Gedney Church End Primary Academy - Pupil premium strategy statement

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	Gedney Church End Primary Academy
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Tom Baxter
Pupil premium lead	Tom Baxter
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,032
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	£54,032

Part A: Pupil premium strategy plan

Statement of intent

At Gedney Church End Primary Academy, our curriculum is designed to give every learner the knowledge, skills and character they need to thrive. As a small village school serving a community, we are committed to providing an inclusive, ambitious and nurturing education that reflects our four core values:

- Confident – We want every child to develop self-belief and resilience. Our curriculum builds secure foundations in literacy and maths, while offering opportunities to perform, present and lead, so learners leave us ready to face challenges with courage.
- Aspirational – We raise expectations for all learners, regardless of background or need. Through a broad and balanced curriculum, enriched with cultural experiences, we inspire pupils to aim high and believe that their future can be bright and successful.
- Engaged – We create a curriculum that sparks curiosity and fosters a love of learning. Lessons are purposeful, relevant and connected to real-life contexts, ensuring learners are active participants in their education and motivated to achieve.
- Respectful – We teach pupils to value themselves, others and the world around them. Our curriculum promotes kindness, empathy and responsibility, preparing children to contribute positively to their community and society.

Our small class sizes allow us to know every child well, personalise learning and provide targeted support for SEND and disadvantaged pupils. We prioritise reading as the gateway to learning, while offering rich opportunities in the arts, sciences and physical education to develop the whole learner.

Through this curriculum, we aim for pupils to leave Gedney Church End Primary Academy as confident, aspirational, engaged and respectful learners, ready for the next stage of education and life beyond school.

Challenges

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

Challenge number	Detail of challenge
Challenge	**Detail of Challenge**
1	A high proportion of disadvantaged pupils also have SEND needs, creating additional barriers to learning and progress.

2	Attainment and progress for disadvantaged pupils remain below school expectations, particularly in Reading, Writing and Maths.
3	Weak literacy, including reading fluency, vocabulary and language development, limits access to the wider curriculum for some disadvantaged pupils.
4	Attendance, persistent absence and mobility negatively affect continuity of learning and academic outcomes for disadvantaged pupils.
5	Some disadvantaged pupils receive limited support for learning beyond the school day, including reading, routines, attendance and learning habits.
6	Some disadvantaged pupils have restricted access to enrichment, cultural capital and aspirational experiences and require additional support to broaden opportunities and raise aspirations.

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 disadvantaged pupils make strong progress across the curriculum	At least 90% of disadvantaged pupils make expected progress in Reading, Writing and Maths. Progress rates for disadvantaged pupils are in line with their peers in at least two core subjects. The proportion of disadvantaged pupils making more than expected progress increases throughout the academic year. Gaps in progress between disadvantaged and non-disadvantaged pupils reduce in all year groups.
To narrow attainment gaps between disadvantaged pupils and their peers	Attainment gaps reduce in Reading, Writing and Maths across all year groups. The proportion of disadvantaged pupils achieving age-related expectations increases over the academic year. Attainment outcomes for disadvantaged pupils continue to rise from previous academic years.
To improve attendance and reduce persistent absence for disadvantaged pupils	Attendance for disadvantaged pupils improves to at least 93%. Persistent absence among disadvantaged pupils falls below 10%.

	The attendance gap between disadvantaged and non-disadvantaged pupils reduces throughout the year. All disadvantaged pupils with attendance below 93% receive targeted support and intervention.
To strengthen parental engagement and partnership with families	100% of disadvantaged families attend both parents' evenings during the academic year. 100% of disadvantaged families engage with school communication platforms regularly. Attendance at parental workshops, showcases and curriculum events remains above 85%. Parents report increased confidence in supporting learning at home through annual questionnaires.
To ensure all disadvantaged pupils access a broad range of enrichment opportunities	100% of disadvantaged pupils participate in educational visits and curriculum enhancement activities. No disadvantaged pupil is excluded from an activity due to financial barriers. Participation rates in lunch-time and after-school clubs for disadvantaged pupils increase to at least 80%. All disadvantaged pupils access at least one cultural, sporting or creative enrichment opportunity each term.
To raise aspirations and develop cultural capital for disadvantaged pupils	All disadvantaged pupils participate in aspiration-building activities, visits or experiences throughout the year. Participation of disadvantaged pupils in residential visits matches or exceeds previous years. Pupils can articulate future ambitions and recognise pathways to achieve them. Increased participation in leadership, performance, sporting and community opportunities by disadvantaged pupils.
To support pupils' emotional wellbeing and readiness to learn	Pupils identified as requiring pastoral support receive timely interventions. Behaviour incidents involving disadvantaged pupils reduce compared with the previous year. Pupil voice demonstrates that disadvantaged pupils feel safe, supported and included.

