Pupil Premium Strategy Statement – Askam Village 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	15 (8%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2025/2026, 2026/2027 and 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Mrs. Fiona Newton Headteacher
Pupil premium lead	Mrs. Fiona Newton Headteacher
Governor / Trustee lead	Ms Elisabeth Donachie Vice-Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£18,180

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children irrespective of their background and any challenges they face make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal.

We have considered the challenges faced by children who are vulnerable such as those with a social worker and young carers. The plan below is intended to support the needs of those vulnerable children whether they are disadvantaged or not.

Quality first teaching is at the heart of all our work and is reflected in our motto ‘Everybody Matters, Every Moment Counts’. This is proven to have the biggest impact on the largest number of children including those who are disadvantaged and at the same time will benefit the non-disadvantaged pupils in our school. We also consider carefully where we can use adaptive teaching methods.

We use robust and standardised assessments as one tool in identifying the starting points of classes, groups of children and individuals and this supports us on ensuring we have the most effective plans in place. The plans and progress of all children are monitored closely and acted upon accordingly.

Challenges

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

Challenge number	Detail of challenge
Our assessments and observations indicate that the education (and sometimes well-being) of some of our disadvantaged children is below that of non-disadvantaged. This can vary from class to class/subject to subject and needs careful analysis and planning.	
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **reading** than their peers particularly at the end of Key Stage 2 difference of 2025 50%/63%, 2023 33%/60%, overall difference over three years 68% compared to 74% (not significant) Internal and external assessments demonstrate (statistically some cohorts 2025 and 2023 are too small and therefore average of three years has included for this purpose).
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **writing** than their peers particularly at the end of Key Stage 2 with differences of 2025 0%/59%, 2024 50%/58%. Overall three-year difference 55%/62%. Internal and external assessments demonstrate (statistically some cohorts 2025 and 2023 are too small and therefore average of three years has been included for this purpose).
3	Internal and external assessments indicate that **maths** attainment among disadvantaged pupils is below that of non-disadvantaged pupils particularly by the end of Key Stage 2 with differences of 2025 50%/61%, 2024 50%/59% and 2023 33%/59% and over three years 55%/62% Internal and external assessments demonstrate (statistically some cohorts 2025 and 2023 are too small and therefore average of three years has been included for this purpose).
4	Our class review meetings, observations and discussions with pupils and families have identified **social and emotional needs** for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. Currently 20 children are receiving additional support for social and emotional needs of which 8 are disadvantaged (37%).
5	Our **attendance** data over the last 3 years indicates that attendance among disadvantaged pupils has been between 94%,93.8%, 91%, 96% - % lower than for whole school attendances of 96%, 95.2%, 94.3%.
6	Variable access to **additional activities** e.g. music lessons

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/2026 and 2027/2027 show more than 72% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 74% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from children, parents and staff and also teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall attendance rate for all pupils being at least 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0%.
Increased attendance with additional activities e.g. music lessons	Checklists/attendance lists will show an increased % of disadvantaged children have been able to engage in enrichment activities.

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£13,240**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of our teaching and learning of reading particularly for those children whose phonics journey has been completed. We will release staff to attend training and pay for training. We will use the skills and expertise of our reading leader in school.	EEF Reading Fluency Reading Fluency Also reading leader work at English Hub and has access to research and training to disseminate to staff. EEF Fluency Guidance	1
Enhancement of the school's provision for the teaching of writing to reduce cognitive load and focus on the foundations for learning. We will release staff to attend training. We will release our writing leaders to monitor and coach in this area. Time also to complete writing audit and consider resources and implement new scheme which reduces cognitive load -IAACW.	Also reading/early writing leader work at English Hub and has access to research and training to disseminate to staff. EEF Fluency in Writing	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	4

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. This staff training to include Decider Skills to be used widely across school. Staff to be given resources to use to deliver My Happy Mind.	life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	

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

Budgeted cost: **£4,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1
Additional maths sessions targeted at disadvantaged pupils who require support to 'keep up'.	EEF Maths Guidance	3
Targeted work with children to support their social, emotional and mental health needs through working with ELSA or Family Support Worker.	Improving_Social_and_Emotional_Learning in Primary Schools | EEF EEF SEL	4

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Attendance	5
Enrichment activities provided for children	Internal qualitative data suggests that children are happier and more ready to learn if they have had similar opportunities to their peers outside of the main school day and lessons (e.g music and sport).	6

Total budgeted cost: £18,180

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their end of year results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the gap between disadvantaged and non-disadvantaged is not significant within Key Stage 1 including phonics but is at the end of Key Stage 2, this is impacting by mobility of pupils joining the school.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils was mixed. In some cases there are multiple factors to be taken into consideration e.g. SEND need and other disadvantaged.

Our evaluation of the approaches delivered last academic year indicates that approaches in phonics and early reading alongside language and vocabulary in early years have been effective.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Further information

Additional activity
Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.
Planning, implementation, and evaluation
In planning our new pupil premium strategy, we evaluated the current practice in school and considered the curriculum review and it's implications for our provision. We have also taken into account the changing cohorts and their needs as individuals, as cohorts and as a whole school.
We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.
We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.
We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.
We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.