Pupil premium strategy statement – Great Smeaton Primary School

This statement details our school's use of pupil 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	24
Proportion (%) of pupil premium eligible pupils	17%
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	12/9/25
Date on which it will be reviewed	1/9/26
Statement authorised by	R Wallace
Pupil premium lead	R Wallace
Governor / Trustee lead	H Audritt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6111.50
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*	£6111.50

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 high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 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, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These 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 writing than their peers. All children are tracked carefully until KS2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. All children are tracked carefully until KS2
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with maths than their peers. All children are tracked carefully until KS2
5	Monitoring of school attendance data indicates that our disadvantaged pupils have higher absence and late marks than their peers.
6	Assessments, observations, and discussions with pupils suggests that disadvantaged pupils can sometimes have less access to wider opportunities which can impact on their over all development and access to the core and wider curriculum.
7	School transience – many pupils within the school have arrived midyear with complex circumstances and relationships with previous establishments may have broken down.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Observations and assessments show marked improvement in pupils' oral language, supported by evidence from lesson engagement, book scrutiny, and formative assessment.
Improved writing skills and attainment among disadvantaged pupils	Writing outcomes for disadvantaged pupils are consistently in line with or

	exceed those of their peers across all year groups.
Improved reading fluency, comprehension, and engagement through systematic phonics and targeted interventions.	Reading outcomes for disadvantaged pupils are consistently in line with or exceed those of their peers across all year groups. Increased reading for pleasure observed through pupil voice and engagement.
Strengthen mathematical fluency, reasoning, and problem-solving through targeted support and high-quality teaching.	Maths outcomes for disadvantaged pupils are consistently in line with or exceed those of their peers across all year groups.
To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils	By 2026/27, qualitative data from pupil voice, parent surveys, and staff observations reflect high levels of wellbeing, alongside increased participation in enrichment activities among disadvantaged pupils.
To achieve and sustain improved attendance and punctuality for all pupils, particularly disadvantaged pupils	By 2026/27, the attendance gap between disadvantaged and non-disadvantaged pupils is eliminated, and overall punctuality improves, with lateness reduced from 1.13% and disadvantaged pupils in line with their peers.
To establish a stable, nurturing environment where newly arrived disadvantaged pupils and their families feel supported, enabling strong relationships, improved engagement, and continuity in learning.	Family engagement increases, with at least 90% of families accessing pastoral support or attending school-led meetings within their first term. Pupil mobility is effectively managed, with transition support plans in place for 100% of mid-year arrivals, and academic progress maintained in line with peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access DfE writing framework training.	The DfE Writing Framework (2025) supports structured, high-quality writing instruction to raise attainment. The writing framework	1, 2, 4, 7
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	SEL improves academic outcomes, behaviour, and relationships. EEF SEL Guidance	1, 2, 3, 4, 7
Effective use of teaching assistants in classroom support to close the attainment gap of disadvantaged pupils. Support staff will be released for additional CPD through 'booster' sessions.	Structured TA deployment improves outcomes when aligned with teacher-led instruction. EEF TA Guidance	1, 2, 3, 4, 7
Staff in KS2 to participate in training for Mastering Number programme. This will also continue in KS1 & EYFS.	Mastering Number develops fluency in multiplicative relationships and supports progression in reasoning and problem solving. NCETM Mastering Number	1, 7

Continue multiplication fluency work across KS2 through structured practice and retrieval strategies.	Regular rehearsal of number facts improves automaticity and supports deeper mathematical understanding. EEF Maths KS2 Guidance	1, 7
Improve attainment in reading through continued strong phonics teaching and development of a whole-school reading culture.	Systematic phonics teaching improves decoding and early reading skills, especially for disadvantaged pupils. EEF Phonics Toolkit	1, 2, 7
Promote a reading-rich environment and culture through staff CPD, book-led curriculum planning, and reading for pleasure initiatives.	A strong reading culture enhances vocabulary, comprehension, and engagement. DfE Pupil Premium Strategy Guidance	1, 2, 4, 7
Effective CPD arranged for staff to be able to support all pupils in all areas of the curriculum.	High-quality CPD improves teaching and learning outcomes. EEF Professional Development Guidance	All

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LBQ (Learning by Questions) programme: Delivers adaptive, real-time feedback to close learning gaps for disadvantaged pupils through personalised questioning.	LBQ supports formative assessment, repeated practice, and targeted feedback. It aligns with EEF's findings on digital technology and feedback. Education Endowment Foundation | EEF Feedback | EEF	1, 2, 3, 4, 7