	Targeted wellbeing interventions show measurable improvements in engagement and learning behaviours.
To remove barriers to learning through targeted financial and practical support	All disadvantaged pupils have equitable access to equipment, resources, uniforms, trips and residential visits. Financial support is allocated promptly where barriers are identified. No disadvantaged pupil misses an educational opportunity for financial reasons. Staff confidence in identifying and addressing barriers to learning is evidenced through monitoring and pupil outcomes.

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: £15,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide teacher release time to enable robust assessment, moderation and analysis of pupil outcomes. Staff will use this time to complete QLA analysis, identify barriers to learning, review progress of disadvantaged pupils and plan targeted provision through pupil progress meetings. *Predicted cost – £4226*	1. EEF Teaching and Learning Toolkit – High-quality teaching and effective use of assessment are key drivers of pupil progress and reducing disadvantage gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit [educatione...ion.org.uk] 2. EEF Metacognition and Self-Regulation Guidance Report – Effective teaching requires careful monitoring of learning and responsive adaptation of provision. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition [educatione...ion.org.uk]	2, 3 and 4
Allocate 69% of the CPD budget to professional development focused on evidence-informed	1. EEF Metacognition and Self-Regulation Toolkit – Metacognitive approaches can lead to approximately +8 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation [educatione...ion.org.uk] 2. EEF Teaching Assistant Guidance – Professional	2, 3 and 4

teaching, adaptive teaching, metacognition, literacy and SEND. *Predicted cost - £1380*	development and training improve staff effectiveness and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants [educatione...ion.org.uk]	
Allocate 69% of the curriculum budget to maintain a high-quality, knowledge-rich curriculum, including literacy, vocabulary and reading development. *Predicted cost - £1725*	1. EEF Oral Language Interventions Toolkit – Oral language and vocabulary development can generate around +6 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [educatione...ion.org.uk] 2. EEF Teaching and Learning Toolkit – Reading comprehension and literacy approaches have consistently positive effects on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit [educatione...ion.org.uk]	2, 3, 4
Allocate 69% of the classroom resources budget to ensure access to high-quality texts, learning materials, intervention resources and adaptive resources. Predicted cost – £2760	1. EEF Teaching and Learning Toolkit – Access to high-quality teaching and curriculum resources supports improved outcomes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit [educatione...ion.org.uk] 2. EEF Oral Language Interventions Toolkit – High-quality vocabulary and language resources support reading and curriculum access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [educatione...ion.org.uk]	2, 3, 4
Undertake termly multi-disciplinary reviews of attainment, progress,	1. EEF Supporting School Attendance – Effective attendance improvement relies upon rigorous monitoring, early identification and targeted intervention. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance [educatione...ion.org.uk],	1, 2, 3, 4, 5

attendance, behaviour, safeguarding, SEND and vulnerable pupil groups involving the Executive Headteacher and Head of School *Predicted cost - £2035*	[educatione...ion.org.uk] 2. EEF Improving Behaviour in Schools Guidance Report – Understanding pupil needs and reviewing information regularly supports successful intervention. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour [educatione...ion.org.uk]	
Provide Curriculum Lead release time to review, monitor and develop the curriculum, ensuring sequencing, vocabulary development, adaptation and curriculum delivery meet the needs of disadvantaged pupils, including those with SEND. This will include curriculum evaluation, resource development, monitoring, staff support and the implementation of evidence-informed approaches.	1. EEF Teaching and Learning Toolkit **highlights that high-quality teaching is the most important school-based factor in improving outcomes for disadvantaged pupils. Effective curriculum design and implementation support strong teaching and learning across all subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit [educatione...ion.org.uk]** 2. EEF Oral Language Interventions **identifies vocabulary development and language-rich approaches as having a significant positive impact on attainment, particularly for disadvantaged pupils and those with lower starting points. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [educatione...ion.org.uk], [bing.com]**	2, 3, 4

