

# Pupil premium strategy statement – Askwith 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	94 main school 7 nursery
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs E Nayler (Headteacher)
Pupil premium lead	Mrs E Nayler/Mrs L Longford
Governor / Trustee lead	Mr D Parker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,090
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£9,090

# Part A: Pupil premium strategy plan

## Statement of intent

- High quality teaching is at the heart of our approach. We ensure that teaching and learning opportunities meet the needs of all pupils
- Effective spending of education recovery funding will address the needs of all pupils in order to help them to meet endpoints
- Pupils eligible for PPG in year 1 make high rates of progress in phonics, reading, writing and maths from their starting points. Pupils attainment in phonics screening check is at least in line with national average
- Pupils eligible for PPG in year 2 attain at least national average in reading, writing and maths unless a special need has been identified. In this case pupil attain end points
- Pupils eligible for PPG in Y1 make high rates of progress in phonics and reading from their starting points
- Pupils' attainment in phonics, reading, writing and maths for pupils in KS1 eligible for PPG is at least in line with national averages
- KS2 progress and attainment rates in reading, writing and maths are at least in line with national averages
- Attendance rates for pupils eligible for PPG are at least in line with the national averages
- Ensure pupils eligible for PPG have all enhancements/extra-curricular opportunities

## Implementation

- Teacher-led small group work with a focus on plugging identified gaps in knowledge
- 1:1 support
- Provide sessions pre-school (8:30a.m.) to ensure pupils are on track to meet endpoints
- Appropriate resources purchased to meet needs including those of the more able
- Provide a wider range of extra-curricular/enhancements to target interests and talents for all PPG pupils including residentials, school trips and before/after school clubs

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment rates of pupils eligible for PPG could potentially affect pupils' ability to reach end of year expectations in Key Stage 2.
2	Low self-esteem in pupils eligible for PPG could affect attainment and progress rates by the end of Year 6.
3	A small group of children eligible for PPG had attendance rates of below 96%. This reduces their school hours and prevents them from building essential knowledge.
4	Reduced opportunities for extra-curricular activities for pupils eligible for PPG could result in lower cultural capital.

## 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
Attainment in phonics, reading, writing and maths for pupils in KS1 eligible for PPG is at least in line with national averages for PPG pupils.	Pupils eligible for PPG in KS1 make rapid progress so that 100% of pupils achieve the phonics screening test by the end of Year 1 and at least 90% meet age related expectations in reading, writing and maths by the end of year 2.
KS2 progress and attainment rates in reading, writing and maths are at least in line with national averages for PPG pupils. By 2025/26, disadvantaged pupils are at least in line with national average attainment and progress measures at the end of KS2.	At least 90% of pupils eligible for PPG in KS2 meet age related expectations in reading, writing and maths by the end of year 6 unless there is a specific SEND need.
Attendance rates for pupils eligible for PPG are at least in line with the national averages for PPG pupils.	Reduction in the number of absences among pupils eligible for PPG. Overall disadvantaged attendance improves from below 94% to at least in line with other groups of pupils (97%).
Provide financial support for appropriate educational activities, extra-curricular activities, enhancement activities, visits (when possible) and before and after school provision to increased	Greater uptake of pupils eligible for PPG attending before and after-school provision.

extra-curricular opportunities for pupils eligible for PPG.	
Improved social and emotional skills and self-esteem for all pupils including those eligible for PPG.	More confident pupils who are independent learners. Pupils will demonstrate resilience and good learning behaviours which will enable them to establish good mental health and well-being.

