the class trips in 2024-25, 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 £3 for use on trips, not all families decided to take up the offer of additional subsidies. These will remain in place for 25-26 due to allocating PTFA funding for other necessary purchases.

### **Pupil Premium Sport**

100% of children competed in at least one intraschool sporting opportunity. All children are expected to participate in Sports Day but additional opportunities were given to pupil premium groups, including House Football, Netball and House Cross Country. The school received the Gold School Games Mark Award again in 2024-25, in part due to the opportunities on offer and subsequent engagement by potentially disadvantaged families.

The school will continue to push opportunities both locally and internally to ensure participation for disadvantaged groups continues to increase and become in-line with each group. This will be closely monitored by the PE leadership to ensure all children have the opportunity to participate.

### **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.

## **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*

<b>Programme</b>	<b>Provider</b>
Spelling Shed	<a href="https://www.edshed.com/en-gb">https://www.edshed.com/en-gb</a>
Times Table Rockstars	<a href="https://ttrockstars.com/">https://ttrockstars.com/</a>
Little Wandle Phonics	<a href="https://www.littlewandlelettersandsounds.org.uk">https://www.littlewandlelettersandsounds.org.uk</a>