Predicted cost - £778		
Provide access to educational subscriptions, digital learning platforms and online intervention programmes to support reading, writing, maths, assessment and personalised learning for disadvantaged pupils. *Predicted cost - £2176*	1. Individualised Instruction Technology and digital learning platforms can be effective when used to provide personalised learning opportunities, targeted practice and responsive feedback linked to pupils' identified needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (EEF Teaching and Learning Toolkit – Individualised Instruction and Digital Technology) [evidencefo...ing.org.au] 2. Parental Engagement Online communication and learning platforms can strengthen the relationship between home and school by improving communication, supporting learning at home and increasing parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/working-with-parents-to-support-childrens-learning	2, 3, 4 and 5

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

Budgeted cost: £28,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted phonics intervention through trained Teaching Assistant support to ensure	1. EEF Phonics Toolkit – systematic phonics approaches are consistently effective, particularly for younger pupils and those from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics [educatione...ion.org.uk] 2. EEF Teaching Assistant Guidance – trained teaching assistants delivering structured interventions	2, 3, 4

disadvantaged pupils who are not yet secure in phonics receive timely catch-up and keep-up provision. *Predicted cost - £5948*	can improve pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants [educatione...ion.org.uk], [educatione...ion.org.uk]	
Provide targeted reading fluency, vocabulary and early comprehension support through additional Teaching Assistant intervention sessions and structured reading practice. *Predicted cost - £5948*	1. EEF Oral Language Interventions – oral language and vocabulary approaches can provide around six months additional progress and support reading comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [educatione...ion.org.uk], [bing.com] 2. EEF Teaching Assistant Interventions – structured interventions delivered by trained staff can positively impact attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions [educatione...ion.org.uk], [educatione...ion.org.uk]	2, 3, 4
Deploy Teaching Assistants to provide classroom support, pre-teaching, scaffolding, same-day interventions and targeted academic support for disadvantaged pupils. *Predicted cost - £10,892*	1. EEF Teaching Assistant Interventions – targeted deployment of trained TAs can provide approximately four additional months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions [educatione...ion.org.uk], [educatione...ion.org.uk] 2. EEF Small Group Tuition – small-group support targeted at identified need is particularly effective for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition [educatione...ion.org.uk], [qrf.org]	2, 3, 4

Provide SENCo leadership and oversight proportionate to the number of disadvantaged pupils on the SEND register, ensuring effective identification of need, provision mapping and support planning. *Predicted cost - £2283*	1. EEF Special Educational Needs in Mainstream Schools Guidance highlights the importance of careful assessment, planning and monitoring of support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send*(recommended EEF guidance)* 2. EEF Teaching Assistant Guidance emphasises the importance of coordinated provision and deployment for pupils with additional needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants [educatione...ion.org.uk], [d2tic4wvo1...dfront.net]	2, 3, 4
Provide one-to-one academic tuition for disadvantaged pupils identified as significantly below age-related expectations or requiring intensive support to address learning gaps. *Predicted cost - £2530*	1. EEF One-to-One Tuition Toolkit shows approximately five months additional progress from effective tuition programmes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition [educatione...ion.org.uk], [qrf.org] 2. EEF states that tuition linked closely to classroom learning has the greatest impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition [educatione...ion.org.uk], [qrf.org]	2, 3, 4
Provide targeted academic intervention programmes in Reading, Writing and Maths for disadvantaged pupils who are	*1. Small group tuition has been shown to provide an average of +4 months' additional progress, particularly when targeted to identified gaps in learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition [educatione...ion.org.uk], [bing.com]* *2. One-to-one tuition can deliver approximately +5 months' additional progress, especially when linked directly to*	*2, 3, 4*

