

## Pupil Premium Strategy Statement

### Austwick CE (VA) 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 effect that last year's spending of pupil premium had within our school.

#### School overview

Detail	Data
School name	Austwick CE (VA) Primary School
Number of pupils in school	53 (Including 2 Nursery)
Proportion (%) of pupil premium eligible pupils	7% (4 children currently) Funded on 5 children from last census
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorized by	B McHardy (Interim Headteacher)
Pupil premium lead	B McHardy (Interim Headteacher)
Governor / Trustee lead	Sarah Williamson

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£7,400</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all of our vulnerable pupils, such as those who have a social worker, involvement of a variety of agencies and those who face a range of challenges in their daily lives.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted aim to complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the learning that they are accessing
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge Number	Detail of Challenge
1	Assessments and observations indicate reading attainment among some disadvantaged pupils is below or significantly below that of non-disadvantaged pupils.
2	Assessments and observations indicate writing attainment among disadvantaged pupils is below or significantly below that of non-disadvantaged pupils.
3	We have identified social and emotional issues for some of our pupils and this is particularly prevalent amongst those who are disadvantaged. 50% of our disadvantaged pupils currently require some level of additional support with social and emotional needs.
4	Financial barriers: the cost of uniform and PE kit, music lessons, school visits and before and after school clubs is prohibitive for some families.

### 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
Accelerated progress and improved reading attainment among disadvantaged pupils.	Evidence of accelerated progress and attainment using the following: <ul style="list-style-type: none"> <li>• Ongoing formative assessments in reading lessons</li> <li>• Summative assessments using NFER Reading assessments</li> <li>• Regularly listening to children read</li> <li>• Targeted support / intervention to support individual pupils</li> <li>• Evidence of progress from the baseline assessments of specific interventions</li> <li>• Data from national assessments (EYFS Profile in CAL, Y6 Reading SAT data) show increase in disadvantaged pupils achieving at least age-related expectations.</li> </ul>
Accelerated progress and improved writing attainment among disadvantaged pupils.	Evidence of accelerated progress and attainment using the following: <ul style="list-style-type: none"> <li>• Ongoing formative assessments of writing in lessons</li> <li>• Summative termly writing assessments</li> <li>• Monitoring of writing lessons, book scrutiny and pupil voice</li> <li>• Targeted support / intervention to support individual pupils, including for handwriting / spelling / phonics</li> <li>• Data from national assessments (EYFS Profile in CAL and Writing, Y6 Writing SAT data) show increase in disadvantaged pupils achieving at least age-related expectations.</li> </ul>
Improved self-esteem and motivation of pupil premium children.	Individual barriers to learning will be identified and addressed through nurture groups. Parental engagement continues to improve with parents supportive of school and education. Pupil premium children will have improved attitudes to learning and a more positive enthusiastic approach to school life.
Financial support to cover the cost of school visits and out of school activities and for some families to purchase school uniform improves mental well-being, cultural capital and self-esteem of disadvantaged pupils.	<ul style="list-style-type: none"> <li>• All disadvantaged pupils take part in school visits and residential visits</li> <li>• All disadvantaged pupils have access to out of school clubs and music lessons</li> <li>• All disadvantaged pupils have the correct school uniform and PE kit.</li> </ul>

Activity in this academic year

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

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £2700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High quality staff CPD is essential to follow EEF principles as supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> Specific CPD within writing scheme, SEMH CPD with SENDCO. EYFS CPD for new EYFS Lead.	1, 2, 3,
Additional TA support for small group work.	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Research conducted by the Education Endowment Foundation shows that reducing class size helps pupils make 2 months’ additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by Teaching Assistants and additional TA role.	Additional support staff hours to provide 1:1 and small group interventions in reading, writing and nurture. Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months’ additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3

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

Budgeted cost: £2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to provide nurture programmes.	<p>Pastoral needs of children and parents/carers, particularly those vulnerable families who are PP, are significant and challenging. Evidence demonstrates that having staff who can support these groups is fundamental in ensuring support to cope with SEMH issues.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Research conducted by the Education Endowment Foundation shows that providing social and emotional support helps pupils make 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3
Enrichment activities.	<p>Evidence demonstrates that PP children can be excluded from enrichment activities including residential activities, class trips, instrumental tuition etc. as these cannot be funded by parents/carers or are not valued by parents/carers. This funding stream allows for full inclusion in all these types of activities for all children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4

**Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and those that may emerge during the academic year.**

**Total budgeted cost: £7400**

## 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*

There were 5 pupils in receipt of Pupil Premium last year. End of year diagnostic tests show the following academic achievements:			
	At Age-related expectations in Reading	At Age-related expectations in Writing	At Age-related expectations in Maths
Year 3 (1 pupil)	1	0	1
Year 4 (1 pupil)	1	1	1
Year 5 (1 pupil)	1	0	1
Year 6 (2 pupils)	2	2	2
<p>Our disadvantaged pupils had an average attendance of 92.5% in 2024-25. Our assessments and observations indicated that pupil wellbeing and mental health continued to be more acute for disadvantaged pupils, as well as academic outcomes in writing. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required.</p> <p>We are building on that approach with the activities detailed in this plan.</p>			

### 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
Bubble Handwriting	Bubble Handwriting

