

Pupil premium strategy statement – Airy Hill Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	31% (54 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Sam Butters- Headteacher
Pupil premium lead	Sam Butters- Headteacher
Governor / Trustee lead	Deborah Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78653
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5546
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£84199

Part A: Pupil premium strategy plan

Statement of intent

At Airy Hill, we aim for all of our students to become rights-respecting citizens who have a secure understanding of reading, writing and mathematics when they leave us at the end of Year 6. We intend that all our children have high-quality learning experiences from staff who have the most up-to-date pedagogical approaches to learning to ensure that every child succeeds and that they are the best they can be. Whilst at Airy Hill, we will ensure that disadvantaged pupils will have the same school experiences and enrichment as their peers. Our pupils will have opportunities to be leaders as right respecting ambassadors, prefects or supervisors. They will take part in art, forest school activities and compete against other schools in sport. They will be supported no matter their level of need, and they will achieve well at Airy Hill opening doors to success in their next stage of education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupil premium children was lower than that of non-pupil premium children (89%) during 2023-24.
2	Pupil premium pupils did not attain as well as non-PP pupils despite having positive progress scores for reading, writing and maths at the end of KS2.
3	Reduced access to high quality enrichment activities due to financial constraints
4	Poor mental health due to the COVID pandemic
5	Multiple barriers to learning. Including low self-worth, some have a SEND, P/LAC or CIN/CP need.

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
For all disadvantaged pupils to attend school regularly and on time.	<ul style="list-style-type: none">• Focus from teachers, and the designated attendance officer on PP pupils.• Attendance of targeted pupils will improve to be in-line with all pupils.
For disadvantaged pupils who do not have a cognitive SEND to reach age-related expectation in reading, writing and	<ul style="list-style-type: none">• 100% of non-SEND disadvantaged pupils meet the requirements of the phonics screening check.

mathematics and for 100% of pupils to meet the expectations for Year 1 and 2 phonics check.	<ul style="list-style-type: none"> 100% of non-SEND disadvantaged pupils to reach at least ARE in RWM
For disadvantaged pupils to have access to the same high-quality enrichment and extra-curricular opportunities as their non-PP equivalent pupils.	<ul style="list-style-type: none"> All disadvantaged pupils to attend residential visits during years 4,5 and 6. All disadvantaged pupils will take part in a specialist club or music tuition. All disadvantaged pupils to attend at least two trips to a destination to widen their knowledge and experiences in-line with their peers. 5% of all disadvantaged pupils will take part in an end of year performance or will perform with the choir. All disadvantaged pupils will take part in sports competitions/festivals against/with other schools. All disadvantaged pupils will take part in at least a half-term of swimming lessons. 10% of all disadvantaged pupils will take part in a surf session. All disadvantaged pupils in year 6 will be provided with a study book. All disadvantaged pupils will attend additional tutoring in Year 6.
Poor mental health due to the COVID pandemic and poor resilience	<ul style="list-style-type: none"> All disadvantaged pupils to be provided with focused teacher support. All disadvantaged pupils to have access to the target table to improve resilience. Focused teaching assistant intervention increases resilience and attainment of disadvantaged pupils. Disadvantaged pupils requiring additional support through school counselling will receive this support. Pupils with mental health issues to be supported by SENDCo support and support from SEND hub.
Multiple barriers to learning. Including low self-worth, some have a SEND, P/LAC or CIN/CP need.	<ul style="list-style-type: none"> A systematic approach to those who have a SEND, P/LAC or subject to a CIN/CP plan and are in receipt of PPG will have: EHCP/Personalised learning plan/SEND plan. Access to forest school. Boxhall profiles to be used to provide bespoke learning opportunities

	<p>following the school's nurture accreditation.</p> <ul style="list-style-type: none"> • All disadvantaged students with SEND/PLAC/CP involvement to receive 1:1/small group interventions to increase attainment.
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Activity in this academic year