working below age-related expectations. Interventions will be regularly reviewed to ensure they accelerate progress and close attainment gaps. *Predicted cost - £345*	*classroom learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition [educatione...ion.org.uk], [getfurther.org.uk]*	
Provide access to IDL Literacy and Numeracy programmes to support disadvantaged pupils with identified gaps in reading, spelling, literacy and maths, including pupils with SEND.	*1. EEF evidence shows that individualised instruction can have a positive impact on attainment when learning is tailored to pupils' specific needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit [evidencefo...ing.org.au]* *2. Oral language, reading and literacy interventions are particularly effective in supporting disadvantaged pupils and those with additional learning needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [educatione...ion.org.uk], [evidencefo...ing.org.au]*	*2, 3, 4*
Maintain and review a whole-school Provision Map to ensure disadvantaged pupils receive timely, targeted support. Provision will be monitored and evaluated to ensure interventions are appropriately matched to identified barriers to learning. *Predicted cost - £872*	*1. EEF guidance on SEND and Teaching Assistant deployment highlights the importance of careful planning, monitoring and evaluation of support programmes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants [gov.uk], [lookedafterchild.com]* *2. The EEF highlights that effective implementation includes identifying need, monitoring impact and adapting provision based on evaluation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition [educatione...ion.org.uk]*	*1, 2, 3, 4, 5*

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

Budgeted cost: £9,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free Breakfast Club places for disadvantaged pupils to ensure they begin the school day ready to learn, improve punctuality, support attendance and remove financial barriers to accessing before-school provision. *Predicted cost - £3120*	1. EEF attendance guidance highlights the importance of targeted approaches that improve engagement, attendance and readiness for learning. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance [educatione...ion.org.uk], [educatione...ion.org.uk] 2. The EEF Attendance Interventions Review identifies approaches that support engagement with school and address barriers to attendance as having potential to improve attendance outcomes. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment [educatione...ion.org.uk], [evidencefo...ing.org.au]	1, 5
Provide pastoral and wellbeing support for disadvantaged pupils through mentoring, emotional wellbeing	1. EEF Behaviour Interventions Toolkit reports positive impacts on attainment and engagement through targeted behavioural support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions [educatione...ion.org.uk], [Behaviour...erventions] 2. EEF Improving Behaviour in Schools Guidance recommends developing strong relationships, understanding pupil needs and providing tailored	1, 4, 5

support, behaviour coaching and family liaison to address social, emotional and behavioural barriers to learning. *Predicted cost = £3566*	support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour [educatione...ion.org.uk], [educatione...ion.org.uk]	
Subsidise educational visits, visitors, residentials and enrichment experiences to ensure disadvantaged pupils can access the same opportunities as their peers and develop cultural capital, aspirations and wider experiences. *Predicted cost - £2000*	1. The EEF Teaching and Learning Toolkit identifies arts participation and wider enrichment opportunities as supporting pupil engagement and broader educational outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit [educatione...ion.org.uk] 2. EEF attendance and engagement research highlights the importance of belonging, participation and engagement in school life, particularly for vulnerable pupils. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance [educatione...ion.org.uk]	5, 6
Provide rewards and attendance rewards and recognition to promote positive attendance habits, reduce persistent absence and	1. EEF Supporting School Attendance guidance highlights the importance of a whole-school attendance culture alongside targeted intervention and support. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance [educatione...ion.org.uk], [educatione...ion.org.uk] 2. EEF Attendance Interventions Review identifies incentives as one of the approaches used to support improved attendance and engagement.	1, 5

encourage regular engagement with school. *Predicted cost - £345*	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment [educatione...ion.org.uk], [evidencefo...ing.org.au]	
Provide financial support, staffing and resources to enable disadvantaged pupils to participate in after-school clubs, sports, music, creative arts and wider extracurricular provision. *Predicted Cost - £250*	1. The EEF Teaching and Learning Toolkit identifies positive outcomes associated with participation in arts, sport and wider enrichment activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit [educatione...ion.org.uk] 2. EEF Parental Engagement and wider school participation evidence suggests that greater participation in school activities can improve engagement, confidence and sense of belonging. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement [educatione...ion.org.uk], [school-edu....europa.eu]	5, 6
Provide school uniform, PE kit and essential clothing support for disadvantaged pupils where needed, ensuring all pupils can attend school confidently, feel a sense of belonging, participate fully in learning and enrichment opportunities, and remove	EEF *Supporting School Attendance* guidance highlights the importance of building a culture of community and belonging, removing barriers to participation and ensuring that pupils feel included, safe and ready to engage with school. Providing essential uniform support can help reduce barriers to attendance and promote a stronger sense of belonging for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils [educatione...ion.org.uk], [educatione...ion.org.uk] The EEF *Parental Engagement* evidence and *Working with Parents to Support Children's Learning* guidance recognise that schools should work with families to overcome barriers that may prevent pupils from fully accessing education. Practical support for families can strengthen engagement with school and ensure pupils are equipped to participate in learning and school life. https://educationendowmentfoundation.org.uk/educatio	4,5 and 6

financial barriers that may impact attendance and engagement. *Predicted cost = £250*	n-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	

