

Pupil Premium Strategy Statement

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	Athersley North Primary School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	50% (Based on funding of 149 pupils including LAC)
Academic years that our current pupil premium strategy plan covers	2021-2024
Date this statement will be published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Elizabeth Iles
Pupil Premium Leaders	Clare Storr/Kirsty Wordsworth
Chair of Governors	Elizabeth Iles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	229,840
Early Years' pupil premium funding allocation this academic year	£1,550
Recovery premium funding allocation this academic year	£10,657
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£242,057

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and make good progress, in line with national expectations, and where pupils are capable, higher than national expectations.

We have carefully considered the barriers that our pupils face and strive to ensure we provide a strategy that will support their needs.

We will work hard to ensure pupils receive high-quality teaching. We will support teachers to ensure they are clear about how they can scaffold learning and make learning clearer and accessible for pupils, regardless of whether they are disadvantaged or not.

Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

To ensure our plans are effective we will:

- Ensure disadvantaged pupils are provided with clear scaffolds and supports to ensure they can be independent in their learning
- Adopt a whole school approach in which all staff raise expectations that all pupils, especially disadvantaged pupils, can meet expectations
- Staff will take a 'whatever it takes' attitude towards providing the intervention required to ensure disadvantaged pupils make good progress from their starting points

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter school with significantly lower basic skills than their non-disadvantaged peers.
2	Impact of the subsequent low values placed on educational importance outside of school preventing pupils to make the progress expected of them when learning from home.
3	Social, emotional, behavioural and communication barriers to learning.
4	Safeguarding concerns and lack of parental engagement.
5	At least one in five of Pupil Premium pupils in school also have a Special Educational Need or Disability.
6	The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils.

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
There will be improved Reading, Writing & Maths attainment among disadvantaged pupils.	Key Stage 2 Reading, Writing and Maths outcomes in 2024/25 will show that disadvantaged pupils will be equal to that of their non-disadvantaged peers.
The school will have achieved and sustained improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 will have been demonstrated by:</p> <ul style="list-style-type: none"> The attendance rate for disadvantaged pupils will be equal to that of their non-disadvantaged peers The percentage of disadvantaged pupils who are classed as persistently absent will be no greater than the percentage of non-disadvantaged pupils
There will be improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
There will be improved phonics attainment data among disadvantaged pupils.	Key Stage 1 phonics outcomes in 2024/25 will show that more than 95% of disadvantaged pupils have met the expected standard.

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: £85,000

Activity	Evidence that supports this approach from Education Endowment Foundation	Challenge number(s) addressed
Leaders will continue to monitor the quality of teaching and learning in Phonics and provide teaching staff with tailored support accordingly.	‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds’ Phonics EEF (educationendowmentfoundation.org.uk)	1
Leaders will continue to monitor the quality of teaching and learning in spelling and handwriting and provide teaching staff with tailored support accordingly.	‘Supporting high quality teaching is pivotal in improving pupil outcomes. Research tells us that high quality teaching can narrow the disadvantage gap’ Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1
Leaders will continue to procure support via the English Hub and Read Write Inc. Phonics Scheme. (RWI).	‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’. Read Write Inc. Phonics EEF (educationendowmentfoundation.org.uk)	1
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.	2
Checking and Intervening will be used in all classrooms to provide pupils with immediate feedback to respond to any misconceptions in their learning.	‘Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Low attaining pupils tend to benefit more from explicit feedback than high attaining pupils’. Feedback EEF (educationendowmentfoundation.org.uk)	1, 2

