

Pupil premium strategy statement – Skirlaugh CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	10%
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)	2025/2026 2026/2027 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Carrieanne Pitois
Pupil premium lead	Carrieanne Pitois
Governor lead	Gareth Watkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,940
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£24,940

Part A: Pupil premium strategy plan

Statement of intent

At Skirlaugh CE Primary School, we are committed to ensuring that all pupils, regardless of their background or circumstances, are given the best possible opportunities to succeed and thrive. Our Pupil Premium Strategy is designed to remove barriers to learning, close attainment gaps, and promote equity across all areas of school life. We have identified the following three key ambitions for our disadvantaged pupils.

Our ambition is for disadvantaged pupils to not only meet but exceed national expectations. Through high-quality teaching, targeted interventions, and personalised support, we will enable pupils to make accelerated progress. We will nurture ambition, build resilience, and equip our pupils with the skills and confidence needed to succeed academically and beyond.

We believe that reading is the gateway to learning and opportunity. Our strategy prioritises the development of reading fluency, comprehension, and enjoyment for all disadvantaged pupils. We will foster a reading-rich culture both in school and at home, ensuring all pupils are exposed to high-quality texts, diverse authors, and a range of genres that reflect and expand their worldviews. Through this, we aim to inspire curiosity, creativity, and ambition.

We aim to create a school environment where every disadvantaged pupil feels a strong sense of belonging, is excited to attend each day, and is actively engaged in all aspects of school life. By addressing barriers to attendance and increasing access to enriching experiences — including trips, clubs, leadership roles, and creative opportunities — we will ensure disadvantaged pupils enjoy a full and rewarding education beyond just the classroom.

These ambitions sit at the heart of our broader school vision and reflect our belief in the potential of every child. We will continue to rigorously monitor the impact of our strategy and adapt it to ensure that disadvantaged pupils are supported to thrive, lead, and achieve excellence.

Challenges

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

Challenge number	Detail of challenge
1	Over the past three years, our disadvantaged pupils have consistently performed significantly above national averages for all pupils and broadly in line with their non-disadvantaged peers within our school at the expected standard in reading, writing, and maths by the end of Key Stage 2. However, during the same period, no disadvantaged pupils have achieved the greater depth standard in any of these subjects, resulting in a more pronounced gap between disadvantaged and non-disadvantaged pupils at the higher level of attainment.
2	Our attendance data shows that the average attendance for disadvantaged pupils (88.28%) is significantly below both the overall school average (96.1%) and the national average (93.1%). While this trend is not consistent across all pupils, 54% of disadvantaged pupils have attendance rates below the school average. Our assessments suggest that persistent absenteeism is having a significant impact on the progress of some pupils.
3	In-year assessment data shows that attainment in reading among disadvantaged pupils (61%) is significantly lower than that of their non-disadvantaged peers (89%). This gap is particularly noticeable in our tracking data across Years 1 to 5. Internal monitoring, pupil voice activities, and survey responses suggest that a number of disadvantaged pupils do not enjoy reading, with 46% reporting that they do not read regularly with an adult at home.
4	Internal monitoring, including pupil voice and analysis of extra-curricular participation, indicates that disadvantaged pupils are more likely to report lower levels of enjoyment in school. Our data also shows that they are less likely to engage in extra-curricular activities such as clubs, sporting events, and music tuition. Additionally, disadvantaged pupils are underrepresented in school leadership roles, including eco leaders, school council, house leaders, and church groups.

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
Improved attainment at the higher standard (greater depth) for disadvantaged pupils at the end of KS2.	End-of-KS2 data shows an increase in the proportion of pupils working at Greater Depth in reading, writing, and maths, with an aspirational target of 20% achieving this standard by the 2027/2028 academic year.
Achieve and sustain high levels of attendance for all pupils, particularly those who are disadvantaged.	The overall absence rate for all pupils is below 3%, with the attendance gap between disadvantaged and non-disadvantaged pupils reduced by 5%. The percentage of persistently absent pupils will decrease to no more than 5%, with all disadvantaged pupils achieving attendance rates above 90%.
Improved outcomes for disadvantaged pupils achieving the expected standard in reading across the school.	End-of-year whole-school data demonstrates a positive upward trend in the attainment of disadvantaged pupils achieving the expected standard in reading. Disadvantaged pupils consistently outperform their non-disadvantaged peers at the expected standard in reading at Key Stage 2. Survey results reveal a significant 25% increase in the proportion of disadvantaged pupils who enjoy reading, rising from a baseline of 40%.
Disadvantaged pupils' enjoyment and engagement will improve, reflected by increased participation in extra-curricular activities and greater representation in school leadership roles.	90% of disadvantaged pupils regularly attend at least one extra-curricular club. There is a 10% increase in the number of disadvantaged pupils participating in music tuition. Disadvantaged pupils are actively represented across all school leadership groups, including eco leaders, church groups, school council, and house captains.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £12,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality CPD with a specific focus on refining pedagogy and practice to support promoting challenge and teaching for greater depth, delivered through a combination of external providers and in-house INSET days delivered by the maths lead after support from the maths hub.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. <i>High Quality Teaching: EEF</i>	1 & 3
Embedding high-quality daily story time and opportunities for 'book talk' into the curriculum in order to immerse pupils in a rich reading culture. Purchasing of specific resources to promote reading for pleasure and ensure all class libraries provide a variety of reading materials.	Oral language skills are fundamental for learning. Studies consistently demonstrate that there is a higher prevalence of oral language needs in disadvantaged communities. Research has shown the value of group storybook reading in improving language skills among young children. Instead of just reading aloud to the child, educators encourage discussions, ask questions, and provide opportunities for children to express their thoughts and ideas related to the book. <i>Story Choices: Vocabulary Measure Pilot – EEF Project Pilot</i>	3
Purchasing a robust assessment system (NTS) to include termly assessment materials as well as access to an on-line gap analysis tool. In doing so, staff are able to accurately assess pupils'	When used correctly, diagnostic assessment can be useful in identifying areas for whole class development, as well as specific misconceptions or areas where individual pupils require more targeted intervention.	1 & 3

