Pupil premium strategy statement – Austhorpe Primary School, Leeds URN: 146213

3-year Strategy (July 2026-July 2027, September 2027-July 2028, September 2028 –July 2029)

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	216
Proportion (%) of pupil premium eligible pupils	11.5%
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)**	July 2026-July 2027, September 2027-July 2028, September 2028 – July 2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
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	£38,755
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*	£38,755

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, residentials 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 in 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	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.97% (Temple Newsam Community Partnership (Cluster Team objective)
2	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.
3	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 slightly below that of non-disadvantaged pupils.
4	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 disadvantaged pupils. This is often a barrier to attainment.
5	Diminish the difference between academic outcomes for Pupil Premium versus Non-Pupil Premium children. Our assessments and observations indicate that the academic outcomes of our disadvantaged pupils are overall lower than, children who are not disadvantaged. These findings are supported by national studies. Ensure that this gap is diminished.

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	Ensure that Pupil Premium and Pupil Premium Plus children have the same levels of attendance and punctuality as non-pupil premium children. c.97% (Temple Newsam Learning

	Partnership objective -monitored through Arbor.)
2. Undeveloped Oral Language skills and vocabulary gap -particularly in the Early Years, moving into KS1.	Speech Language and Communication (EYFS) are well above National Average, GLD. Overall GLD c.90%
4. Social, Emotional Mental Health issues. (SEMH)	Reducing incidences of SEMH issues logged via CPOMS & Learning Mentor Interventions over time, after initial referral.
5. Diminish the difference between academic outcomes for Pupil Premium versus non-pupil Premium children.	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.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Training, CPD & Resources, including a Development Day.	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
One Life PSCHE Curriculum	There is extensive evidence to suggest that both targeted and universal approaches to well-being and supporting, social emotional and mental health can have positive effects on improving attendance and punctuality.	1,3,4
Speech and Language training/updates for all staff to include the Welcomm app, Leeds City Council Speech and Language SLA, and Speech and Language Link These	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)	2,5

interventions and assessment tools will improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.		

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led Tutoring/Catch up to provide a blend of small group and 1-2-1 tuition and boosters.	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.	2,5
Learning Support Assistant Interventions (Reading, Writing & Maths) to provide a blend of small group and 1-2-1 tuition.	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	2,4,5
Read, Write Inc Interventions/catch up 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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2,4,5
Provision Mapper & Stages not Ages training and on-going CPD	Targeted interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks, Provision Mapper will help us monitor and evaluate these interventions.	2,4,5

Reading Plus & Learning by Questions	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	2,4,5

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime Clubs e.g. Library/homework/PE, the Y6 playtime hub and Y5& Y6 Playleader programme	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2,4,5
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.	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)	1,3,4
'The Beacon' Speech and Language hub -a school-based hybrid model of supporting children with Speech and Language difficulties –staffing costs and resources.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2,4,5

Temple Newsam Community Partnership SLA -which includes parenting classes, attendance management and SEMH support.	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.	1,3,4
Personal Development - use of Rise & SHINE wrap around care spaces to ensure children are well looked after, for extended school hours.	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)	1,3,4
Sports Leader to ensure that lunchtime and after school clubs are attended by both disadvantaged and no-disadvantaged children, which supports health lifestyles.	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)	1,3,4

Total budgeted cost: £ 38,000

Part B: Review of the previous academic year –July 2026

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Early Years – Good Level of Development

The percentage gap between the number of Pupil Premium children achieving their GLD versus non-Pupil Premium has narrowed compared to the previous year (45% gap versus 21% gap). However, the number of Pupil Premium is not statistically significant for 2024/25 (3/30) or 2025/26 (3/30). 67% (2/3 children) of Pupil Premium children achieved GLD which is in line with the local authority average and only slightly lower than the national average for ALL children.

Phonics Screening Check

67% (2/3) of Pupil Premium children passed the Phonics Screening Check compared to 92% of non-Pupil Premium. Again, due to the small number of children, it is not statistically significant.

Multiplication Check

The percentage of children scoring 25 in the Multiplication check has declined for Pupil Premium children compared to the previous year (from 100% to 60%). However, the actual number has increased from 2 children to 3 children. The gap versus non-Pupil Premium children scoring 25, is 60% (PP) versus 73% (NPP).