<p>The school will procure a comprehensive package of School Improvement services including Continued Professional Development (CPD) opportunities tailored to the teaching and learning of disadvantaged pupils.</p>	<p>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap’. Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>The school will ensure that pupils are given the opportunity to explicitly learn new vocabulary. ‘Bedrock’ vocabulary programme will continue to be established in school.</p>	<p>EEF Improving Literacy in KS2 Guidance report states that ‘extending pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words’. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>The school will continue to restock the library so that pupils have the opportunity to read a wide variety of subject matter. The school will purchase class readers (story time books) as outlined on the school’s reading spine to develop the magic of stories and book talk.</p>	<p>‘Embedding a love of reading can be transformative to pupils’ academic success’.</p>	<p>1, 2</p>
<p>(Recovery Premium)</p> <p>4 teachers will teach mathematics across each phase in school, ensuring that class/group sizes are reduced where necessary to ensure that pupils receive targeted teaching support in smaller numbers</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socio-economically disadvantaged pupil populations.</p> <p>Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>1 & 2</p>
<p>Teachers will use collaborative (or cooperative) learning approaches in some lessons. This involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 & 3</p>

Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.		
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Targeted academic support

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics home packs will be purchased for pupils in Reception and Year 1 which support parents/carers to use the RWInc scheme at home with their child when reading.	<p>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps'.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	6
1:1 phonics support sessions will be provided by dedicated practitioners to ensure disadvantaged pupils 'catch up quickly'.	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2 & 5
All Staff members will wear a RWI pinny and use transitional times to continue to support all pupils to recap learning.	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2 & 5
Freshstart Phonics interventions for disadvantaged pupils in Year 5 and 6.	<p>Fresh Start, the Ruth Miskin Training programme for older children who are struggling to read, has been tested through a previous EEF efficacy trial. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. Read, Write Inc.</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	1, 2, & 5

<p>Leaders in school will ‘Live Coach’ during lessons to ensure all teachers are supported to implement best practice quality first teaching.</p>	<p>EEF Evidence: The EEF highlights that feedback can significantly enhance student learning. In-class coaching allows for immediate, actionable feedback, enabling teachers to adapt their instruction based on real-time observations.</p> <p>Coaches can observe lessons and provide specific, constructive feedback to teachers on instructional strategies, classroom management, and engagement techniques.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2</p>
<p>Leaders will continue to provide access to online educational software including Bedrock Vocabulary and TT Rockstars to ensure opportunities for home learning.</p>	<p>EEF Improving Literacy in KS2 Guidance report states that ‘extending pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Leaders will ensure pupils requiring support to achieve their potential will receive targeted intervention predominantly using the ‘Precision Teach’ approach.</p>	<p>What’s the theory behind Precision Teaching? Vygotsky suggested that effective teaching should be geared towards a learner’s ‘zone of proximal development’ (ZPD). Precision teaching encourages us to be very specific about the material used with the child, ensuring that it is within the ZPD. Precision teaching also draws on Haring and Easton’s learning hierarchy which shows us how new learning needs to be fluent before it can be maintained effectively.</p> <p>Why is precision teaching useful? Monitoring learning this closely gives immediate feedback about teaching. It means we focus very closely on exactly which material a child is struggling with and which methods are proving fruitful. Studies have shown (eg Hattie, 2009) that feedback about teaching makes the single biggest improvement to learning outcomes.</p>	<p>1,2</p>

Wider strategies

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leaders have recruited an additional Senior Inclusion Officer to tackle underachievement by working in partnership with families, parents, carers to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation. Closer monitoring of disadvantaged pupils' attendance and absence patterns.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</p>	<p>1, 2, 3, 4, 5 & 6</p>

<p>A Senior Inclusion Officer is employed to tackle underachievement by working in partnership with families, parents, carers to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.</p> <p>Closer monitoring of disadvantaged pupils' attendance and absence patterns.</p> <p>Staff will undertake home visits where disadvantaged families have been identified as requiring support.</p> <p>Targeted rewards will be provided to improve attendance across school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>Thrive training and resources will be provided to support disadvantaged pupils who have additional vulnerability.</p> <p>Thrive being an assessment programme to support disadvantaged pupils with gaps in their emotional and social skills which prevent them from developing as whole and confident learners.</p>	<p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.</p> <p>(McGuire-Snieckus et al 2015)</p> <p>Supplementary evaluations were carried out in 2018 and 2019 that further support these findings.</p> <p>Impact of Thrive - The Thrive Approach</p>	<p>1, 3 & 4</p>
<p>To implement various strategies to support emotional, social and behavioural development of disadvantaged pupils:</p> <ul style="list-style-type: none"> • Therapy sessions for individual pupils will be provided to pupils, where significant trauma has occurred. • To support hard to reach families, the school will lead and coordinate EHAs/TAFs. • The school will facilitate targeted intervention for pupils displaying anxious behaviours. 	<p>The average impact of successful social and emotional learning (SEL) interventions is an additional four months' progress over the course of a year.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4 & 6</p>

