

Pupil premium strategy statement -Austhorpe Primary School -school overview 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023, 2023-2024 and 2024-2025 academic years) 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	Austhorpe Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	12%
Academic years that our current pupil premium strategy plan covers. (3-year plans are recommended)	2022-2025
Date this statement was published	September 2022, edited annually with analysis.
Date on which it will be reviewed	July 2026
Statement authorised by	Amanda Lightfoot
Pupil premium lead	Amanda Lightfoot
Governor / Trustee lead	Pete Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,405
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	£38,405

Part A: Pupil premium strategy plan

Statement of intent

At Austhorpe Primary School we are committed to providing the ideal nurturing and learning environment to ensure that all children regardless of their starting points make excellent progress, in all areas of the Curriculum. Our school ethos is to SHINE. (Success, Healthy & Happy, Inclusive Nurturing & Enrichment).

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well in all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those children who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have social worker, are Looked After, or Adopted from Care or indeed are put at a disadvantage due to poverty, or social, emotional & mental health issues. We endeavour to create level starting points where disadvantaged pupils come to school ready to learn. For example, they will be given the correct equipment (books, stationary PE/swimming kit, uniform). We also ensure they can access peripatetic music lessons, residential and school visits. An allocation of spaces will be provided at before and after school club (Rise & SHINE) to ensure children have adequate care. Our team understand the importance of a nurturing environment and personal development and ensure that pastorally our children are well-supported. Supporting with bereavement, medical issues, family splits or friendship issues -as well as leading healthy lifestyles.

High Quality First Teaching is at the heart of our approach. Running parallel, is excellent attendance and punctuality. Developing basic skills, in reading, writing and maths is achieved through pre and post learning intervention groups. Our support team are well versed in small-group and 1-2-1 teaching. Reading is at the centre of our curriculum offer. We continue to invest in our systematic, synthetic phonics scheme (Read, Write, Inc) in both training and resources, also additional books and resources across the rest of school, including access to technology. We continue to invest in our Social, Emotional and Mental health support. This has included training, working with our Cluster Team (TNCP) and additional staff to build capacity for our children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality – ensure all Pupil Premium/Pupil Premium Plus children achieve excellent punctuality and are in school for the start of the day, so there is no lost learning. Pupil Premium attendance should be equal to that of non-disadvantaged pupils c.96% (TNCP objective)</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 10-20% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Undeveloped Oral Language skills and vocabulary gap -particularly in the Early Years, moving into KS1& KS2. Ensure that all children can speak in full sentences and have an Age-Related understanding of Speaking & Listening skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Parental Engagement & Skill -ensure all Pupil Premium and Pupil Premium Plus parents/carers attend Parent Consultations, Parent information evenings and are supportive with reading and homework. Internal and external (where available) assessments indicate that among disadvantaged pupils' attainment is below that of non-disadvantaged pupils.</p>
4	<p>Social & Emotional Issues and pupil well-being. Our nurturing environment ensures that all pupils feel well-equipped and able to learn. Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the Covid-19 pandemic.</p>

5	<p>Diminish the difference between academic outcomes for Pupil Premium versus non-pupil premium children.</p> <p>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. These findings are supported by national studies.</p> <p>This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
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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
1. Attendance and Punctuality	<p>Ensure that Pupil Premium and Pupil Premium Plus children have the same levels of attendance and punctuality as non-pupil premium children.</p> <p>c.96% (Temple Newsam Learning Partnership objective -monitored through Arbor.)</p>
2. Undeveloped Oral Language skills and vocabulary gap -particularly in the Early Years, moving into KS1.	<p>Speech Language and Communication (EYFS) return to pre-pandemic levels (GLD c.90%)</p>
3. Parental Engagement & Skill	<p>Ensure that Pupil Premium & Pupil Premium Plus, parents/carers attend Parent Consultations & Further information evenings e.g. Reading, SATs, and Parent Workshops (Early Years)</p>
4. Social & Emotional Issues and pupil wellbeing	<p>Reducing incidences of SEMH issues logged via CPOMS & Learning Mentor Interventions over time, after initial referral.</p>
5. Diminish the difference between academic outcomes for Pupil Premium versus non-pupil Premium children.	<p>Pupil Outcomes for Pupil Premium & Pupil Premium Plus children are equal to non-pupil premium children, in all areas of the Curriculum. (Age Related & Greater Depth), Early Years GLD is a specific focus.</p>

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.