Total budgeted cost: £53,429

Unspent budget (currently): £603

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

All learners entitled to Pupil Premium funding to make at least expected progress in Reading throughout the 2025-26 Academic Year

Percentage making at least expected progress

Year Group	*PP Progress*	*Non-PP Progress*	*Whole Cohort Progress*
1	*2/2 (100%)*	*1/1 (100%)*	*3/3 (100%)*
2	*6/8 (75%)*	*1/1 (100%)*	*7/9 (78%)*
3	*¼ (25%)*	*2/2 (100%)*	*3/6 (50%)*
4	*6/7 (86%)*	*2/2 (100%)*	*8/9 (89%)*
5	*6/6 (100%)*	*4/5 (80%)*	*10/11 (91%)*
6	*6/7 (86%)*	*1/1 (100%)*	*7/8 (88%)*

Reading progress for pupils eligible for Pupil Premium was strong across most year groups during 2025-26. Overall, the majority of disadvantaged pupils made at least expected progress, with 100% of pupils in Years 1 and 5 achieving this outcome. Positive progress was also evident in Years 4 and 6, where 86% of pupils made at least expected progress.

Year 3 remained an area of concern, with only 25% of disadvantaged pupils making expected progress. This cohort includes pupils with significant additional barriers to

learning, including SEND needs and attendance issues, which affected progress over time.

The data indicates that targeted intervention, high-quality teaching and reading support have been successful in improving outcomes for many disadvantaged pupils. Where progress remained below expectations, bespoke support plans and additional intervention have been identified as priorities moving forward.

All learners entitled to Pupil Premium funding to make at least expected progress in Writing throughout the 2025-26 Academic Year

Percentage making at least expected progress

Year Group	*PP Progress*	*Non-PP Progress*	*Whole Cohort Progress*
1	*2/2 (100%)*	*1/1 (100%)*	*3/3 (100%)*
2	*6/8 (75%)*	*1/1 (100%)*	*7/9 (78%)*
3	*¼ (25%)*	*2/2 (100%)*	*3/6 (50%)*
4	*6/7 (86%)*	*2/2 (100%)*	*8/9 (89%)*
5	*4/6 (67%)*	*5/5 (100%)*	*9/11 (82%)*
6	*6/7 (86%)*	*1/1 (100%)*	*7/8 (88%)*

Writing outcomes for disadvantaged pupils were broadly positive across the academic year. All pupils eligible for Pupil Premium in Year 1 made at least expected progress, while strong outcomes were also seen in Years 4 and 6, where 86% achieved expected progress.

Progress in Year 5 was lower than anticipated, with 67% of disadvantaged pupils making expected progress. Similarly, Year 3 outcomes remained significantly below target. Analysis suggests that inconsistent attendance, additional SEND needs and lower levels of writing stamina were contributing factors for some pupils.

The school's focus on vocabulary development, modelled writing, targeted feedback and intervention support has strengthened progress for many disadvantaged pupils. Continued focus on writing fluency and extended writing opportunities will remain a priority.

All learners entitled to Pupil Premium funding to make at least expected progress in Maths throughout the 2025-26 Academic Year

Percentage making at least expected progress

Year Group	*PP Progress*	*Non-PP Progress*	*Whole Cohort Progress*
1	*2/2 (100%)*	*1/1 (100%)*	*3/3 (100%)*
2	*7/8 (75%)*	*1/1 (100%)*	*8/9 (89%)*
3	*2/4 (50%)*	*2/2 (100%)*	*4/6 (67%)*

4	*6/7 (86%)*	*2/2 (100%)*	*8/9 (89%)*
5	*6/6 (100%)*	*4/5 (100%)*	*10/11 (91%)*
6	*6/7 (86%)*	*1/1 (100%)*	*7/8 (88%)*

Mathematics progress for disadvantaged pupils was generally strong throughout the year. All disadvantaged pupils in Years 1 and 5 made at least expected progress, while 86% of pupils in Years 4 and 6 also achieved this measure.