<p>School will provide opportunities for talented children from disadvantaged backgrounds to develop their cultural talents and will subsidise the cost i.e. Performing Arts and Music Tuition.</p>	<p>Cultural activity can enhance aspiration, ambition, discipline and confidence which can have a positive effect on attainment. cultural-education-a-guide-for-governors.pdf musicmark.org.uk</p>	<p>3 & 6</p>
<p>School will provide and subsidise experiences for disadvantaged pupils to further develop cultural capital including:</p> <ul style="list-style-type: none"> • School will provide excursion experience learning opportunities throughout the school year and subsidise the cost. • Targeted extra-curricular activities for disadvantaged pupils on specific days identified as having poor attendance rates. 	<p>Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education and provide a curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (142 p31 Ofsted Early Years Inspection Handbook, Sept 2019)</p>	<p>3 & 6</p>

Total budgeted cost: £243,000

Part B: Review of outcomes in the previous academic year (2022-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils between 2022 to 2024.

There will be improved Reading & Writing attainment among disadvantaged pupils.	Key Stage 2 reading and writing outcomes in 2024/25 will show that disadvantaged pupils will be equal to that of their non-disadvantaged peers.
<p>In 2022-2023, Reading- 58% of disadvantaged pupils achieved the expected standard and 26% of disadvantaged pupils achieved a greater depth standard compared to 64% of all pupils working at the expected standard and 26% of all pupils achieved a greater depth standard. Therefore, there is currently a 6% gap between disadvantaged and all pupils working at the expected standard. Pupils working at a greater depth standard are in line with all pupils.</p> <p>Writing- 68% of disadvantaged pupils achieved the expected standard 5% of disadvantaged pupils achieved a greater depth standard compared to 74% of all pupils working at the expected standard and 10% of all pupils achieved a greater depth standard. Therefore, there is currently a 6% gap between disadvantaged and all pupils working at the expected standard. There is a 5% gap between all pupils working at a greater depth standard and disadvantaged pupil.</p> <p>Grammar Punctuation and Spelling- 78% of disadvantaged pupils achieved the expected standard 28% of disadvantaged pupils achieved a greater depth standard compared to 74% of all pupils working at the expected standard and 33% of all pupils achieved a greater depth standard. Therefore, 4% more of disadvantaged pupils achieved the expected standard when compared to all pupils working at the expected standard. There is a 5% gap between disadvantaged pupils working at a greater depth standard when compared to all pupils.</p> <p>Therefore, compared to the previous year, the gap between disadvantaged pupils and all pupils is narrowing and, in some subjects, disadvantaged pupils are outperforming all pupils. This evidences the impact of the pupil premium strategy.</p> <p>In 2023-2024, Leaders have identified that End of Key Stage 2 test scores did not meet the expectations that leaders have strived to achieve. Although the end of year test results do not evidence the progress of disadvantaged pupils, teacher assessments evidence that;</p> <p>Reading- 42% of disadvantaged pupils were expected to achieve the expected standard and 8% of disadvantaged pupils were expected to achieve a greater depth standard compared to 57% of all pupils expected to achieve the expected standard and 18% of all pupils expected to achieve a greater depth standard.</p> <p>In the SATs assessments, 25% of disadvantaged pupils achieved the expected standard and 4% of disadvantaged pupils achieved a greater depth standard, compared to 40% of all pupils that achieved the expected standard and 13% of all pupils that achieved a greater depth standard.</p>	

Writing- **46% of disadvantaged pupils** achieved the expected standard compared to **55% of all pupils** working at the expected standard.

Therefore, there is a **9% gap** between disadvantaged and all pupils working at the expected standard.