Additional phonics sessions targeted at disadvantaged pupils: Accelerates reading progress for pupils who may have had limited early literacy exposure.	Phonics is one of the most effective approaches for early reading development. Targeted sessions help close gaps in literacy. Phonics | EEF The reading framework	1, 2, 3, 7
Additional mathematical fluency sessions targeted at disadvantaged pupils: Accelerates maths fluency progress for pupils who may have had limited early number exposure.	Evidence consistently shows that small group and one-to-one tuition—especially when led by trained teaching assistants—can accelerate progress for pupils not meeting age-related expectations. These interventions are most effective when closely aligned with classroom learning and tailored to individual needs. EEF Targeted Academic Support	4, 7

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

Budgeted cost: £ 1111.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding support to ensure disadvantaged pupils access trips	Enables all pupils to participate in enriching experiences that build cultural capital and support curriculum engagement. The EEF Guide to the Pupil Premium | EEF	All
Additional family pastoral support offering guidance on SEND, mental health, wellbeing, and Early Help	Strong pastoral support builds trust with families facing complex challenges, improves engagement with school, and enables early intervention; particularly effective for	1, 2, 3, 7

	pupils new to school with disrupted educational histories.	
Whole staff training on Zones of Regulation	Equips staff to help pupils recognise and manage emotions, improving behaviour and learning focus. Evidence-of-Effectiveness-Brief.pdf	All
Whole staff training on behaviour management to promote ethos across school	Establishes a consistent, positive behaviour culture that supports disadvantaged pupils in feeling safe and ready to learn. Improving Behaviour in Schools | EEF	All
Embedding DfE guidance on improving school attendance	Implements proven strategies to reduce absence and improve attendance among disadvantaged pupils. Working together to improve school attendance - GOV.UK	All
CPD support with Team Teach focusing on de-escalation	Provides staff with practical strategies to manage challenging behaviour calmly and prevent escalation. De-escalation: Why Prevention is Better Than Cure When Supporting Behaviour - Team Teach	All
Inviting sports clubs / experience days into school	Offers disadvantaged pupils access to aspirational and engaging activities they may not otherwise experience Physical activity | EEF	All

Total budgeted cost: £ £6111.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

This demonstrated that all pupil premium pupils had access to wider opportunities across the year. A few examples are: performing to the local community (KS2), visiting a theatre, learning to play an instrument (KS2), participating in a sport event with other schools, participating in a residential (KS2), visiting different places of worship, visiting a museum or place of historical significance, participation in Forest Schools.

Every pupil premium child accessed a school afterschool / breakfast club.

Average attendance for pupil premium children in the academic year 24/25 was 95.3%. Although this is below national average, attendance from academic year 23/24 for the same group of children was 92.7%. This attendance is higher due to extensive pastoral support. Where absences do occur, these are carefully tracked and monitored and match the children's individual complex circumstances. Careful analysis of CPOM logs shows a clear decrease in behaviour or mental health incidents term on term.

We have also analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Based on all the information above, the performance of our disadvantaged pupils requires further work in relation to their academic attainment but it is acknowledged that additional factors impact on this such as SEND. In contrast, the extensive pastoral and emotional support offered to the children and their families has significantly contributed to their attendance in school and their overall mental health and wellbeing.

We have reviewed our strategy and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more information about our planning, implementation and evaluation processes.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
TA Support for Pastoral and Emotional Wellbeing Dedicated teaching assistant time was used to build trusting relationships, provide emotional check-ins, and support children with transitions and separation anxiety, promoting a secure and nurturing environment. **Additional Practise Time with TA Support** Pupils received targeted reinforcement of early literacy, numeracy, and fine motor skills through structured small-group sessions, helping close developmental gaps and boost confidence. **Wider Opportunities and Experiences** Funding enabled access to enrichment activities such as visiting theatre groups, outdoor learning sessions, and workshops, enhancing engagement and broadening horizons for service children.
The impact of that spending on service pupil premium eligible pupils
Children demonstrated improved emotional resilience, stronger relationships with adults, and increased confidence in classroom routines, contributing to smoother transitions and greater engagement in learning. Targeted support led to noticeable gains in early literacy and numeracy skills, with pupils showing increased independence and readiness for the next stage of learning. Participation in enrichment activities enhanced pupils' social development, broadened their vocabulary, and increased their enthusiasm for school, helping to build a sense of belonging and inclusion.

Further information (optional)

Additional activity

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

· Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.

· Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we consider advice and recommendations received from ongoing CPD, school improvement visits and internal and external reviews.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools within our trust to learn from their approach. We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.