Progress in Year 3 remained below expectations, with only 50% of disadvantaged pupils making expected progress. This reflects the wider attainment and progress challenges identified within this cohort.

Targeted support, pre-teaching, small-group interventions and adaptive classroom practice have contributed positively to outcomes in Mathematics. The impact of these approaches can be seen in the strong progress measures recorded across the majority of year groups.

To close the attainment gap between all groups of learners

Summer 2025

Year Group	*Reading (Non PP)*	*Reading (PP)*	*Writing (Non-PP)*	*Writing (PP)*	*Maths (Non-PP)*	*Maths (PP)*
1	*100%*	*67%*	*100%*	*33%*	*100%*	*50%*
2	*50%*	*100%*	*50%*	*100%*	*50%*	*100%*
3	*100%*	*25%*	*100%*	*0%*	*100%*	*25%*
4	*58%*	*67%*	*29%*	*33%*	*86%*	*33%*
5	*43%*	*100%*	*43%*	*100%*	*29%*	*100%*
6	*100%*	*38%*	*100%*	*50%*	*100%*	*51%*

Summer 2026

Year Group	*Reading (Non PP)*	*Reading (PP)*	*Writing (Non-PP)*	*Writing (PP)*	*Maths (Non-PP)*	*Maths (PP)*
1	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
2	*100%*	*75%*	*100%*	*63%*	*100%*	*88%*
3	*0%*	*0%*	*50%*	*0%*	*100%*	*75%*
4	*14%*	*100%*	*14%*	*100%*	*28%*	*100%*
5	*67%*	*80%*	*17%*	*60%*	*67%*	*60%*
6	*100%*	*57%*	*100%*	*57%*	*100%*	*57%*

The attainment picture demonstrates several notable successes in narrowing gaps between disadvantaged and non-disadvantaged pupils.

In Years 2, 4 and 5, disadvantaged pupils performed at a level comparable to or above their non-disadvantaged peers across several subjects. In Year 4, disadvantaged pupils

outperformed non-disadvantaged pupils in Reading and Writing, while in Year 5 disadvantaged pupils achieved higher outcomes across Reading, Writing and Mathematics.

However, significant gaps remain in some cohorts, most notably Years 3 and 6. In these year groups, attainment differences continue to reflect the additional barriers faced by disadvantaged pupils, including SEND needs, attendance concerns and historical gaps in learning.

Whilst the attainment gap has reduced for many pupils, further targeted support remains necessary to ensure greater consistency across all year groups.

100% of learners entitled to Pupil Premium funding to have termly attendances of over 95%.

National Attendance data from 2024-25 academic year showed that:
Disadvantaged learners – 89.4% attendance.

Non-disadvantaged learners – 94.6 attendance.

33% of disadvantaged learners had an attendance of below 90%.

Data for 2025-26 at Gedney Church End Primary Academy shows that:
Disadvantaged learners had attendance of:
Autumn Term – 91.8% attendance
Spring Term – 89.7% attendance
Summer Term – 92.1% attendance

It also shows that 36% of our Pupil Premium eligible learners had attendance below 90% for the academic year of 2025-26.

56% of Pupil Premium eligible families had attendance data above 95% for this academic year.

To support and engage parents through a range of supportive strategies

100% of parents attended parents' evenings in Autumn and Spring Term.
100% of parents are signed up and regularly engage with Iris Reach communications.
Termly Knowledge Organisers and Newsletters have been successful in ensuring families are up-to-date with their child's learning for the term.
End of term services have been very well-attended, allowing families to see award winners, performances, singing and join in the whole school celebration of each term.
83% of families attended a Parent Showcase event across the academic year.
83% attended a range of events across the academic year – Maths Week, Science Week, World Book Day.

To raise aspirations of all learners through curricular and extra-curricular activities – these may involve trips and visits

100% of learners were able to attend all trips and visits. Financial support was offered to some to ensure available opportunities were accessible to all.
100% of learners attended workshops organised by Lincolnshire County Council.
100% of learners were able to experience 'Wow' days – Boogie Bounce Trampoline and Sporting experiences.
PGL residential trip for Y5 and 6 was successful. Financial support was offered to ensure available opportunities were accessible to all.