

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 42% of our pupils come from the 10% most deprived postcodes in the country according to the latest IDACI data. Our aim is to ensure our most disadvantaged children can be successful throughout their whole life and this begins with us ensuring we pass on confident, competent learners onto secondary school. We do this by not only aspiring to ensure we have no academic gap for our most vulnerable learners compared to National non PP pupils, but also giving them the skills and tools to be successful throughout their life.

We do this through setting high academic targets for our children but also setting high aspirations in all areas of their lives. We encourage our children to aim for their dreams (Or teach them about different careers so they can begin to decide on their dream future). We want our most disadvantaged children to experience life beyond Skelton and to open up the world so our children can aspire to be whoever or whatever they want to be.

Giving our pupils role models and ideas of the outside world and giving them the learning skills and metacognitive attributes to achieve their goals is important at Skelton. We do this through the relationships we foster between adults and children and peer to peer.

Challenges

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

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

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
Raise academic achievement for our most disadvantaged pupils	Internal and external attainment and progress data. Progression visible through the children's work.
Increase family engagement with school and other agencies	Attendance increased Parent survey scores increased
To promote resilient independent lifelong learners- Nurture	Reduction of children not achieving Thrive 'now learning' levels.
Pupils show increased metacognitive skills (Readiness for learning and behaviours for learning) Pupils understand how they learn and why learning is important. Pupils have an increasing understanding of various career routes and the academic	Children show resilience and independence in their learning and have the language and vocabulary skills to be effective learners.
Improved attendance and punctuality for our disadvantaged pupils	Increased attendance for disadvantaged learners

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	1
Train all Support Staff in Phonic Interventions (Fast	Read Write Inc EEF Toolkit- Early Literacy Approaches +4 months	1

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

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	Social and Emotional Learning +4 Behaviour Interventions +4months EY Toolkit- Social and Emotional Learning strategies +3	2,3,4,5
<i>RWI 1:1 Fast Track Tutoring</i>	EEF One to One tuition +5 months	1
<i>Y6 boosters Use of SATs companion online learning tool and IDL literacy support</i>	EEF Individualised instruction +4 months	1,4
<i>Timetables in place allowing specific interventions to occur based on formative assessment</i>	EEF Individualised instruction +4 months	1

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	2,5
Thrive Nurture intervention to meet SEMH needs such as: Bereavement, attachment, prison, Deployment (Forces Premium), ASC support,	Social and emotional learning- EEF +4mths	2,3,4,5
Wider curriculum offer- After school clubs, lunch clubs.	Developing wider curriculum and cultural capital Arts participation +3mths	3,4,5
Enriched curriculum offer to support in school learning	Developing wider curriculum and cultural capital	3,4,5

(theatre visits, in school visitors and learning experiences)	Arts participation +3mths	
Spark Aspirations- Embed jobs within the curriculum to allow pupils to see how their learning links to future careers.	Aspiration Interventions- Limited EEF evidence at this time	3
Early Adopter DfE breakfast club	Improved readiness for learning and attendance.	2,4,5

Total budgeted cost: £175000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils KS2 outcomes

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

Our Pupil Premium pupils achieve strong academic outcomes and are significantly above National Pupil Premium outcomes. In reading, our Pupil Premium children achieved in line with National Non Pupil Premium outcomes.

Alongside our children's academic outcomes, attendance continues to improve for our disadvantaged learners. Free School Meal pupils achieved 92% attendance in 2024-25, in line with national Pupil Premium attendance and 1.7% improvement on previous year.

Our Nurture team continue to support both children and families. Our weekly parent drop in session on a Friday afternoon continues to get good attendance from parents and allows us to support their needs and signpost to other agencies if required.

In regards to aspirations we have subscribed to Spark learning which links careers and career advice to areas of the primary curriculum. This allows all pupils to see that this lesson they are learning will help with this job in later life. This encourages the metacognition around it being important to have life long learning skills and encourages career aspirations in our learners.

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)

<i>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</i>
<p>We have a very small number of pupils who are eligible for Service Premium. The service families have access to Nurture intervention for support for SEMH when away from home.</p> <p>We also have provided academic packs to support with redeployment of family overseas until enrolled in new school.</p> <p>Our service premium children continue to be monitored to ensure progress continues throughout their school career.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Limited Service Pupil Premium amounts.</p> <p>Support to individuals to promote academic progress.</p>