Grammar Punctuation and Spelling- **42% of disadvantaged pupils** were expected to achieve the expected standard and **8% of disadvantaged pupils** were expected to achieve a greater depth standard compared to **57% of all pupils** expected to achieve the expected standard and **18% of all pupils** expected to achieve a greater depth standard.

In the SATs assessments, **42%** of disadvantaged pupils achieved the expected standard and **0%** of disadvantaged pupils achieved a greater depth standard, compared to **48%** of all pupils that achieved the expected standard and **5%** of all pupils that achieved a greater depth standard.

The school will have achieved and sustained improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 will have been demonstrated by:

- The attendance rate for disadvantaged pupils will be equal to that of their non-disadvantaged peers
- The percentage of disadvantaged pupils who are classed as persistently absent will be no greater than the percentage of non-disadvantaged pupils

In 2022-2023 Attendance in all groups in school was both higher than both Regional and National attendance rates.

The school attendance figure for all pupils in 2022-2023 was 93.69%
The National attendance figure for all pupils in 2022-2023 was 91.5%

The school attendance figure for Pupil Premium pupils in 2022-2023 was 92.97%
The National attendance figure for Pupil Premium pupils in 2022-2023 was 93.8%

Although the gap between all pupils and Pupil Premium pupils is only 0.72%, the school will continue to work tirelessly with the pupils and their families to improve attendance rates through a variety of avenues.

The Senior Leadership Team continue to hold monthly attendance management meetings to discuss all pupils, individually, whose attendance or punctuality continues to cause concern.

85% of the pupils deemed to be 'persistently absent' (PA) in 2021-2022 were no longer PA in 2022-2023 and their attendance rose above the threshold.

In 2023-2024

The school attendance figure for Pupil Premium Pupils in 2023-2024 was 91.02%
93.01% (when reintegrated timetables are disregarded). This is 0.59% difference when compared to all pupils.

The National attendance figure for Pupil Premium Pupil in 2023-2024 was 90.01%.

Although the figure for Persistently Absent (PA) pupils in school was far above National, the difference between all pupils and pupil premium pupils was negligible.

<p>There will be improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>It was noted in the SEND Audit that 'there was excellent use of the Speech and Language Link intervention observed within the school. The school have stated that children are making excellent progress and they were clearly engaged within the session. The setting is also working with other Speech and Language professionals, to ensure a holistic approach to this need.</p> <p>Athersley North Primary School has been recognised and commended by the Local Authority for being the school who has utilised and engaged most robustly with the Speech and Language Link intervention throughout the whole of Barnsley Local Authority.</p> <p>Of the pupils accessing the programme, 95% have made progress in terms of concepts, verb tenses, instructions, pronouns, negatives, questions and verbal reasoning. This is not a replacement for speech and language therapy however has enabled school to identify those pupils with 'hidden' speech and language issues.</p> <p>Phonology screens and referrals to SALT continue to be made where necessary.</p>	
<p>There will be improved phonics attainment data among disadvantaged pupils.</p>	<p>Key Stage 1 phonics outcomes in 2024/25 will show that more than 95% of disadvantaged pupils have met the expected standard.</p>
<p>In June 2023, 91% of disadvantaged pupils achieved the expected standard in their Phonics Screening Check. Of these pupils, 50% of the pupils who did not achieve the standard had an SEND need which impacted upon their ability to achieve the standard.</p> <p>92% of disadvantaged pupils left Key Stage 1 achieving the expected standard in their Phonics Screening Check. Of these pupils, 67% of the pupils who did not achieve the standard had an SEND need which impacted upon their ability to achieve the standard.</p> <p>In June 2024, 93% of disadvantaged pupils achieved the expected standard in their Phonics Screening Check in Y1.</p> <p>88% of all pupils achieved the standard.</p> <p>Of the pupils that did not meet the standard, 100% had a SEND need which impacted upon their ability to achieve the standard.</p> <p>100% of disadvantaged pupils left Key Stage 1 achieving the expected standard in their Phonics Screening Check.</p> <p>Of the pupils that did not meet the standard, 100% had a SEND need which impacted upon their ability to achieve the standard.</p>	