understanding and plan for their specific next steps in learning.	<i>Diagnostic Assessment – EEF Evidence Insights</i>	
Release time for staff in order to access ongoing CPD to provide high-quality teaching and learning. Weekly phonics coaching meetings to take place. Release time for teachers to observe practice and coach one another with strategies which promote challenge.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. CPD is found to be most effective when the cognitive load of participants is managed and the CPD is interleaved throughout the academic year. <i>Effective PD Recommendations: EEF</i>	1 & 3

Targeted academic support

Budgeted cost: £7,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring in order to promote rapid progress.	Phonics Teaching has a positive impact of +5 months on pupils' ability to read. This is further increased for pupils who are disadvantaged. The effects of 1:1 intervention lead to the additional 5 months progress in a year, whereas this reduces to 4 additional months in a small group of similar ability. <i>Phonics: EEF Teaching & Learning Toolkit</i>	3
Same day small group intervention to support pupils to keep up, not catch up with lesson content, specifically in reading and maths. Funding is specifically used to upskill the teaching assistants and provide CPD in specific interventions which closely match the teaching pedagogy of the classroom.	Interventions delivered by a teaching assistant which complement the high-quality instruction received by the class teacher are proven to lead to an additional 4 months progress for pupils. This is considerably more than when teaching assistants are deployed to support learning within the classroom environment. <i>Teaching Assistant Interventions: EEF Teaching & Learning Toolkit</i>	1 & 3

Wider strategies

Budgeted cost: £3,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on the principles of nurture to support our ethos as a nurturing school and thus create a safe environment for pupils experiencing EBSA.	Social and Emotional Learning Opportunities can impact significantly on attendance, pupil engagement and outcomes. School-level approaches to developing a positive school ethos and learning culture can support greater engagement in learning and thus improved attainment. <i>Social & Emotional Learning: EEF Teaching & Learning Toolkit</i>	1, 2, 3 & 4
Funding of peripatetic music teachers to provide music tuition to disadvantaged pupils – guitars, violin and piano.	Arts-based participation can lead to an additional 3 months progress for all pupils, with a considerably more positive impact on those who are disadvantaged. There is a clearly established link between arts participation and improved outcomes in English and maths. Wider positives such as increased positive attitudes to learning and improved wellbeing are documented within the evidence summary. <i>Arts Participation: EEF Teaching & Learning Toolkit</i>	1, 3 & 4
Increasing the number of extra-curricular visits and visitors into school to at least 1 per term to develop wider cultural capital. Funding is used to subsidise trips and visits where required for disadvantaged pupils.	High-quality educational visits and memorable learning experiences can increase pupil motivation and engagement with learning, impacting most significantly on written academic outcomes. This is particularly key for disadvantaged pupils who may otherwise not experience as many. <i>Arts Participation: EEF Teaching & Learning Toolkit</i> <i>EEF Trial Project Boosts Writing Outcomes with Fun Day Out</i>	1, 2 & 4

Total budgeted cost: £24,065

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Summary:

An analysis of Key Stage 2 outcomes shows that disadvantaged pupils performed strongly at the expected standard in reading, writing, and maths, both individually and in combined attainment. In fact, they outperformed their non-disadvantaged peers within school, which reflects the impact of targeted support and high-quality teaching. Compared to national figures, this represents a significant success in narrowing the attainment gap at the expected level.

However, no disadvantaged pupils achieved the Greater Depth standard in any core subject, in contrast to 20% of their non-disadvantaged peers in maths and 34% in reading. This highlights a gap in higher-level attainment and indicates that while disadvantaged pupils are reaching national expectations, they are not yet consistently supported or challenged to exceed them. Addressing this will form a key priority in our next three-year strategy, with a focus on increased stretch and challenge, early identification of high potential, and enrichment opportunities to raise aspiration and unlock academic potential.