Teaching (for example, CPD)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff, Restorative Practices Behaviour Management - considering the new/evolving staffing structure.	There is Extensive evidence that both targeted and universal approaches to Restorative Practices can have positive overall effects to improving attendance and punctuality.	1,3,4
SEMH Learning, and to further develop our school ethos regarding pupil voice.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,3,4
Team Teach Refresher Training	There is Extensive evidence that both targeted and universal approaches to Team Teach de-escalation can have positive overall effects to improving attendance and punctuality. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Read Write Inc Training, Talk 4 Writing CPD & Resources	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: 2	2,5

<p>Speech and Language training/updates for our Learning Mentor & EYFS Team (including Drawing club & Makaton), including interventions. This programme will improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring/Catch up -to provide a blend of small group and 1-2-1 tuition, led by school staff.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: and small groups.</p>	<p>2,5</p>

<p>A significant proportion of pupils who receive tutoring will be disadvantaged, including those who are More Able (MAPs)</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<table border="1"> <tr> <td data-bbox="1169 1417 1398 1451">2,5</td> </tr> </table>	2,5
2,5			

<p>Learning Support Assistant Interventions (Reading, Writing & Maths) to provide a blend of small group and 1-2-1 tuition.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4,5</p>
<p>Read, Write Inc Interventions/catch up Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4,5</p>
<p>Lunchtime Clubs e.g. Library/homework/PE</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4,5</p>

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional Learning Mentor & LSA pastoral support & training SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,3,4</p>
<p>Temple Newsam Community Partnership SLA -which includes parenting classes, attendance management and SEMH support.</p>	<p>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.pdf(educationendowmentfoundation.org.uk) Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>1,3,4</p>
<p>Personal Development - use of Rise & SHINE wrap around care spaces to ensure children are well looked after, for extended school hours.</p>	<p>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.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,3,4</p>

<p>Sports Leader to ensure that lunchtime and after school clubs are attended by both disadvantaged and no-disadvantaged children, which supports health lifestyles.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,3,4</p>
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Total budgeted cost: £ 38,000

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 2022-2023, 2023-2024 and 2024-2025 academic years.

Read Write Inc Refresher Training and Interventions:

Phonics data is very positive, for the last 3 years the pass rate has been well-above the National Average. Although, Pupil Premium eligible pupils are slightly lower c.80% comparatively, this is not statistically significant due to low numbers, e.g. 4/30 children being Pupil Premium eligible. The dip in data in 2023 from 95% is cohort specific, due to a high proportion of SEND pupils and Year One cohort being affected post Covid.

Key Stage One outcomes are again very positive, in Reading, Writing and Maths, pupils achieve well-above the National Average, year on year. Although Pupil Premium eligible pupils are slightly lower than non-pupil premium pupils, small cohort numbers can affect this.

Additional Teacher Hours:

Through Booster sessions, 1:1 and small group support disadvantaged pupils are targeted. Teaching staff delivered bespoke interventions in Reading, Writing, Maths and Grammar. This was used to support whole class teaching and ensure rapid progress from starting points. The impact of this was to embed key reading, writing and arithmetic skills. The pre-teaching was used to develop confidence and ensure that all groups of children could access Quality First Teaching (QfT), in the classroom with their peers.

Pupils' barriers to success are identified early in the autumn terms, during pupil progress conversation meetings. Gaps in learning, are assessed and planned interventions close these as quickly as possible. Interventions for maths and English, including phonics catch up and 1:1 tuition ensured children narrowed the gap with their peers.

Early Years –Good Level of Development:

In 2022-2023 GLD for Pupil Premium vs Non-Pupil Premium children was equal. Over the next 2 academic years we have seen a slight emerging gap with the numbers of Pupil Premium eligible children not achieving their GLD. Again, we need to be mindful of relatively small numbers (5/30 and 3/30, respectively). These numbers are not statically significant.

Key Stage 2 Outcomes:

At Key Stage Two, outcomes in Reading Writing and Maths are above National Average, both at Age Related and Greater Depth. In 202-2023 in Reading Writing and

Maths combined 70% of the cohort achieved the national Standard, this compares with 50% of Pupil Premium eligible children. Numbers are again, small (5 out of 10). There was only 1, pupil premium eligible child in 2023-2024. In 2024-2025 all 3 (100%) of our Pupil Premium children achieved the Age-related Standard in Reading, Writing and Maths. This is attributed to Quality First Teaching and successful Boosters and interventions.

