

This statement details our school’s use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year and as part of our longer-term plan. The effect that last year’s spending of pupil premium had within our school can be found at the end of this document.

## School overview

Detail	Data
School name	Athersley South Primary School
Number of pupils in school	295 (incl. F1) Autumn Term 2024 277 (F2-Y6)
Proportion (%) of pupil premium eligible pupils	39.7% of F2-Y6
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs E. Sanderson
Pupil premium lead	Mrs E. Sanderson
Governor / Trustee lead	Mrs K. Bostwick (Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162,800

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Children are at the heart of everything that we do as a school. We are of the opinion that pupils' outcomes are everyone's responsibility, we have high expectations and challenge our children to aspire for success.

Our intention is for all children, irrespective of their background or any challenges they face, to make good progress and achieve high attainment across all subject areas and to leave our school as well-rounded pupils, ready for the next stage of their educational journey. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

While as a school we take account of eligibility for Pupil Premium, SEND and other additional needs or vulnerability factors, we strive to support all pupils and provide them with access to high quality first teaching, supplemented by additional targeted support where necessary. This includes interventions to support academic success as well as supporting pupils' mental health and wellbeing.

High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support, most notably oral language and literacy. 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.

As we seek to support our children to narrow gaps with their peers and to achieve age related expectations, we will use targeted support yet further, as more children have been assessed to require specific support post pandemic, to plug gaps in their learning. Again, this will apply to all children, a large proportion of whom are our disadvantaged pupils, while others are not, but still require additional interventions.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Ongoing assessment and monitoring will allow us to identify need, monitor and evaluate impact and plan next steps. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure ALL pupils are challenged in the work that they're set
- act early to intervene at the point need is identified for ALL children

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Our disadvantaged, and some non-disadvantaged children also lack life experiences in line with their peers and this impacts on the experience that the children can draw on to support their learning and their knowledge baseline for writing and other curriculum areas etc. These gaps are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Our children require robust and consistent phonics teaching to ensure they become competent readers.
3	Assessments and observations indicated prior to the pandemic, and even more so since, that writing attainment amongst our disadvantaged pupils is below that of our non-disadvantaged pupils in part due to their limited experiences. Poor early language and speech development and underdeveloped fine and gross motor skills on admission to Early Years also impact on early writing development.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Requests for support from our Learning Mentor, observations and discussions with pupils and families have identified social and emotional issues for many pupils within school. These challenges have been noted to have been greater and more frequent amongst our disadvantaged children, impacting on attainment and/or attendance. Our Learning Mentor is working at full capacity, supporting children on a 1:1, paired and small group/family basis, with tailored, bespoke support in progress.
6	Good attendance is key to securing achievement. There is a difference in the attendance of our disadvantaged and non-disadvantaged children, at -3% during 2023-24 and we aim to narrow and reduce this gap and ultimately eliminate it. While persistent absenteeism figures fell in 2023-24, we are committed to reducing this figure further in 2024-25. Historically, attendance has been a school wide issue and requires robust and rigorous monitoring with early intervention from our PSA key to the process.
7	At any one time, our PSA manages 20+ Early Help Assessments, supporting families across a breadth of areas, many of which are beyond school's control, working with other agencies to improve family outcomes. The large majority of children supported through Early Help Assessments are our disadvantaged children. External factors impact on attendance, home learning support and social and emotional wellbeing which in turn hinders academic progress.

