

Pupil premium strategy statement 2025 – 2026 for North Rigton CE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

As the proportion of children eligible for Pupil Premium funding is very small at North Rigton School the school has taken care not to publish details on this strategy statement that may lead to the identification of individual children as disadvantaged.

School overview

Detail	Data
School name	North Rigton
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	Jan 2025
Date on which it will be reviewed	Dec 2025
Statement authorised by	Amber Andrews
Pupil premium lead	Amber Andrews
Governor / Trustee lead	Joanne McCudden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11790
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	£ 11790

Part A: Pupil premium strategy plan

Statement of intent

YCST Shared Principles

At Yorkshire Causeway Schools Trust, we believe in meeting the needs of all pupils, including pupils in receipt of the pupil premium grant with a school commitment to high quality learning. The values of the trust informs this approach.

"Where everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation" (YCST vision statement)

Core Principles:

- High quality, inclusive teaching and learning for all
- Provision that supports an improvement in well-being and/or an increase in academic attainment for all

"Pupils with better health and wellbeing are likely to achieve better academically." (The link between pupil health and well-being and attainment: Public Health England)

- Addressing barriers to learning and the characteristics of less successful learners
- Monitoring and evaluation
- A commitment to working collaboratively to provide challenge and support

These principles are based on current research evidence and are understood by all members of the school community. Whilst these are the shared principles of the trust, we recognise the individual settings and therefore needs of each of our schools are different.

"Evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged." Sir Kevan Collins (Chief executive of the Education Endowment Foundation)

Our core principles are under-pinned by the following procedures:

- Strategic reviews with peer partners – once every three years
- Case studies
- Regular communications with parents
- On-going school based monitoring and evaluation
- Class provision maps

- Reports to Governors
- Annual Pupil Premium Report *

*While we are required to post a report detailing the impact of how we have allocated funds from the Pupil Premium Grant, we do not conduct analysis on pupil premium students as a group, since our children do not always share similar needs. Data collected on such small groups is not statistically reliable.

"Effective schools also recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups and individuals facing particular barriers."

(Effective pupil premium reviews 2016: Teaching School Council)

The guidelines on how schools use their Pupil Premium Grant state:

"It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility". (DFE)

The Rationale behind this approach and the Evidence used in developing this Action Plan

In developing this plan YCST and the school has studied in detail the evidence of which strategies have the greatest impact on outcomes for disadvantaged children and used this to structure our Strategy Statement.

In studying the evidence the school has used the following sources:

- The Education Endowment Foundation Teaching and Learning Toolkit
- The Education Endowment Foundation Summary Recommendations for making the best use of Teaching Assistants
- Ofsted The Pupil Premium: an update Published July 2014
- The Educational Endowment Foundation Using Evidence to Narrow the Gap: Effective Pupil Premium Spending
- The National Governor's Association Report, Pupil Premium: Assessing the impact of the pupil premium
- Steve Higgins: Making the most of the pupil premium
- Effective Pupil Premium Reviews 2016: Teaching School Council
- The link between pupil health and well-being and attainment: Public Health England
- Achievement Unlocked in North Yorkshire 2018

We will use our Pupil Premium Grant to ensure that:

- high quality teaching and learning opportunities meet the needs of all pupils
- that appropriate provision is made for pupils who belong to vulnerable groups
- the needs of disadvantaged pupils are adequately assessed and addressed

Challenges

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

Challenge number	Detail of challenge
1	Inability to access extra-curricular activities
2	Motor control leading to poor stamina when handwriting
3	Speech and language and communication difficulties on entrance to Reception
4	Lack of early childhood experience
5	Well-being of parents
6	Removal from birth families
7	Poor progress and attainment in Reading, Writing and Maths
8	Attachment difficulties

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 ensure that class teachers are delivering the curriculum according to a Grow, Blossom and Flourish design.	Teachers planning lessons and learning sequences according to the structure of Grow, Blossom and Flourish for all classes.

To provide targeted academic support delivered by class teachers or skilled teaching assistants.	Regular and timely interventions scheduled in appropriate classrooms. Monitored by class teachers, headteacher, SENDCo.
To ensure that all support staff are effectively deployed in delivering targeted and purposeful intervention strategies.	Regular and timely interventions scheduled across school. Monitored by class teachers, headteacher, SENDCo.
To ensure that every child has the opportunity to access a curriculum filled with memorable experiences, opportunities and challenges.	Out of school sports clubs and competitions as well as trips are planned for appropriate classes and groups of students.

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: £ existing school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers planning lessons and learning sequences according to the structure of Grow, Blossom and Flourish.	"Evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged." Sir Kevan Collins (Chief executive of the Education Endowment Foundation)	1 3 4 5 6 7

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

Budgeted cost: £ 9790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of HLTA/TA to deliver oral language interventions and social and emotional interventions.	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</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>	2 3 7
Employment of HLTA to	"Tutoring is one of the most effective tools for helping pupils recover lost education."	2 3

deliver targeted academic support (previously referred to as Tutoring)	School Led Tutoring Guidance	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Out of school sports clubs and competitions, trips planned throughout the year.	"Pupils with better health and wellbeing are likely to achieve better academically." (The link between pupil health and wellbeing and attainment: Public Health England)	1 2 4 5 6

Total budgeted cost: £ 11790

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.

As the proportion of children eligible for Pupil Premium funding is very small at North Rigton School the school has taken care not to publish details on this strategy outcome statement that may lead to the identification of individual children as disadvantaged.