Outcomes at the end of EYFS:

Pupil outcomes at the end of EYFS for disadvantaged pupils were broadly in line with both national and local authority averages. Due to the very small cohort size, direct comparisons must be treated with caution; however, the data still provides useful insight into early attainment trends.

When reviewing outcomes across the school, it is evident that the attainment gap for disadvantaged pupils is more pronounced in reading than in maths. This highlights reading as a priority area for targeted support and intervention moving forward, to ensure that early gaps do not widen as pupils progress through school.

Careers Education:

Internal monitoring, along with pupil and parent voice feedback, highlighted the significant success of our Careers Week. The initiative was well-received across the school, with high levels of engagement and enthusiasm from pupils, including those from disadvantaged backgrounds.

Disadvantaged pupils were able to speak confidently about the career-related learning they had experienced and demonstrated a clear understanding of different career paths and progression routes. This indicates a positive shift in aspiration and awareness, reinforcing the value of embedding meaningful careers education into the wider curriculum. Building on this success will be a key part of our ongoing strategy to raise ambition, engagement and broaden horizons for all pupils.

Reduce Persistent Lateness:

Overall attendance across the school has improved and is now significantly above both local authority and national averages, including a reduction in the number of pupils who are persistently late. This reflects the impact of our whole-school focus on attendance and punctuality, supported by proactive engagement with families.

Despite these positive trends, attendance among disadvantaged pupils remains a concern. It continues to fall considerably below the school average, with 54% of disadvantaged pupils recording individual attendance below 96%. Reducing this gap will remain a key priority, with a continued focus on early intervention, targeted support, and strengthening the link between attendance and academic outcomes.

Summary:

In response to the evaluations above, a revised three-year Pupil Premium strategy will be implemented to address the key challenges identified. The strategy will focus on:

- Increasing the proportion of disadvantaged pupils achieving Greater Depth across reading, writing, and maths.
- Improving overall school attendance, with targeted efforts to reduce persistent absence among disadvantaged pupils.
- Raising attainment in reading from the earliest stages by embedding a 'keep up, not catch up' approach to early literacy.
- Enhancing pupil aspirations by expanding access to a broad range of extra-curricular activities and increasing representation in leadership opportunities.

This renewed strategy aims to remove barriers to learning, close attainment gaps, and ensure all disadvantaged pupils are supported to thrive both academically and personally.

Service pupil premium funding (optional)

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**

Last year, our Service Premium funding was used to train an additional member of our pastoral team to further support the emotional wellbeing of our service pupils. This training has strengthened our capacity to provide timely, personalised support for children from service families, recognising the unique challenges they may face such as transitions, deployment, and separation.

The impact of that spending on service pupil premium eligible pupils

The impact of our Service Premium funding has been significant. By training an additional member of our pastoral team, we have enhanced the level of emotional support available to our service pupils should they require it, ensuring that any child affected by deployment or transition has access to someone who understands their specific needs. In addition, the funding was used to support transition arrangements for a new service pupil joining our school. Through tailored pastoral support, welcome activities, and close communication with the child's family, the pupil settled quickly, built positive relationships, and became an active part of our school community.

Further information

Additional Activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium including the following:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on developing and nurturing talents in all areas of the curriculum including sports, creative arts and life skills. Disadvantaged pupils will be encouraged to attend and this will be carefully tracked over the course of the year.
- Our fully trained therapy dog, Olive, will continue to play a key role in supporting pupils' emotional wellbeing across the school. She will be present three mornings a week on 'gate duty', providing a welcoming and calming presence as pupils arrive. Olive's role not only helps to ease transitions into the school day but also encourages punctuality, with many pupils motivated to arrive on time to greet her.
- ELSA (Emotional Literacy Support Assistant) provision continues to play a vital role in supporting pupils with social, emotional, and mental health needs. Trained staff deliver targeted interventions to help pupils manage their emotions, build resilience, and engage more positively with school life. Recent training has focused specifically on supporting pupils with anxiety, including Emotionally Based School Avoidance (EBSA), enabling ELSA staff to provide more specialised support aimed at improving attendance and re-engaging pupils with learning.
- The school continues to provide free transport to and from sporting fixtures and events to ensure all pupils can participate fully, regardless of background. This support helps to remove potential financial or logistical barriers, promoting inclusion and equal access to wider opportunities.
- High-quality, explicit vocabulary instruction is a core feature of our curriculum and is embedded at the start of all lessons. This approach ensures that all pupils, including those who are disadvantaged, have equitable access to the curriculum. By focusing on the development of Tier 2 vocabulary and promoting oracy, we support pupils in building the language skills necessary for academic success and confident communication across all subject areas.