

Pupil premium strategy statement – East Ayton Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	August 2026
Statement authorised by	Lisa Nellist
Pupil premium lead	Lisa Nellist
Governor / Trustee lead	Abigail Combes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,895
Recovery premium funding allocation this academic year	£4,048
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£35,943

Part A: Pupil premium strategy plan

Statement of intent

At East Ayton Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and will support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably the support for pupils whose education has been worst affected as a result of the pandemic, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments rather than assumptions about the impact of disadvantage on our pupils. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Some children have limited experiences outside of school due to economic factors.
2	Some children have had complex and difficult starts to their lives and require on-going support and understanding for them to feel safe and make progress in school.
3	Some children have greater difficulties with reading than their peers.
4	Some children's maths attainment is significantly below that of non-disadvantaged pupils.

5	Some children have significant knowledge gaps due the pandemic leading to pupils falling further behind age-related expectations. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
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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
That children experiencing disadvantage leave school with similar outcomes to those of their peers.	At the end of Key Stage 2, rates of attainment and progress of disadvantaged children match, or closely match those of their peers.
All children experiencing disadvantage in school are given access to all events and clubs.	All children experiencing disadvantage attend all visits, clubs, experiences, etc.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behavioural incidents requiring external support • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard and that gaps narrow between cohort and disadvantaged pupils.
To improve maths attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard and that gaps narrow between cohort and disadvantaged pupils.

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for vulnerable children from school's mental health first aider, nurture room created and well-being club established.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):EEF – Social and Emotional Learning	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access White Rose resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths Guidance KS1 & KS2 (publishing.services.gov.uk) The EEF guidance is based on a range of the best available evidence: (EEF website)	3
All staff to receive CPD on teaching phonics. We will fund teacher release time to share good practice and embed teaching strategies.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds: EEF Phonics Toolkit	4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF Phonics Toolkit	4, 5
Additional ATA reading sessions with KS2 pupils focusing on fluency and comprehension.	Reading comprehension strategies that involve the teaching of explicit approaches and techniques improve the comprehension of written text: EEF reading comprehension strategies.	4, 5
Additional ATA to lead maths and reading interventions in Years 4-6.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact: EEF Teaching Assistant Interventions	3, 4, 5
Additional ATA for Year 6 maths to boost progress and address gaps in learning.	Maths teaching to enable pupils to develop a rich network of mathematical knowledge, develop pupils' independence and motivation and use structured interventions to provide additional support: EEF Improving Mathematics in Key Stages 2 and 3.	3, 5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and restorative practice approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions	2
Residential trips and educational visits	The cost of sending pupils eligible for pupil premium on residential and educational visits	1
Targeted homework clubs	Providing homework clubs for identified pupils to ensure homework is completed with adult support in a small group environment	3, 4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4 & 5

Total budgeted cost: £36,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments and observations during 2022/23 suggested that the performance in both attainment and achievement of disadvantaged pupils was lower than cohort in key areas of the curriculum. Although the majority of disadvantaged pupils made progress, on average this was still less than their peers.

Targeted interventions showed impact, especially in phonics for pupils in KS2. Tutoring in maths and writing boosted pupil confidence as shown through pupil voice. We will continue successful interventions for targeted pupils and combine this with a focus on Quality First Teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school .

Additional ATA support for phonics, ensured that progress was made in the phonics screening. Phonics assessments showed over 89% of pupils working at expected level – an increase of 8% on the previous academic year and 19% on the year before that.

ATA support in maths, particularly focusing on reasoning and problem solving skills, led to increases in all classes in the number of children working at or above their target.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and families and targeted interventions where required. This is an area that we are still developing in 2023-2024 to enhance this provision.

Externally provided programmes

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

Programme	Provider
TTRS	Times Table Rock Stars
Y6 Grammar booster	Rollama
Twinkl phonics	Twinkl
White Rose Maths	White Rose