## 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
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Attendance figures for ALL groups improve</li> <li>• The attendance gap between disadvantaged and non-disadvantaged children narrows</li> <li>• Persistent absenteeism figures fall from 2021-22 figures (*update fell in 2022-23 &amp; 2023-24)</li> </ul>
RWI is embedded in EYFS and KS1. Pupils are at least in line with ARE at all stages.	<ul style="list-style-type: none"> <li>• Outcomes in the PSC are at least maintained and are in line with national.</li> </ul>
Improved oral language skills and vocabulary for ALL pupils	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language.</li> <li>• Increased use of age and subject specific vocabulary and an understanding of language and literacy seen by teachers and during monitoring activities.</li> </ul>
Improved attainment in core subjects	<ul style="list-style-type: none"> <li>• Phonics, KS1 and KS2 outcomes show that an increased % of disadvantaged children meet the expected standard.</li> </ul>
Pupils have the opportunity to participate in life experiences that they would not normally have the resources or opportunity to access	<ul style="list-style-type: none"> <li>• Observations indicate improved resilience and confidence to participate in a range of experiences.</li> <li>• Observations and discussions with pupils demonstrate increased aspirations and awareness of opportunities available.</li> <li>• UKS2 children will be able to play a musical instrument</li> </ul>
The mental health and wellbeing of staff, pupils and families is supported to be good.	<ul style="list-style-type: none"> <li>• Attendance of staff and pupils improves.</li> <li>• Pupils' engagement in their learning increases.</li> <li>• Engagement of families improves.</li> <li>• Qualitative data from teacher observations and monitoring, in addition to 'Incredible Me' monitoring data</li> <li>• Feedback from Parents and carers through Early Help Assessment meetings and other professionals during partnership working</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD, including coaching, face to face support, external consultancy support and online training to ensure ongoing high-quality delivery of our systematic synthetic phonics programme (Read Write Inc) for ALL pupils</p> <p>Staff to access RWI training, resources and the services of a RWI consultant regularly to support the ongoing drive to maintain and further improve phonics skills.</p>	<p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. There is a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><i>EEF Phonics toolkit strand</i></p>	2
<p>Enhancement of curriculum teaching. We will fund teacher release time to enable leaders to support and access CPD both at Trust level and elsewhere where appropriate e.g., maths hub, Exchange Science Learning Partnership</p>	<p>There is evidence from a number of areas that cites the importance of ongoing CPD for teachers. Amongst others <i>The EEF report Putting Evidence to Work – A School’s Guide to Implementation</i> looks at how school improvement can be achieved through a process which involves staff working together and receiving appropriate training, implementing ideas, with regular evaluation and review at key points. There is also a further EEF document which looks at effective teacher CPD.</p>	1, 3

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

Budgeted cost: £93,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted oral language and literacy sessions for EYFS and KS1 children to support basic language development	Oral language interventions can have a positive impact on pupils' language skills. <i>EEF Oral language interventions</i>	1
Additional phonics sessions targeted at all pupils, but including disadvantaged pupils, who require further phonics support, in EYFS, KS1 and KS2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <i>One to One Tuition: EEF Toolkit</i> <i>EEF Phonics Toolkit Strand</i>	1, 2
School led tutoring in identified areas of need, for individuals and small groups of pupils whose education has been most impacted by the pandemic. A significant number of the children who require tutoring and interventions are disadvantaged.	Both one-to-one and small group tuition, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those at risk of falling behind. <i>One to One Tuition: EEF Toolkit strand</i> <i>Small Group Tuition: EEF Toolkit Strand</i>	1, 2, 3, 4
Employment of additional staff in EYFS to support children with their self-care and basic skills, ensuring early intervention including with self-esteem and physical skills (to support early writing development).	Both one-to-one and small group tuition, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those at risk of falling behind. <i>EEF Toolkit strand: one to tone tuition and small group tuition</i>	1, 3, 4, 7

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

Budgeted cost: £75,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. *School engaged with a DfE attendance hub in 2023-24* and will adhere to new attendance guidelines from 19<sup>th</sup> August 2024</p> <p>Continued employment of a PSA, who has responsibility for attendance, will support initiatives to improve and promote good attendance e.g, Living Streets 'Walk to School' initiative.</p> <p>Employ an EWO to support the PSA and families in promoting good school attendance and improving attendance rates, while reducing persistent absenteeism.</p>	<p><i>The DfE guidance</i> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p><i>Research by the Living Streets charity</i> has shown that children who do some form of exercise, especially a walk to school, do better in class because they arrive refreshed, fit and ready to learn. Children also respond to incentives which encourage school attendance.</p>	4, 5, 6, 7
<p>Procure additional services from Educational Psychologist and external agencies to support behaviour, mental health and social and emotional needs.</p>	<p>A number of organisations, charities and the EEF have produced evidence linking work to support children's emotional and social skills with improved outcomes at school and in later life</p> <p><i>EEF: IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</i></p>	4, 5, 7
<p>Employ a Pupil Learning Mentor to support individuals and small groups of pupils, as well as wider families, with educational, emotional and behavioural issues.</p> <p>The PSA and Learning Mentor to support parents and carers in supporting their child's learning and to coordinate support packages.</p>	<p>A number of organisations, charities and the EEF have produced evidence linking work to support children's emotional and social skills with improved outcomes at school and in later life</p> <p><i>EEF: IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</i></p>	4, 5, 6, 7
<p>To provide the children with experiences to enhance their understanding of the curriculum and support their learning e.g., musical instrument tuition, participation in a choir.</p>	<p>The EEF recognise that learning a musical instrument is associated with improved wider educational outcomes for children, from their early years through to secondary school.</p> <p><i>EEF: Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children</i></p>	1

**Total budgeted cost: £169,079**

## Part B: Review of outcomes in the previous academic year 2023-24

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS, KS1 and KS2 performance data, phonics check outcomes and our own internal assessment data and overall teacher assessments.