- Trips and experiences for vulnerable families
- Staff training for pedagogy and adopting of the bespoke curriculum
- Revising of curriculum plans and the impact on outcomes
- Free after school clubs for all pupils
- Free breakfast and after school clubs for disadvantaged pupils requiring additional support
- Monitoring of attendance, persistent absence and those at risk of persistent absenteeism
- School counselling for those pupils requiring it

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 27,278.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Headteacher to act as attendance lead</i>	Evidence from the DfE (attendance hubs) demonstrates a range of approaches can improve attendance. Parental engagement has a high impact score- EEF	1,2,4,5
<i>Rewards linked to attendance</i>	School Home Support Charity evidence Attendance Hub evidence	1,2,3,4,5
<i>New attendance policy and procedures</i>	Evidence from the DfE (attendance hubs) demonstrates a range of approaches can improve attendance. Parental engagement has a high impact score- EEF	1,2,4,5
<i>Curriculum development</i>	Metacognition, self-regulation and adaptive teaching +4 impact EEF Ofsted Curriculum Reports Reports from Maths and English Hubs	1,2,3,4,5
<i>NPQs</i>	Nationally recognised qualifications Statutory Requirement - DfE	1,5
<i>Support for Middle Leaders</i>	EEF toolkit indicates that effective Middle Leaders have positive impact on progress and attainment Research from maths and English hubs - DfE	2,3,5

<i>Support for pedagogy including adaptive teaching</i>	EEF Toolkit indicates that mastery learning has a very high positive impact. Rosenshine's principals are widely recognised for their potential to support teachers in engaging with cognitive science. EEF blog on adaptive teaching	2,5
<i>Trust Maths Support</i>	DfE CPD research NCETM validated by DfE	2,5
<i>Maths Hub support</i>	DfE CPD research NCETM validated by DfE EEF Toolkit indicates high quality mathematics teaching has a positive impact.	2,5
<i>English hub support</i>	DfE CPD research English Hubs validated by DfE EEF Toolkit indicates high quality English teaching has a positive impact.	2,5
<i>Simplified marking scheme with a focus on in the moment assessment</i>	Feedback in the moment has a +6 impact EEF. Nuffield Foundation research	2,5
<i>Continue with the implementation of Rights Respecting Schools</i>	RRS Impact: The Evidence document EEF Toolkit evidences a range of approaches improve attainment in schools. EEF - Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience.	1,2,3,4
<i>Continue with the implementation of a Nurture school</i>	International Journal of Nurture in Education evidence. Boxhall Child Profile Childhood Project 2019 Oxford Research 2020 EEF - Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience.	1,2,3,4
<i>Continue to implement Children's University</i>	EEF- research shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels.	3,4

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

Budgeted cost: £ 43,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 6 tutoring</i>	EEF shows this has an impact of +5	1,2,5
<i>Bespoke teaching assistant support</i>	Bespoke teaching assistant support is evidenced to have an impact of +4 according to EEF.	1,2,4,5
<i>Structured Interventions delivered on a 1:1 or small group basis</i>	Small group tuition has a +4 impact EEF.	1,2,4,5
<i>Small group sizes in Year 6</i>	Small group tuition has a +4 impact EEF. Reducing class size +2 impact EEF	2,5
<i>Fluid target table support</i>	EEF research and Rosenshine Principles.	2,5

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

Budgeted cost: £ 27,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue with forest school implementation</i>	Physical activity +3 impact EEF. Forest research- government organisation confidence, knowledge and understanding and attendance.	1,3,4
<i>Paid for breakfast and after school club</i>	EEF research document	1,2,3,4,5
<i>School counsellor</i>	Nurture UK research EEF	1,4,5
<i>X2 visits per year group</i>	EEF	2,3,5
<i>Residential visits</i>	EEF	2,3,5
<i>Identify at risk pupils for attendance</i>	Attendance Hub research DfE guidance	1,2,4,5