Reading outcomes at Key Stage Two, are a significant strength of the school. Reading Plus and Fresh Start has enabled us to improve children’s confidence and self-esteem about reading. The programme supported learning in school and at home. These schemes identified each pupil’s reading ability resulting in personalised learning pathways.

Student Group		2022/23	2023/2024	2024/2025
GLD	Pupil Premium Eligible	71.4	60.0	33.3
	Not Pupil Premium Eligible	72.0	88.0	77.8
PSC	Pupil Premium Eligible	80.0	80.0	80.0
	Not Pupil Premium Eligible	95.8	84.0	95.8
Times Tables	Pupil Premium Eligible	25.0	33.3	100.0
Score 25	Not Pupil Premium Eligible	42.3	33.3	60.7
KS2 R,W,M	Pupil Premium Eligible	50.0	0.0	100.0
	Not Pupil Premium Eligible	70.0	72.4	77.8

Speech, Language and Communication:

Our Learning Mentor and Key Stage One Staff have all benefitted from Talking House Speech and Language training. These staff work closely with our Learning Mentor who deploys and Speech and Language interventions. Our Early Years team have benefitted from ‘Drawing Club’ and Makaton training. This links with our whole school ‘Oracy Strategy’ and ‘Talk4Writing’ training which the teaching team uses across school. This has impacted writing outcomes across school as well as communication and language development for all groups of pupils.

Learning Mentor and SEMH Lead to promote attendance and well-being of disadvantaged pupils:

Attendance %		
	Pupil Premium	Non-Pupil Premium
2022-2023	93.84%	96.72%
2023-2024	92.15%	96.53%
2024-2025	94.78%	96.92%

Through our wider Social, Emotional and Mental Health strategies (Mindmate, NHS, Cluster, Learning Mentor and Pastoral Lead) in school, incidents of poor behaviour are rare. Pastoral support has impacted the number of low-level incidents and fallouts. Children are happy and ready to learn.

Out Attendance is very good c. 97%, which is above National Average, and 3/20, when compared with DfE similar schools. Pupil Premium attendance is slightly lower, c. 93% however, this can be attributed to Pupil Premium children with multiple complex needs, (SEND), who are on a reduced timetable to meet need.

We know that attending school can be challenging for a small minority of our families. Our Learning Mentor liaises closely with these families and promotes good pupil attendance, particularly those from disadvantaged backgrounds. Most absence is due to genuine illness or unauthorised holidays.

Strategies to support attendance include regular telephone calls, check-in meetings letters or texts. Parents and Carers are regularly informed if a pupil is at risk of becoming persistently absent. We also seek support from the TNCP Cluster and the attendance Team at Leeds. Evidence shows that these strategies have improved attendance for groups and individuals.

Extra-Curricular Clubs and Enrichments:

Our Disadvantaged pupils are supported to attend our after-school clubs and enrichment activities, this includes peripatetic music lessons, trips and visits, such as our residential. There is no gap between those children that are pupil premium and those that are not. This data is reviewed on a termly basis by our Sports Lead. Free places are also available at our breakfast, after school and holiday club.

Clubs By Numbers							
Sept 24 - July 25	Boys	Girls	PP	Total	Terms		
Flexdance	1	125	12	126	6		
Cricket	28	12	0	40	2		
Archery	39	21	9	60	3		
Nerf	32	12	4	44	2		
Athletics	9	8	0	17	1		
Dodgeball	90	54	12	144	6		
Multi-sports	26	24	10	50	2		
Hockey	11	9	0	20	1		
Creative Movements	60	20	16	80	4		
Football KS1/KS2/Girls	186	113	42	299	6		
Yoga	8	72	4	80	4		
Invasion Games	16	9	1	25	1		
Basketball	15	5	0	20	1		
Tag Rugby	18	2	0	20	1		
Total	539	486	110	1025			
						total	
						Number @ Club	1025
						%	
						Girls %	47.4
						Boys %	52.6
						% PP	10.73

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
Read, Write Inc.	Ruth Miskin
Nessy	Nessy Learning Ltd.
Reading Plus (Years 5 & 6)	Taylor Associates
SALT	NHS
B Squared	B Squared
NTP	DfE
LBQ	LBQ
TT Rockstars	TT Rockstars
Provision Mapper	Provision Mapper

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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<p>How did you spend your service pupil premium allocation in the academic years (2022-2025)?</p>	<p>c.£750 Small group interventions and 1-2-1 catch up with a Teaching Assistant, well-being check-ins with support staff.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Ensuring there is a reducing gap in Curriculum knowledge, particularly for English and Mathematics.</p>

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activities. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

