

Pupil premium strategy statement – Aiskew, Leeming Bar CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Aiskew, Leeming Bar CE Primary School
Proportion (%) of pupil premium eligible pupils	12/44 (27.3%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mike White
Pupil premium lead	Bethany Stanley Emma McLellan
Governor / Trustee lead	Andrea Offord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£31,435

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- To ensure that all disadvantaged pupils make or exceed nationally expected academic progress in reading, writing and maths.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements (including the use of a laptop to support their studies) with minimal need for additional financial commitment from parents.
- To prepare pupils with the skills to be successful into adulthood by explicitly teaching pupils to be imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive.
- To support children's health and wellbeing as well as providing bespoke support for parents/carers.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Implement Jane Considine's, 'The Write Stuff' across the school with CPD support staff.
- Provide continued CPD for all staff across the school to improve subject knowledge for the teaching of reading.
- Appropriate levels of staffing are funded so that reading groups can be highly focused.
- Provide moderation and training opportunities across the Federation to support staff when assessing writing.
- Support wellbeing and mental health both for pupils and parents/carers through teaching using meditation techniques and mindful spaces around school and the sensory space and outdoor space as well as promoting the 5 ways to well-being within our school community.
- To provide further CPD around Building Learning Power (BPL) and develop learners within the classroom by using next steps for the BLP material.
- Deliver 'Renew4U' which will support mental health and wellbeing for parents/carers as well as offer practical parenting skill and a safe place to talk about worries.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach before school with teaching staff and during wrap around care to focus on reading/ support with homework.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residentials ensuring children are not financially disadvantaged.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils in reading, writing and maths.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations in reading, writing and maths.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residentials ensuring children are not financially disadvantaged.
- Provide wraparound care for disadvantaged pupils, which includes support with all homework activities.
- Offer a well-being space to parents/carers and pupils.

Challenges

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

Challenge number	Detail of challenge
1	To ensure disadvantaged pupils consistently achieve age related expectations or better in writing.
2	To ensure disadvantaged pupils consistently achieve age related expectations or better in maths.
3	Due to high mobility, pupils lack resilience and are not engaged in learning.
4	Pupils have not got access to wrap around care where they are able to take part in extra-curricular activities and an opportunity to complete their homework.
5	Many pupils are not able to access an enhanced curriculum (including residentials and trips) due to financial constraints.
6	Some parents/ carers require additional support.
7	Some children either come to school dysregulated or struggle to stay regulated throughout the day.

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
Children will become competent writers and outcomes will at least be maintained for disadvantaged pupils.	83.3% of disadvantaged pupils will achieve age related expectations by the end of the academic year.
Children will become competent mathematicians and outcomes will at least be maintained for disadvantaged pupils.	83.3% of disadvantaged pupils will achieve age related expectations by the end of the academic year.
Children will show high levels of resilience and children will be active learners by making links, noticing and questioning.	All children will make progress on the Building Learning Power's scales.
All disadvantaged pupils are offered school's wrap-around care to support academic progress and their wellbeing.	The majority of disadvantaged pupils access wrap-around care where there will be support with homework and opportunities for interaction between peers and extra-curricular activities.
All disadvantaged pupils experience a rich curriculum, unhindered by financial constraints.	100% of disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need of financial commitments.
The well being of parents/carers, and in turn children, is improved.	The vast majority of parents/carers and pupils state that school supports their well being.
Children enter school regulated and they can quickly self-regulate when necessary.	All children have strategies and opportunities for regulation.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
The introduction of Jane Considine's 'The Write Stuff'.	Implementing The Write Stuff approach to writing will improve the quality of teaching of writing across the school. <i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF – Effective Professional Development, Summary of Recommendations)</i>	1

High quality CPD for staff in the moderation of writing.	<p>Providing CPD for staff to support the teaching of writing will enable a consistent and accurate approach.</p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF – Effective Professional Development, Summary of Recommendations)</i></p>	1
Building Learning Power skills taught explicitly and used within all lesson.	<p>Building Learning Power provides a platform to encourage pupils to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive. These skills are taught explicitly by class teachers.</p> <p><i>Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations. And they are easier and more satisfying to teach.</i></p> <p><u>Building Learning Power</u> <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</u></p>	3

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

Budgeted cost: £26,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions.</p> <p>3 hours each morning x 4 adults (ATA/GTA)</p>	<p>High levels of TAs to ensure that learning can be better targeted in mixed aged classes.</p> <p>Teachers/TAs deliver reading comprehension strategies to smaller groups of children and teacher/TAs deliver maths to small groups of children.</p> <p>Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></p>	1,2
ATA interventions 1:1	Two teaching assistants to facilitate small group and 1:1 Interventions in reading and maths.	1,2

	<p>Reading Comprehension Strategies EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies <i>Individualised instruction EEF</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential and trip subsidy.	All pupils are given the opportunity to access trips and residentials throughout the year and will not be hindered by financial constraints.	5
Sensory Circuit intervention with a teaching assistant 4 days a week to support sensory regulation for those with SEND needs.	<p>Pupils to be introduced to self-regulation techniques. Regular brain breaks and opportunities for movement breaks to help engage and motivate learners.</p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</i></p>	7
Whole class Social and emotional learning on a weekly basis.	<p>The Resilient Classroom (belonging) and individualised sessions using the resource: A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma (1:1 book).</p> <p>Social and Emotional Learning EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 7
Support for parents/carers including Renew4U adult group.	<p>A weekly session where parents can meet with a member of staff</p> <p><i>Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1698844558</p>	6
Wrap around care.	A wrap around care after school club provides a setting where pupils are able to complete homework in a small group setting with both TA and HLTA support.	4

	<p><i>EEF - Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. (+5 months).</i></p> <p><i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.</i></p>	
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Total budgeted cost: £31,435

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1: Improved oral language skills and vocabulary among disadvantaged pupils.

