

# West Heslerton CE Primary School Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	West Heslerton CE School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-26
Date this statement was published	23 September 2024
Date on which it will be reviewed	30 September 2026
Statement authorised by	Rachel Wells
Pupil premium lead	Rachel Wells
Governor / Trustee lead	Ann Andrews

Detail	Amount
Pupil premium funding allocation this academic year	£28410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£28410

## Part A: Pupil premium strategy plan

### Statement of intent

As a family-orientated church school, all children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.

We provide a safe and supportive environment for all children to take risks, make their own learning decisions and work collaboratively and independently as they progress on their life-long learning journey.

Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Challenges

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

Challenge number	Detail of challenge
1	Many children are isolated due to our rural setting and have limited life experiences to draw upon to support them in their learning.
2	Many children have no access to resources such as books and libraries near home. Need to focus upon a love of reading and phonics knowledge in school
3	Many pupils have no access to extra curricular activities that build hobbies and interests.
4	Many pupils have parents working long unsocial hours, limiting support for routines and completion of work beyond the school day.
5	Many pupils have families on limited incomes. Finances for visits, including residential trips, are limited.

### 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
Pupils are provided with a range of visits and experiences to help support them in making links in their learning.	All pupils in school are offered a wide range of activities and visits to support their knowledge and widen their experiences.
Pupils can choose reading materials to support their reading and have the skills to read these books to broaden their horizons.	Pupils choosing books, story sacks and other reading materials to engage them in early reading and to enjoy their reading opportunities.

Pupils are provided with a range of extra curricular activities that build hobbies and interests.	All pupils in school take part in at least 1 extra-curricular club during the year.
Pupils are provided with tasks to build time management skills and independent decision making opportunities to help them determine successful learning routines. They are supported in small classes and with high ratios of adults to achieve at least national expectations.	Pupils can demonstrate the ability to organize themselves and complete tasks within the given timeframe with increasing independence. They are able to access support to achieve this where necessary.
All pupils in school will be able to take part all visits, including residential trips through emotional and financial support.	All pupils in school are offered the chance to take part all visits with financial support where required.

## 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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small groups with less range of ability to support pupils with focussed quality first teaching and teaching assistant interventions.	EEF findings +2  EEF findings +4	4

### Targeted academic support

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support and individualized instruction where required in all classes	EEF (Individualised Instruction)+4	4
Interventions in phonics	EEF (Phonics) +5	2

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

Budgeted cost: £8410

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 pastoral support to ensure wellbeing of pupils	EEF (Behaviour interventions) +4	1, 4
Financial provision to ensure all pupils are able to access visits and clubs	EEF (Summer Schools) +3 EEF (Physical Activity) +1	1, 3, 5

**Total budgeted cost:** £28410

## 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.

All pupil premium funded learners were offered a minimum 6 clubs over the year to build fitness, life experiences and social skills.  
Norton Hive library came to school to provide access to community resources.  
Pupil progress in core areas was monitored through scaled scores or checkpoints wherever possible, demonstrating progress for all learners. As pupil premium numbers in a small school are relatively low, data is collated on a case by case basis.  
Inclusion in school routines provided continuity for support in learning, maintained learning routines, provided regular opportunities to access resources eg. Book swap station.

### 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
none	