

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Leyburn Primary School
Number of pupils in school	191 (including nursery)
Proportion (%) of pupil premium eligible pupils	22 pupils - 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sarah Beveridge
Pupil premium lead	Sarah Beveridge
Governor / Trustee lead	Matt Dilworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29 600
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	£29 600

Part A: Pupil premium strategy plan

Statement of intent

We believe that schools can make a difference in addressing the gap between disadvantaged pupils and their peers. Through great teaching based on evidence-based research, careful planning and strategic use of resources, outcomes for all children can, and do, improve.

Our ultimate objectives are that:

- All children will have the same equality of opportunity, regardless of background. This will include academic achievement and access to wider opportunities, through our extended offer and residential trips.
- With a relatively small number of children in receipt of pupil premium funding, in order to make the most effective use of the resource, we have focussed carefully on where we feel that we can have most impact. As a result, our aim is to ensure that all children view themselves as readers as we believe that being a fluent and confident reader is the key to future success.
- If schools are to make a difference, children have to be there and so we encourage attendance for all children, but particularly for this group as their attendance is below that of non-disadvantaged pupils. Whilst here, we want to make sure that they engage actively with **all** aspects of school, and so our priority is particularly on social, emotional and mental health, especially access to the outside through OPAL.

Principles

- We strive to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged. We know our children and their families well and make good use of available funds and donations to support them.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

How does your current pupil premium strategy plan work towards achieving those objectives (2024/ 2025)?

- Reading for all children is a priority but, for this group, access to high quality texts, regular input from a trusted adult and support to engage with activities to support fluency and stamina in reading are important to improving outcomes.
- This begins in Early Years and then continues into KS1 through effective phonics teaching.
- For children who are falling behind, timely and accurate assessments are key this – through Reading Plus, NGRT termly assessments and YARC reading tests.
- Attendance across the school has improved and was above national in 2023-24. However, it is still below for children in receipt of pupil premium funding although we have had some significant successes with individual children.
- Children and families often require support to access residential trips and school meals. We make use of donations and local charities to support this for identified children.

Challenges

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

Challenge number	Detail of challenge
1	Children enter nursery and reception with speech and language concerns and are often behind their peers.
2	Early reading, writing and maths are affected as a result. This continues throughout school, with the gap potentially widening
3	Background knowledge, which supports language and reading comprehension, is limited. Children in receipt of pupil premium are below the expected level in reading in years 4 and 5.
4	Social, emotional and mental health issues adversely affect readiness and ability to learn, particularly in KS2.
5	Persistent absence for children in receipt of pupil premium is 13% but for children not in receipt of pupil premium is 8% so this is an area of concern. Children need to be in school to access planned learning and interventions.
6	Basic mathematical knowledge is weaker for this group of children

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 leave EYFS with good progress in all areas of development	GLD is 70%+
Children achieve the phonic screening check in Year 1 and 2.	Those achieving are above national and in line with their peers in school.
The majority of children achieve ARE in reading and maths in all year groups	Reading and maths are in line with the cohort in all year groups
Social, emotional and mental health issues are identified and supported effectively	Clear progress for identified children with this cohort receiving additional opportunities for leadership across the school. We aim for them to experience 'the comfort of belonging'.
Attendance is above 95%	Attendance for this cohort is in line with peers and PA has reduced.

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: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching using an evidenced-based approach	Consistent CPD which can be shared with staff and so we have returned to. National College and National Safety.	1
High quality early reading and phonics teaching	Little Wandle, Letters and Sounds. This SSP has been validated by the DfE and the training has been undertaken by all staff to ensure fidelity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Planning a diverse curriculum with a wide, but carefully	https://www.gov.uk/government/publications/effective-practice-in-curriculum-planning	2

chosen, range of activities		
Reading for Pleasure is the entitlement of every child, yet how can we foster readers' desire and engagement, whilst supporting fluency?	Teachers Reading Group – Research Rich Pedagogies https://ourfp.org/findings/ https://onlinelibrary.wiley.com/doi/abs/10.1111/lit.12141	3
Improving the teaching of KIRFs (Key Instant Recall Facts) in maths	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	6

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus	https://www.readingsolutionsuk.co.uk/reading-plus/what-results-can-be-expected/	2
TA interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3,4
NGRT, NGMT and YARC	Termly interventions with clear formative assessment areas	2,3,6

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

Budgeted cost: £ 12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Direct experiences to support learning	Background knowledge supports reading comprehension	4
PSHE CPD for all staff	Raise the profile of this area and support teachers' expertise	5
Training for ATA in SEMH	Specific and targeted training will support in early identification https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5
Support for OPAL – senior MSA additional hours	https://outdoorplayandlearning.org.uk/the-opal-primary-programme/	4
Parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Pupil leadership	Children provided with additional opportunities and these opportunities are tracked.	5

Total budgeted cost: £ 27,000

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 2023 to 2024 academic year.

Our primary focus last year was on ensuring that all children continued to make progress in reading. At the end of year 6, the average point score in reading for pupils in receipt of pupil premium was 103. The rest of the cohort was 105 and so this represents a success in our strategy. However, the average point score in maths was 97, which is significantly below the rest of the cohort. This will be an additional focus for this year, especially as maths had been an area of success in 2023.

The 'Just Read' project had a significant effect on children in Year 2 and 75% of the disadvantaged achieved the expected level in reading. This was less effective in years 3 and 4 due to instability in staffing.

We had reduced our data collection points but, as a result, did not see impact for disadvantaged pupils. More regular assessments are now planned so that any child at risk of falling behind is identified more quickly.

Supporting children with social, emotional and mental health was another priority with significant impact for targeted children. We achieved OPAL Platinum as a recognition of our work in this area and have continued to work on this area, despite staffing challenges.

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
Outdoor and Play and Learning	OPAL
Leading the Diverse Curriculum	Huh Academy
Reading Plus	Reading Solutions
NGRT, NGMT and NGST	GL Assessment