Success Criteria: Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. EYFS pupils' NELI scores with show that they are at least in line with national average by the end of the programme.

Reflection and Impact for academic year 2023-2024:

Our disadvantaged pupils particularly in EYFS and KS1 where there has been lots of specific interventions around language (e.g. Talking through Stories and Mastering Number), evidence can be seen in children's oral ability to confidently use tier 3 vocabulary when talking about English and through the stem sentences that they demonstrate when discussing mathematics. Within Science, these children confidently use a wide range of challenging scientific vocabulary.

One child with significant language difficulties has made vast amounts of progress in being able to communicate effectively with a growing vocabulary.

Intended Outcome 2: Improved reading attainment among disadvantaged pupils.

Success Criteria: All EYFS disadvantaged pupils attain ELGs within Literacy. All disadvantaged Y1 pupils attain the expected standard in the phonics screening check each year. 7 All disadvantaged KS1 pupils attain the expected standard. KS2 reading outcomes in 2024/25 show that all disadvantaged pupils met the expected standard and all those who were deemed high ability attain the higher standard. A number of pupils who are disadvantaged also have SEND needs. For their specific learning needs to be assessed accurately by a specialist teacher and for school to carry out suggested intervention(s) to enable these pupils to make rapid progress

Reflection and Impact for academic year 2023-2024:

All disadvantaged children attained ELGs within Literacy and attained GLD.

All disadvantaged children achieved the phonics screening check in Y1 and those who needed to resit in Y2 also achieved.

All disadvantaged KS1 pupils attain the expected standard.

All disadvantaged pupils in KS1 without SEND attained the expected standard however those with SEND didn't.

KS2 reading outcomes in 2024/25 show that all disadvantaged pupils met the expected standard and all those who were deemed high ability attain the higher standard.

67% disadvantaged pupils met at least the expected standard with 1 making better than expected progress from KS1. 100% of pupils deemed high ability attained the higher standard.

The strategies we have got in place, such as NELI and Talking Through Stories are having a positive impact on outcomes therefore we will continue to implement these.

Intended Outcome 3: Improved writing attainment among disadvantaged pupils at the end of KS2.

Success Criteria: KS2 writing outcomes show that 75% of disadvantaged pupils met the expected standard and 100% of all those who were deemed high ability attain the higher standard. A number of pupils who are disadvantaged also have SEND needs. For their specific learning needs to be assessed accurately by a specialist teacher and for school to carry out suggested intervention(s) to enable these pupils to make rapid progress.

Reflection and Impact for academic year 2023-2024:

100% disadvantaged pupils met the expected standard in writing. No children were deemed high ability. Disadvantaged pupils with SEND have continued to access interventions specifically suggested by specialist teachers.

Due to pupils not achieving greater depth in writing, school will trial a new approach: The Write Stuff.

Intended Outcome 4: Improved maths attainment for disadvantaged pupils at the end of KS2.

Success Criteria: KS2 maths outcomes show that 85% of disadvantaged pupils met the expected standard. A number of pupils who are disadvantaged also have SEND needs. For their specific learning needs to be assessed accurately

by a specialist teacher and for school to carry out suggested intervention(s) to enable these pupils to make rapid progress.

Reflection and Impact for academic year 2023-2024:

79% disadvantaged pupils met the expected standard. Although we did not meet the success criteria of 85%, pupils (including those disadvantaged with SEND) made at least good progress, with some making accelerated progress.

Intended Outcome 5: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Success Criteria: Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys, teacher observations and CPOMS entries • regular attendance of parents/carers at our Renew4U well-being sessions • For children with SEMH needs who are also disadvantaged to rate school as an average of 5 throughout the year on a scale of 1 – 10.

Reflection and Impact for academic year 2023-2024:

Anecdotally, pupils say they are happy at school and enjoy attending. Attendance is high for the majority of pupils who are disadvantaged (4.22%). The Renew4U sessions were beneficial for parents/ carers however, due to staffing issues, this was unable to run for the full year. Therefore, relaunching Renew4U this academic year is a priority.

Intended Outcome 6: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Success Criteria: Sustained high attendance for 2023/24 demonstrated by: • the overall absence rate for all pupils being no more than 3.5%, and the current attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced by 8.07%.

Reflection and Impact for academic year 2023-2024:

Overall absence rate was 3.55% and PP pupils 4.22% which means we very narrowly missed our overall target, however the gap between non-Pupil Premium and Pupil Premium children is reducing significantly.

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Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
1:1 phonics support and opportunities for small group working to ensure children make progress.
The impact of that spending on service pupil premium eligible pupils
Really positive transition to a new Key Stage and EYFS setting.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.