

Auckley School 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	Auckley School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs E Fox Head Teacher
Pupil premium lead	Mrs E Fox Head Teacher
Governor / Trustee lead	Miss Laura Greaves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33, 330
Recovery premium funding allocation this academic year	£0
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	£33,330

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 well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are included other pupil groups such as SEND. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. It uses summative data, alongside formative pupil assessments. It does not make assumptions about the impact of disadvantage, but offers bespoke intervention on an individual or small group basis.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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	Phonics A very small number of disadvantaged children did not pass the phonics screening check at the end of Year 1.
2	Reading Key Stage Two A small number of disadvantaged children did not reach age related expectations in reading at the end of Year 6.

3	<p>Writing</p> <p>A small number of disadvantaged children did not reach age related expectations in writing at the end of Year 6.</p>
4	<p>Mathematics</p> <p>A small number of disadvantaged children did not reach age related expectations in Mathematics at the end of Year 6.</p>
5	<p>Some children in receipt of Pupil Premium have limited life experience beyond their home and immediate community, creating a 'cultural capital' disadvantage</p>
6	<p>Some pupils who qualify for Pupil Premium funding have specific SEND needs</p>

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
<p>To continue to ensure the outcomes for pupils in receipt of pupil premium/disadvantaged pupils are at least in line with those of peers in school in reading, writing and maths through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points</p>	<p>Identified pupils supported and tracked closely to ensure they make accelerated progress or exceed prior attainment standards.</p> <p>Pupils who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Support staff and class teachers support learning effectively and identify and address learning gaps and misconceptions.</p> <p>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p>
<p>All pupils, particularly those who are disadvantaged, have opportunities to contribute in curricular and extra-curricular activities (with a particular emphasis on sport and music).</p>	<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>A pupil premium first approach is used; children in receipt of pupil premium funding are given priority for certain activities where numbers are restricted e.g. YWP STEM club.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences</p> <p>All sporting after school clubs are free for children in receipt on the pupil premium grant</p> <p>Reduced cost of trips/residentials</p> <p>The most vulnerable children in school have the opportunity to play an instrument and all children in receipt of pupil premium have the</p>

	<p>opportunity to go to Sing Out and Young Voices (school to fund this) or to take part in the Cook Stars after school cookery lessons</p> <p>The Rock Steady music bands enable two children to play an instrument/vocals (two bursary places)</p>
<p>All pupils, particularly our disadvantaged have access to an engaging, exciting and progressive curriculum.</p>	<p>The school curriculum is rich and ambitious. Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. Children in Year Six for example will meet a child evacuee and survivors of the Holocaust when learning about WW2 as part of the Conflict and Resolution theme.</p> <p>There is a focus on Cultural Capital within the curriculum and the Big Read, a whole school reading initiative, deepens children's knowledge of a classical novel each year.</p> <p>Careers Day which takes place exactly half-way through the school year, enables children to learn about the world of work and to develop high aspirations about their future. They are able to make connections between the subjects that they are studying and their future success.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p> <p>Teachers and support staff are confident with metacognition and retrieval strategies and these are used across lessons within the curriculum</p>
<p>All pupils and particularly our disadvantaged, have access to high-quality pastoral support.</p>	<p>The school has a complete commitment to the wellbeing of all of our pupils. The Pastoral Lead ensures that the physical, mental and emotional wellbeing of the children in our care is cared for. This is a key part of our ethos. Children who are risk of exclusion or disaffection are supported.</p>

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: £17,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups both academic and pastoral.	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>The provision has been effective in ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p>	1,2,3,4,5
<p>Release subject leaders for CPD and to monitor foundation so that all pupils access a high quality curriculum which contributes to SMSC and cultural capital.</p> <p>CPD for all staff, focused on the curriculum to ensure a progressive, exciting and stimulating provision for all pupils</p>	<p>Subject leaders ensure that a high quality curriculum is deeply embedded and meets the needs of all of our pupils.</p> <p>Evidence that effective approaches, improve transfer of knowledge to long term memory and ensure all pupils make good progress – they know and remember more (metacognition strategies embedded within school)</p> <p>Metacognition and self-regulation has high impact for very low cost +7 months gains (EEF) https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/metacognition-andself-regulation</p>	1,2,3,4,5

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

Budgeted cost: £12,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase and use of standardised NFER testing resources	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3,4,5
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,4,5
Nuffield Early Language – introduce and establish small group interventions in FS Training for all staff in Fs2, teaching assistant who will deliver the intervention and SLT member	Nuffield Early Language Intervention has been evaluated by the EEF as a promising project with +4 months gains. https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-earlylanguage-intervention/ The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government’s £350m allocation to tutoring, through the £1bn Covid-19 catch-up’ package announced in June 2020.’	1,2,3,4,5
Utilising school led tutoring for pupils whose education has been most impacted by the pandemic A significant proportion of pupils accessing this will be disadvantaged. Additional support staff hours to provide 1:1 and small group interventions in reading/maths/writing/phonics	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5
Additional support for children requiring intervention (1:1 and small group support) led by skilled TA’s.	And one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

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

Budgeted cost: £3,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising of trips and visits to provide guaranteed wider experiences and cultural capital.	EEF state a moderate impact for outdoor learning with gains of 3 months. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	1,2,3,4,5
School pay for the most disadvantaged children to play and instrument and for children in receipt of Pupil Premium funding to attend Young Voices and Sing Out.	Ofsted's Research and analysis, Research review series: music published 12 July 2021: The case for music in the curriculum is often made from a range of different starting points. Music's place in school life is sometimes justified by reference to literature that supports its wider benefits. Among these are benefits to concentration, phonemic awareness, literacy, memory and academic achievement.	5
Use of a therapy dog to support pupils with their SEMH needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

<p>Improve the quality of social and emotional (SEL) learning. Promoting positive mental health and wellbeing throughout the school year.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
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Total budgeted cost: £33,330