

Pupil premium strategy statement –Skelton Primary School 2024 - 2027 - updated 2025/2026

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	101
Proportion (%) of pupil premium eligible pupils	29% (29 pupils)
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)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Corinne Naylor
Governor / Trustee lead	Paris Williams

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£33,330

Part A: Pupil premium strategy plan

Statement of Intent

As a fully inclusive school, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning. We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider. We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction. We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all. In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focussing our initiatives on these students first, through our disadvantaged first approaches. Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum. In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

Our comprehensive programme of parental/carer engagement seeks to strengthen home-school partnerships and support improved outcomes for disadvantaged pupils. Parents are regularly invited into school for targeted learning sessions, including phonics and maths workshops, KS2 curriculum-based parent/carer and child workshops, and seasonal craft activities that promote shared learning beyond the classroom. Wider community events such as the Christmas and Summer fairs, termly charity collections for local food banks, and coffee and cake mornings foster a sense of belonging and collective responsibility. Performances and celebrations, including end of term music and dance showcases, the Christmas nativity, Sports Day, and KS1 stay and play afternoon tea provide additional opportunities for families to engage positively with school life. Communication has been further strengthened through half-termly curriculum overviews with suggested home learning activities, a

fortnightly pupil-led newsletter produced by School Editors, and termly reading newsletters created by Reading Ambassadors, helping parents feel informed, involved, and empowered to support learning at home.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise.

Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

Challenges

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

Challenge number	Detail of challenge
1	Academic Outcomes -to raise the attainment of disadvantaged students to at least in line with non-disadvantaged peers. Current data shows a significant gap in Combined RWM at both KS1 and KS2 both compared to non-disadvantaged and national pupil premium attainment data.
2	Attendance for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance. For the academic year 24/25 PP attendance was 92.93% and non-PP attendance was 94.35%
3	Access to enrichment activities . Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.
4	High levels of social, emotional and mental health difficulties.
5	Lower literacy levels for many disadvantaged students compared to their non-disadvantaged peers. Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development and enjoyment of reading.

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
<i>Improved attainment for disadvantaged students across the curriculum</i>	We intend to see an improvement year on year in both literacy and numeracy and a reduction in the gap between age related expectations for disadvantaged students compared to their non-disadvantaged peers.
<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	Improved attendance year on year and reaching national average by July 26.
<i>Disadvantaged students have improved participation in extracurricular events and trips</i>	All disadvantaged students, who wish to, participate in external trips and visits. Similar proportions attend extra-curricular sessions when compared to non-disadvantaged students.

Intended outcome	Success criteria
	Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.
<i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i>	All students identified as needing support with their SEMH have a plan in place and is shared with teaching staff and consistently with learning passports for SEND students. Improved dialogue between school and parents. Positive data from student voice, student and parent surveys and learning walks.
<i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i>	Disadvantaged students have similar reading ages to non- disadvantaged students. Students tested regularly and results actioned by placing on correct interventions. Improvements seen in book looks and engagement in lessons. Communication with parents and regular parental workshops.

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: £ 5139

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	<i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools. EEF toolkit : collaborative learning + 5 months Feedback: + 6 months Metacognition and self regulation: + 7 months	1
Trust Director support for English, Maths and Science To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions. <ul style="list-style-type: none">• Cross Trust analysis of performance and sharing of good practice• Aligned curriculums and assessment (2025/2026)	EEF toolkit : Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 3

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

Budgeted cost: £ 5114

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum. Literacy Tree	Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. EEF toolkit : Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 5
Underperforming students identified and regular meetings with students and parents. Progress and attitude closely monitored.	EEF toolkit : Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5
All students are able to access curriculum and enrichment trips regardless of cost.	EEF toolkit : Arts participation : + 3 months	1, 3

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

Budgeted cost: £ 23077

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strong focus on attendance strategies and high level of support from school staff. Embedding principles of good practice as set out in DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)	EEF toolkit : Parental engagement + 4 months	2
Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF toolkit : Behaviour interventions + 4 months	1, 2, 4
Rewards and incentives for sustained attendance and achievement- rewards for strong attendance.	EEF toolkit : Behaviour interventions + 4 months	1, 2, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement - use of Spelling Shed, TT Rockstars, RWI QR codes, and reading plus to support work at home	EEF toolkit : Parental engagement: + 4 months	1, 2, 3, 4, 5
Social and emotional interventions: These include: Work with our ELSA Soft Start/ sensory circuits.	EEF toolkit : Social and emotional interventions + 4 months	1,2,4
Internal alternative provision development (Treetops) for students that may require additional support.	Treetops is a dedicated breakout space providing a calm, supportive and structured environment where children can regulate their emotions, access tailored support and re-engage positively with their learning. Treetops has a high staff/student ratio to ensure that the individual needs of the student can be identified and met and is staffed by specialist trained teaching assistants and teachers from within the school. Children are supported to overcome barriers and work to rejoin their peers in the classroom. Alternative provision - GOV.UK (www.gov.uk)	1,2,4,5
Wider strategies to support parental engagement	EEF toolkit : Parental engagement: + 4 months	1, 2, 3, 4, 5

Total budgeted cost: £33,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Low pupil premium numbers in small cohorts impact on percentage figures, however, the discrepancy between disadvantaged pupils and non-disadvantaged pupils which is something we will continue to work to overcome.

EYFS- % Achieving Good Level of Development

Disadvantaged	Non-disadvantaged
0%	100%

Within this cohort of disadvantaged pupils, a significant number also had overlapping vulnerabilities in the form of SEND needs and we continue to work with these pupils on bespoke curricular with appropriate targets.

Year 1 Phonics Screening- % Achieving Expected Level

Disadvantaged	Non-disadvantaged
60%	100%

KS1 SATS

% Achieving Expected Level

% Achieving Greater Depth

		Disadvantaged	Non-disadvantaged
Reading	Expected	40	50
	Greater Depth	20	10
Maths	Expected	40	60
	Greater Depth	20	10
Writing	Expected	60	30
	Greater Depth	0	0

KS2 SATS

% Achieving Expected Level

% Achieving Greater Depth

		Disadvantaged	Non-disadvantaged
Reading	Expected	0	80
	Greater Depth	100	20
Maths	Expected	100	40
	Greater Depth	0	60
GPS	Expected	0	60
	Greater Depth	100	20

The Year 6 cohort for 24/25 was made up of 6 pupils. Low pupil premium numbers in this cohort, combined with the small nature of the cohort impacts on percentage figures.

Attendance

	Disadvantaged	Non-disadvantaged
School	92.93%	94.35%
National	93.20%	93.20%

Attendance data for the academic year 24/25 shows that attendance of disadvantaged pupils is broadly in line with the national average for their non-disadvantaged peers. However, there remains a within school gap between disadvantaged pupils and non-disadvantaged pupils which we will continue to address.

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
Read Write Inc	Ruth Miskin
Literacy Tree	Literacy Tree
White Rose Maths	White Rose Education
Reading Plus	Dream Box Reading
TimeTable Rockstars	Maths Circle
ARC Science	Oxford