## 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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing ShREC approach training for staff	Research conducted by the Education Endowment Foundation stresses the importance of providing early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice. <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</a>	1
Ongoing implementation of validated systematic phonics programme including catch-up	Research conducted by the EEF indicates that systematic phonics approaches can lead to significant improvements in reading outcomes, particularly for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Ongoing training sessions, peer observations and feedback opportunities for teachers	Research conducted by the EEF highlights that effective professional development can lead to improved teaching quality and pupil outcome. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part-funding of staff for additional interventions/booster sessions offering small group or 1:1 support:</p> <ul style="list-style-type: none"> <li>• same day interventions in maths, reading and writing provided by teacher/teaching assistant</li> <li>• daily phonic/reading/ spelling interventions provided by teacher/teaching assistant in EYFS, KS1 and KS2</li> </ul> <p>1:1 teaching assistant support where relevant</p>	<p>Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Research conducted by the Education Endowment Foundation shows that targeted interventions can significantly improve language skills for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice">https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice</a></p>	1
Reading Plus	<p>Research conducted by the Education Endowment Foundation shows that providing reading comprehension interventions helps pupils make 6 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</a></p>	1
Supplemented weekly 1 hour 1:1 tuition: Third Space Learning (maths)	<p>Research conducted by the Education Endowment Foundation shows that providing 1:1 tuition intervention helps pupils make 5 months' additional progress. Research shows that individual tuition builds confidence,  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1

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

Budgeted cost: £3,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fully-funded before and after school clubs accessible to all disadvantaged pupils to enhance learning and social opportunities:</p> <ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Cedar Club</li> <li>• Clubs beyond school Support for children for whose lack of funds may be a barrier to accessing trips and residential visits</li> </ul> <p>North Yorkshire County Council music lessons in school</p>	<p>Increasing the cultural capital for disadvantaged children increases their knowledge of the world and supports their personal development.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>EEF research indicates that participation in extracurricular activities can lead to improved academic performance and social development.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	2, 3, 4
<p>On-going home-school partnership to engage parents in their children's education:</p> <ul style="list-style-type: none"> <li>• Come and read</li> <li>• Come and do maths</li> <li>• Come and play</li> <li>• Work sharing</li> <li>• Parent days</li> <li>• Open days</li> </ul> <p>to increased parental involvement leading to improved pupil motivation and achievement</p>	<p>EEF research shows that parental engagement can positively impact pupil achievement (+4months impact).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2
<p>Ongoing implementation of a growth mindset curriculum that</p>	<p>Research conducted by the EEF indicates that fostering a growth mindset can lead to improved academic outcomes and increased motivation (2018)</p>	1, 2

focuses on resilience and self- efficacy	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets</a>	
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**Total budgeted cost: £9,090**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Outcome	Impact
A	In KS1, pupils eligible for PPG are achieving at least expected in reading, writing and maths.	<p>Teacher assessments in maths and English</p> <ul style="list-style-type: none"> <li>percentage of children who achieved expected in reading was 100% (2 out of 2)</li> <li>percentage of children who achieved expected in writing was 100% (2 out of 2)</li> <li>percentage of children who achieved expected in maths was 100% (2 out of 2)</li> </ul>
B	In KS2, pupils eligible for PPG are achieving at least expected in reading, writing and maths.	<p>Statutory assessments/teacher assessments in the academic year 2024-2025.</p> <ul style="list-style-type: none"> <li>percentage of children who achieved expected in reading was 100% (4 out of 4)</li> <li>percentage of children who achieved expected in writing was 100% (4 out of 4)</li> <li>percentage of children who achieved expected in maths was 100% (4 out of 4)</li> </ul>
C	Provide financial support for appropriate educational activities, extra-curricular activities, enhancement activities, visits (when possible) and before and after school provision to increased extra-curricular opportunities for pupils eligible for PPG.	The impact of this support contributes to pupils' improved confidence and social integration, and further enhances pupils' progress.
D	Improved social and emotional skills and self-esteem for all pupils including those eligible for PPG.	<p>Mental health continued to be a priority throughout 2024 - 2025</p> <p>Transition arrangements with secondary schools were strong.</p>
E	Increased attendance rates for small group of pupils eligible for PPG.	Rigorous monitoring and follow-up systems including letters and meeting with parents of children whose attendance was poor.



## 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
Reading Plus	Reading Solutions UK
Third Space Maths	Third Space Learning
Early Talk Boost (3-4 year olds)	ICan
Nuffield Early Language Intervention – NELI (4-5 year olds)	Nuffield Foundation
Dyslexia screening	Nessy
White Rose Maths Scheme	White Rose Maths
TT Rock stars - online times tables practice	TT Rock Stars