Key Stage 2 Outcomes

Overall, in Key Stage 2, maths (81%) and writing (84%) were above the national average (75% and 73% respectively), with reading (75%) equal to the national average (75%). Of our Pupil Premium children (4/32), 50% achieved at least the expected standard in Reading, Writing and Maths. The remaining 2 Pupil Premium children were both in receipt of EHCPs and were dis-applied from the KS2 SATs due to being significantly below the level of the tests. Therefore, the Pupil Premium children who sat KS2 tests and were given a teacher assessment in writing, achieved 100% expected standard in all subjects, with some subjects at greater depth.

Reading outcomes at Key Stage Two, are a significant strength of the school. Reading Plus and Fresh Start have enabled us to improve children's confidence and self-esteem about reading. Moving forward, with a clear focus on reading, we expect to see

Pupil Premium and non-Pupil-Premium reading outcomes to return to above the national average.

Quality first teaching, booster interventions – including personalised, targeted learning through Learning By Questions for all pupils will raise standards and outcomes for all.

	Student Group	2023/2024	2024/2025	2025/2026
GLD	Pupil Premium Eligible %	60	33	67
	Not Pupil Premium Eligible %	88	78	88
	Number of PPE Children per test	5	3	3
PSC	Pupil Premium Eligible %	80	80	67
	Not Pupil Premium Eligible %	84	96	92
	Number of PPE Children per test	5	5	3
Times Tables Score 25	Pupil Premium Eligible %	33	100	60
	Not Pupil Premium Eligible %	33	61	73
	Number of PPE Children per test	3	2	5
KS2 R,W,M	Pupil Premium Eligible %	0	100	50
	Not Pupil Premium Eligible %	72	78	71

KS2 READING	Pupil Premium Eligible %	0	100	50
	Not Pupil Premium Eligible %	87	89	75
KS WRITING	Pupil Premium Eligible %	100	100	50
	Not Pupil Premium Eligible %	83	85	86
KS2 MATHS	Pupil Premium Eligible %	100	100	50
	Not Pupil Premium Eligible %	73	89	86
	Number of PPE Children per test	1	3	*4

ATTENDANCE (%)		
	Pupil Premium	*Non-Pupil Premium*
2023-24	*92%*	*97%*
2024-25	*95%*	*97%*
2025-26	*95%*	*97%*

Our Attendance is very good c. 97%, which is above National Average, and when compared with DfE similar schools. Pupil Premium attendance is slightly lower, c. 95% however, this is in line with the National average for all children. The slight difference can be attributed to Pupil Premium children with multiple complex needs, (SEND), who were 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. The percentage of Pupil Premium children accessing our extra-curricular clubs is 17% and is proportionally higher than for our non-Pupil Premium children. This data is reviewed on a termly basis by our Sports Lead. If certain criteria are met, free or discounted places are potentially available at our breakfast, after school and holiday club.

Clubs By Numbers

September - July	Boys	Girls	PP	Total
Cricket	17	2	1	**19**
Creative Movements	8	44	10	**52**
Archery	16	14	2	**30**
Sports games	13	8	8	**21**
Nerf	19	6	4	**25**
Karate	14	8	3	**22**
Quiddich	5	2	0	**7**
Table Tennis	22	6	2	**28**
Circus skills	10	30	4	**40**
Rugby	12	2	0	**14**
Multi-sports	32	18	12	**50**
Football	127	39	54	**166**
Flexdance	0	228	30	**228**
Dodgeball	44	21	4	**65**
Tennis	12	3	0	**15**
Yoga	3	11	2	**15**
Total	**354**	**442**	**136**	**797**

Data	%
Number @ Club	**797**
%	
Girls %	**55.5**
Boys %	**44.5**
% PP	**17**

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
Read, Write Inc.	Ruth Miskin
Reading Plus (Years 5 & 6)	Taylor Associates
SALT	NHS
LBQ	LBQ
TT Rockstars	TT Rockstars
Provision Mapper	Provision Mapper
Stages not Ages	Leeds City Council
Welcomm	Welcomm
Speech Link	Speech Link Multimedia Ltd.

Service pupil premium funding (optional)

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 2026-2027**	
How did you spend your service pupil premium allocation in the academic year	c.£750 Small group interventions and 1-2-1 catch up with a Teaching Assistant, well-being check-ins with support staff.
What was the impact of that spending on service pupil premium eligible pupils?	Ensuring there is a reducing gap in Curriculum knowledge, particularly for English and Mathematics.

Further information (optional)

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.