

Pupil premium strategy statement 2024/2025

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	Aberford CE Primary
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	18% (18 children)
Academic years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	N Crossley
Pupil premium lead	N Crossley
Governor / Trustee lead	E Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,600 £3,801 £7,710 = £41,111
Recovery premium funding allocation this academic year	£2,679
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,790

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using the Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' approach.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive a free school meal will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and pupil or groups of pupils the school has identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited finding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Due to the school managing a very small budget where the a very small difference in pupil numbers can affect the budget greatly, we have made the decision to plan the Pupil Premium strategy one year at a time, rather than produce a three-year plan.

School Context

Aberford CE Primary School serves a small and rural village community and most children who attend live in the village, with roughly 10% travelling from a further area. The LSOA in which the school is located is ranked 20,002 out of 32,884, meaning that deprivation is low in most household for families. The percentage of children eligible for Pupil Premium has risen recently but remains lower than the national average.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils

Achieving these Objectives

The range of provisions considered for this group include:

- Reducing class sizes in some core subjects by using an experienced and well trained person to deliver maths lessons to half the class so that children can be taught maths in single aged groups, rather than mixed age classes.
- Providing trained and experienced LSAs to deliver Little Wandle Keep Up and Rapid Catch Up intervention groups, focused on overcoming gaps in learning
- 1-1 support for some children to deliver specific interventions where needed
- Support for educational visits and residential trips where needed
- Supporting vulnerable families with attendance by offering free or subsidised breakfast club places.

Challenges

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

Challenge number	Detail of challenge
1	Low maths skills on entry. Disadvantaged children have limited opportunities to use and apply maths concepts. Average scaled scores in maths for KS2 in 2024 were 104 for disadvantaged pupils compared to 107 for non-disadvantaged pupils.
2	Weak language and communication skills and fine motor skills on entry for disadvantaged pupils. Standardised scores in reading for KS2 in 2024 were 103 for disadvantaged pupils compared to 107 for non-disadvantaged pupils.
3	Some disadvantaged families continue to show a trend of lateness and patterns of non-attendance.
4	Pastoral Need – rise in number of children struggling with anxiety related issues or SEMH needs

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
Progress in Mathematics	Achieve positive progress score in Maths for disadvantaged children
Phonics	Achieve above national average in Phonics Screening Check.
Attendance	Ensure attendance of disadvantaged pupils remains above 95%.
Pastoral	Children with anxiety and SEMH issues attend school regularly.

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: £17,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced adult to deliver maths lessons to KS2 to enable small class sizes and single year group teaching. LSA support in KS1 to enable class teacher to teach maths to single year groups separately and in smaller groups. Leadership release time for the assistant headteacher, who is leading the implementation of Little Wandle and will continue to line manage middle leaders and subject leaders to ensure quality first teaching is maintained throughout school.	Evidence from EEF shows that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using a qualified teacher here allows small group first quality teaching without creating an artificial separation from whole class teaching. According to the EEF, half of all time, energy and resources should be invested here.	1, 2
Ongoing associated costs to resource and train staff in the effective implementation of our new DfE validated Systematic Synthetic Phonics programme	High quality CPD is essential to follow EEF principles. This is followed up by staff meetings and INSET. All staff are trained on Little Wandle and regular training is completed throughout each unit.	1

(Little Wandle) to secure strong phonics teaching for all pupils. Ongoing associated costs to resource and train staff in our maths scheme (White Rose Maths).	For every single block in our schemes of learning, White Rose have created a short CPD video. One of their primary maths specialists talks through the content of the block. They provide advice and guidance on how to teach the material, what models and representations to use, the key vocabulary, how to deal with common misconceptions you may encounter, and how to dig deeper to stretch higher attaining children. We are on the third year of the West Yorkshire Maths Hub mastery programme and disseminate this new learning out through staff coaching, mentoring and training.	
LSA time to enable phonics groups can be set for all phases.	Small group teaching for phonics enables more individual support for children falling behind.	2

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NHS Speech and Language therapist – work in school ½ a day each week.	Disadvantaged children more likely to enter reception with low range of vocabulary and are unlikely to be able to use talk to connect ideas and explain what is happening coherently.	2
LSA to run 1 to 1 S&L intervention sessions	Strong evidence base that high quality interventions can show impact on the outcomes of struggling students. S&L Therapy Plans are created by qualified S&L Therapists, bespoke to each child's needs, and LSAs are trained on how to deliver these in school.	2
LSA Little Wandle keep Up and Rapid Catch Up small group and 1 to 1 tutoring sessions	LSAs will lead one to one and small group catch up sessions for identified pupils, using interventions with a proven track record such as Toe by Toe phonics, Alpha to Omega, Lego Therapy, etc, including structure interventions in our DfE Validated SSP Little Wandle, based on thorough assessment and tracking against phoneme and grapheme recognition.	1, 2, 4

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

Budgeted cost: £8,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils in school generally have lower attendance rates than non-disadvantaged pupils.	Attendance manager (School Business manager) work closely with disadvantaged families to build relationships and ensure reasons for non-attendance are explored and resolved.	3
Cluster Services (£3,508) are bought in by the Family of Schools to support school with attendance and Mental Health Support./	The Cluster services allow us to access support with regards to attendance services, punctuality, mental health, etc. Fragmented family structures may affect attendance if families are unsupported.	3, 4
Trips and residential costs, support with emergency family needs. After school clubs, breakfast club, music lessons, etc.	Trips are beneficial to all children but more so to disadvantaged children, who may have access to fewer enrichment activities within the home. All children have the right to learn a musical instrument if they choose and after school clubs benefit children, especially PE clubs led by sports coaches, to support work towards tackling the obesity crisis. Free and subsidised breakfast club places given one family who are regularly struggling to get both children to school on time and for children struggling with anxiety during getting up routines.	3, 4

Total budgeted cost: £43,790

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. The 2024 to 2025 spend will be reviewed in September 2025.

Focus Area	Monitoring Activity	Impact Review
Date: September 2023		
Priority 1 Average Standardised scores for disadvantaged pupils in 2024 was 104. This represents a cohort of 4 children and all 4 met the expected standard in maths. 1 of these children joined the school 3 terms before KS2 SATs.		
Priority 2 80.4% of children passed the PSC in 2024. This was 13 out of a cohort of 15. 1 child with SEN did not take the test due to working below the level of testing and the other child who did not pass scored 31.		
Priority 3 Attendance for disadvantaged pupils at the end of 2023-2024 was 94.73%, compared to non-disadvantaged attendance at 95.95%.		
Priority 4 Children struggling to attend all have a plan in place on their IPM and know which adult in school is supporting them. All adults supporting vulnerable children are well established in their roles and have a visible presence on the playground on a morning, enabling families to check in and support children into school. Cluster support from the Garforth Cluster is well used		

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
Times Tables Rockstars	TT Rockstars
White Rose Maths Premium resources	White Rose

Speech and Language Therapists	NHS
Alpha to Omega	Pearson
Purple Mash	2Simple
Tapestry	Tapestry

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£680 Supporting attendance.
What was the impact of that spending on service pupil premium eligible pupils?	Improved punctuality due to extra support.