The Covid-19 pandemic had a significant impact and this disruption affected both schools and pupils differently, and the impact of the pandemic continues to be evident. This can be seen clearly in baseline data for our pupils in EYFS.

Oral language skills remain a key focus, now more than ever as a significant number of children enter our EYFS with skills well below ARE. This is further exasperated by increasingly long waiting lists locally for SALT interventions. Within school, and as part of our Academy Trust, we will be further developing oracy skills in the year ahead, to build on work so far and to work collaboratively to develop outcomes for children.

KS2 Assessment data for our Y6 children shows that the performance of our disadvantaged children has increased against previous levels during the timeframe of this PP plan and our children overall are working above national outcomes. In Reading in 2024, our disadvantaged outperformed our non-disadvantaged but performed less well in writing, maths and EGPS.

Internal assessments across school show that there are varying gaps between disadvantaged and non-disadvantaged pupils with disadvantaged children as a whole performing less well than their non disadvantaged counterparts, but we continue to strive to narrow these gaps, as seen in some areas. In KS1, in writing there was no gap.

Our aim to ensure more children reach ARE in line with national figures was realised in our end of KS2 data in 2023 and 2024 as we outperformed national ARE figures in reading, writing and maths. This reflects effective implementation of strategies, although we recognise that we need to improve the number of children working above ARE (this did rise in 2024). We also recognise that, while our end of Y6 data is strong, this needs to filter back and be evident also within KS1 and EYFS data.

We continue to maintain a high-quality broad curriculum and the use of funding to provide targeted individual and group support to address gaps in learning has had impact. Targeted support in phonics has been particularly effective in ensuring children have stayed on track,



with Y1 outcomes in the 2024 Phonics Screening Check our best ever outcomes and higher than national for the second year in succession.

As part of our commitment to give our children additional experiences, our Y5/6 children, who all have specialist music tuition, were able to perform at a local music festival alongside other schools in July 2024 and were commended by others for their performance skills. Our after-school choir were also able to participate in a regional performance at an arena in Sheffield in February 2024. All children within school were also able to experience at least one educational visit off site to broaden their experiences, alongside visitors who came into school to enhance learning. These experiences have a positive impact on both core subjects but also their knowledge and understanding of the wider curriculum, bringing learning to life.

Attendance since 2021-22 has increased. While it remains below national, the gap between school and national attendance data is narrower than prior to covid.

A difference between the attendance of disadvantaged and non-disadvantaged pupils (-3%) remains and it is an ongoing focus. PA, while still high, fell during 2023-24, for the second year in succession and we continue to look to decrease this figure further.

Attendance continues to form part of our school improvement plan, as well as our pupil premium spending plan, as we constantly strive to ensure all pupils are in school, learning. Families as a whole receive a lot of support as we recognise that in many instances, a child's poor attendance is directly linked to the poor mental health of Parents and/or Carers.

Wellbeing support for all pupils, including targeted interventions and individual, personalised support, continues to be a school priority. So too does our commitment to supporting the wider family. We constantly build on existing approaches in order to tailor support accordingly and, to support our drive to improve mental health and wellbeing, we secured training which enabled our newly appointed Learning Mentor (Jan 2024) to become a Senior Mental Health Lead within school. In addition, we offer face to face support for Parents and Carers and we continue to work with external agencies, including Branching Minds our local mental health team to offer support.

We have reviewed our strategy plan and there is little change overall to how we intend to use our budget allocation this year as we have seen progress and anticipate this will continue.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Working with Branching Minds, our local mental health team to support children through specialist support (where they are not currently supported by other external agencies e.g., CAMHS).

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we considered our self evaluation of school and the specific areas of need within school. Due regard was also given to Government documents concerning the effective use of pupil premium funding as well as research by the Education Endowment Foundation.

Our approach is intended to be implemented and embedded over a three-year period 2022-23 to 2024-2025, but we will review impact regularly, no less than annually and adjust our plan as appropriate as we continue to strive to secure better outcomes for pupils.