

Pupil premium strategy statement – Skelton 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 (25-26) and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-----------------------|
| Number of pupils in school | 457 including nursery |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-27 |
| Date this statement was published | Dec 25 |
| Date on which it will be reviewed | Dec 26 |
| Statement authorised by | S Walker |
| Pupil premium lead | A Woolf |
| Governor / Trustee lead | D Leighton |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £177940 |
| Recovery premium funding allocation this academic year | £0 |
| 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> | £177940 |

Part A: Pupil premium strategy plan

Statement of intent

- At SPS our aim is to close the academic gap for our most vulnerable learners by identifying challenges they face in accessing learning. Once these internal and external challenges have been identified, we will research and use evidence based strategies to address learners needs. This includes internal and external challenges such as attendance and punctuality and resilience. At the heart of our strategy lies quality teaching and bespoke nurture care.
- The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Through standards meetings ALL children requiring support are identified and plans put in place to close the gap with a particular focus on disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Emotional wellbeing of families |
| 2 | Resilience and independence |
| 3 | Aspirations and attainment expectations |
| 4 | Attendance and Punctuality |
| 5 | Readiness for learning |

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 |
|--|--|
| To improve quality of teaching and learning. | Improving Metacognition and self regulation. |

| | |
|---|---|
| Raise academic achievement for our most vulnerable pupils | Internal and external attainment and progress data. Progression visible through the children's work. |
| Skelton curriculum meets the needs of current learners | Children show resilience and independence in their learning and have the language and vocabulary skills to be effective learners. |
| To promote resilient independent lifelong learners- Nurture | Reduction of children not achieving Thrive 'now learning' levels. |

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: £100000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| English Hub Partner School to improve early phonics | Read Write Inc EEF Toolkit- Early Literacy Approaches +4 months Phonics +5 months Communication and Language approaches +6 months | 3 |
| Train all Support Staff in Phonic Interventions (Fast Track Tutoring and Fresh Start) | Read Write Inc EEF Toolkit- Early Literacy Approaches +4 months Phonics +5 months Communication and Language approaches +6 months EEF TA intervention +4months | 3 |
| Annual CPD plan designed to address: key challenges, curriculum development effective use of modelling and scaffolding in all areas of the curriculum Set aspirations, targets and outcomes for | Effective Professional Development EEF Individualised instruction+ 4 months | 3 |

| | | |
|---|---|---|
| learners to ensure School Improvement Plan outcomes are achieved. | | |
| Identified key gaps in Knowledge and Understanding in the Foundation Subjects. Developed the curriculum offer to address these gaps. | EEF Toolkit- Individualised instruction +4months | 3 |
| <p>PD Day to: Upskill staff in metacognition, oracy to inform future teaching and intervention. Develop early talk boost in EYFS.</p> <p>Use online intervention tools to close gaps in reading, maths and GPS in Year 6</p> <p>Shared understanding of diagnostic assessment opportunities to inform assessment judgements</p> | <p>EEF Toolkit- Early Literacy Approaches +4months EEF Literacy in Key Stage 1&2 Guidance reports- Recommendations 5&6</p> <p>EEF Oral language interventions + 6months EEF Metacognition +7 months</p> | 3 |
| Reducing class sizes | EEF Toolkit -reducing class sizes +2months | 3 |

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

Budgeted cost: £50000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Thrive/ nurture support | <p>Social and Emotional Learning +4 Behaviour Interventions +4months EY Toolkit- Social and Emotional Learning strategies +3</p> | 1,2 |
| <i>RWI 1:1 Fast Track Tutoring</i> | EEF One to One tuition +5 months | 3 |
| <p><i>Y6 boosters</i> <i>Use of SATs companion online</i></p> | EEF Individualised instruction +4 months | 3 |

| | | |
|---|--|---|
| <i>learning tool and IDL literacy support</i> | | |
| <i>Timetables in place allowing specific interventions to occur based on formative assessment</i> | EEF Individualised instruction +4 months | 3 |

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

Budgeted cost: £25000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Thrive Parenting Intervention | Social and emotional learning- EEF +4mths | 1,2,4 |
| Thrive Nurture intervention to meet SEMH needs such as: Bereavement, attachment, prison, Deployment (Forces Premium), ASC support, | Social and emotional learning- EEF +4mths | 1,2, 4 |
| Wider curriculum offer- After school clubs, lunch clubs. | Developing wider curriculum and cultural capital Arts participation +3mths | 1,2 |
| Enriched curriculum offer to support in school learning (theatre visits, in school visitors and learning experiences) | Developing wider curriculum and cultural capital Arts participation +3mths | 2,3 |
| Spark Aspirations- Embed jobs within the curriculum to allow pupils to see how their learning links to future careers. | | 3 |

Total budgeted cost: £175000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils KS2 outcomes

| Pupil Characteristics Analysis | | | | | | | | | | | | | |
|------------------------------------|---------|--------------------|----------|--|-----|---------|--|-----|---------|--|-----|-------|--|
| ATTAINMENT Groups | Year | EXPECTED STANDARD | | | | | | | | | | | |
| | | PP v NonPP SUMMARY | | | | | | | | | | | |
| | | No. | RWM Comb | | | Reading | | | Writing | | | Maths | |
| ALL PUPILS | 2025 | 62 | 61% | | 62% | 77% | | 75% | 73% | | 72% | 79% | |
| | 2024 | 62 | 66% | | 61% | 84% | | 74% | 74% | | 72% | 77% | |
| | 2023 | 75 | 69% | | 60% | 80% | | 73% | 79% | | 71% | 76% | |
| | 3YR avg | 199 | 66% | | 61% | 80% | | 74% | 75% | | 72% | 77% | |
| Pupil Premium | 2025 | 21 | 52% | | 47% | 81% | | 63% | 67% | | 59% | 67% | |
| | 2024 | 25 | 44% | | 45% | 80% | | 62% | 56% | | 58% | 64% | |
| | 2023 | 29 | 62% | | 44% | 76% | | 60% | 76% | | 58% | 69% | |
| | 3YR avg | 75 | 53% | | 45% | 79% | | 62% | 67% | | 58% | 67% | |
| Non Pupil Premium (Other) | 2025 | 41 | 66% | | 69% | 76% | | 81% | 76% | | 78% | 85% | |
| | 2024 | 37 | 81% | | 67% | 86% | | 80% | 86% | | 78% | 86% | |
| | 2023 | 46 | 74% | | 66% | 83% | | 78% | 80% | | 77% | 80% | |
| | 3YR avg | 124 | 73% | | 67% | 81% | | 80% | 81% | | 78% | 84% | |
| SCHOOL GAP - PP v NonPP | | | 20% | | | 3% | | | 14% | | | 17% | |
| NATIONAL GAP - PP v NonPP | | | 22% | | | 18% | | | 19% | | | 20% | |
| DIFFERENCE - School v National Gap | | | 2% | | | 15% | | | 5% | | | 2% | |

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 |
|----------------|---------------------|
| Thrive | The Thrive Approach |
| Read Write Inc | Ruth Miskin |

Service pupil premium funding (optional)

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|---|
| <i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year |
| Nurture intervention support for support for SEMH when away from home. Academic pack to support with redeployment of family overseas until enrolled in new school. |
| The impact of that spending on service pupil premium eligible pupils |
| Limited Service Pupil Premium amounts. Support to individuals to promote academic progress. |