Total budgeted cost: £ 98,285.47

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

These are the intended outcomes and review from year one of the three year plan		
Intended outcome	Success criteria	Progress
For all disadvantaged pupils to attend school regularly and on time.	<ul style="list-style-type: none"> Focus from teachers, and the designated attendance officer on PP pupils. Attendance of targeted pupils will improve to be in-line with all pupils. 	<ul style="list-style-type: none"> Airy Hill has worked in conjunction with the LEA to focus attendance efforts on the PP pupils. PP pupils are no longer the lowest group of attending pupils, attendance for this group has risen by 2.5 percent and is inline with other attendance groups.
For disadvantaged pupils who do not have a cognitive SEND to reach age-related expectation in reading, writing and mathematics and for 100% of pupils to meet the expectations for Year 1 and 2 phonics check.	<ul style="list-style-type: none"> 100% of non-SEND disadvantaged pupils meet the requirements of the phonics screening check. 100% of non-SEND disadvantaged pupils to reach at least ARE in RWM 	<ul style="list-style-type: none"> Only one pupil did not pass the phonics screening check. This pupil was new to school from Kuala Lumpur. 100% of non-SEND disadvantaged pupils reached ARE at the end of KS2.
For disadvantaged pupils to have access to the same high-quality enrichment and extra-curricular opportunities as their non-PP equivalent pupils.	<ul style="list-style-type: none"> All disadvantaged pupils to attend residential visits during years 4,5 and 6. All disadvantaged pupils will take part in a specialist club or music tuition. All disadvantaged pupils to attend at least two trips to a destination to widen their knowledge and experiences in-line with their peers. 	<ul style="list-style-type: none"> 100% of disadvantaged pupils attended a residential visit in 4,5 and 6. Music tuition and disadvantaged clubs were offered to 100% of disadvantaged

	<ul style="list-style-type: none"> • 5% of all disadvantaged pupils will take part in an end of year performance or will perform with the choir. • All disadvantaged pupils will take part in sports competitions/festivals against/with other schools. • All disadvantaged pupils will take part in at least a half-term of swimming lessons. • 10% of all disadvantaged pupils will take part in a surf session. • All disadvantaged pupils in year 6 will be provided with a study book. • All disadvantaged pupils will attend additional tutoring in Year 6. 	<p>pupils free of charge.</p> <ul style="list-style-type: none"> • 100% of disadvantaged pupils took part in sports or festivals against other teams unless unwell on the day of the competition. • 100% of disadvantaged pupils took part in half a term of swimming lessons. • No pupils in school completed a surf session. • 100% of Year 6 disadvantaged pupils attended tuition and were provided with a study book.
Poor mental health due to the COVID pandemic and poor resilience	<ul style="list-style-type: none"> • All disadvantaged pupils to be provided with focused teacher support. • All disadvantaged pupils to have access to the target table to improve resilience. • Focused teaching assistant intervention increases resilience and attainment of disadvantaged pupils. • Disadvantaged pupils requiring additional support through school counselling will receive this support. • Pupils with mental health issues to be supported by SENDCo support and support from SEND hub. 	<ul style="list-style-type: none"> • Fluid target tables, ensure all pupils are provided with timely teacher intervention. • Focused, data and progress driven activity from teaching assistants has ensured 100% of disadvantages pupils without SEND/PLAC have made good or better progress. • Pupils requiring emotional support have been signed posted to the SEND hub, emotional resilience team

		or school counselling as required.
Multiple barriers to learning. Including low self-worth, some have a SEND, P/LAC or CIN/CP need.	<ul style="list-style-type: none"> • A systematic approach to those who have a SEND, P/LAC or subject to a CIN/CP plan and are in receipt of PPG will have: • EHCP/Personalised learning plan/SEND plan. • Access to forest school. • Boxhall profiles to be used to provide bespoke learning opportunities following the school's nurture accreditation. • All disadvantaged students with SEND/PLAC/CP involvement to receive 1:1/small group interventions to increase attainment. 	<ul style="list-style-type: none"> • SEND approaches in school for all pupils including those with SEND have been commended by Mike Smit Ofsted inspector and North Yorkshire SEND hub. • All pupils access forest school, boxhall profiling, plus thrive assessments where needed. All pupils requiring small group intervention or 1:1 support receive this.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

