

Pupil premium strategy statement – ESCRICK CE PRIMARY SCHOOL

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	187
Proportion (%) of pupil premium eligible pupils	12
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)	September 2023 – July 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Headteacher and governing body
Pupil premium lead	Rebecca Allen
Governor / Trustee lead	Dr Robert Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£16,570
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>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£16,570

Part A: Pupil premium strategy plan

Statement of intent

Our intent for the use of the PPG reflects our intent for the whole school:

We are all an important piece of the Escrick jigsaw and together we grow and learn. The Christian values of Wisdom and Joy underpin our Ethos and we value and respect everyone, allowing us all to make a difference to the world.

‘Every person is an individual and also part of a community.’

Our Curriculum Statement of Intent

At Escrick Church of England Primary School it is our intention to provide opportunities for all of our children to develop a broad knowledge of their immediate and local environments and the wider world in which we all play a part. We intend to equip our children with ever-growing skills to understand and respond to the ideas and differing contexts of others with respect and compassion.

Achieving our Intentions

Our **FLOURISH** values demonstrate our commitment to improve educational outcomes for all of our children, regardless of their starting point. We want our children to:

Friendship – develop the skills to make and maintain friendships

Learning – develop their knowledge, learn new things and grow in skills

Opportunities – take part in a range of curricular and extra-curricular experiences and opportunities to broaden their education

Unique – be proud of their uniqueness and of who they are,

Respect and Resilience – learn to respect themselves and others and show resilience when things get tricky

Included – be involved and active in learning experiences and at play and to encourage others to feel included

Solve problems – build skills and strategies to work independently and collaboratively to engage with tasks and reach a conclusion

Happy – be happy and to enjoy their learning at our school.

Our school strongly believes in giving every child high quality teaching and learning experiences, in a safe, supportive yet challenging environment. Our children feel valued and are inspired to try their best.

We place a strong emphasis on the development of the basic skills necessary to be confident, independent learners and successful adults, and recognise the importance of developing language acquisition and communication, reading, writing and numeracy skills across a range of subjects. We endeavour to foster a love for learning while at the same time developing essential life skills.

All children are unique and learn in different ways and with different stimuli. Therefore, we believe it is vital that, alongside our curriculum we also offer other experiences that are enriching, stimulating and exciting, so that children can discover new talents and interests. This approach allows the children to Flourish as individuals. As such, we offer a variety of after school clubs throughout the course of the year for children of all ages, we hold team challenge days and we also undertake school day trips and residential visits.

At Escrick we believe it is important to support children's mental health and well-being. We have a high focus on active learning and all classes utilise our forest school on at least a weekly basis. We also offer nurture type activities as required and follow the Jigsaw scheme of work to support children develop as young and respectful citizens.

Our children who receive the Pupil Premium Grant deserve the best possible education and as such we are committed to removing any barriers to learning and ensuring there is equality of access to all aspects of school life.

It is our mission to ensure children have every opportunity to close any gaps between them and their peers, enabling them to make at least expected progress and to reach ARE or beyond.

We use children's starting points, alongside continuous evaluation to ensure learning is inspirational, not limited and that children are engaged in activities that support and progress learning.

Ultimately, we want to equip all of our children with skills and confidence, we want them to believe that they can and will have a positive experience in education and in their own lives as they develop into adults of the future.

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 suggest that disadvantaged pupils generally have greater difficulties with phonics/writing than their peers. This negatively impacts their development as readers and writers.
2	Observation and discussions have indicated an increased level of SEMH needs, particularly that of high levels of anxiety amongst our children, including those who are disadvantaged. This can affect their engagement to achieve age-related expectations across the curriculum. These findings are supported by national studies.
3	Teacher referrals for support have markedly increased with the range of complex needs for many disadvantaged children. These pupils currently require additional support and specialist resources with limited access to external advice.

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
Improve writing attainment among disadvantaged pupils.	Writing outcomes show that disadvantaged pupils have made accelerated progress from their starting points. Gaps in learning are identified and support is given through quality first teaching and targeted intervention. Progress is reviewed and evaluated to show impact. A greater proportion of the cohort will be working at the age-related expectation or better.
To achieve and sustain improved well being for all pupils in our school particularly our disadvantaged pupils.	Data from student voice and teacher observations Able to access and participate in a full range of activities in the wider curriculum

	<p>and extra-curricular activities (forest school, dance, swimming, clubs). Opportunities for pupils to be recognised as confident members of their class, with some representing the school, take part in sports, music, school learning trips or attaining an ambassador role.</p> <p>All upper key stage 2 disadvantaged pupils will have the opportunity to take part in a residential trip</p>
Addressing barriers to learning that may inhibit children achieving in line with their peers.	<p>Follow the graduated approach for an individual pupil who has SEND and are in receipt of PP to ensure steps in progress can be more readily measured. Personalised learning plans reviewed half termly and in close partnership with parents/carers.</p> <p>Children no longer on track to achieve target outcomes are supported through targeted intervention.</p> <p>Referrals and advice sought with external agencies.</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: £ 7822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our writing curriculum. Planning and teaching focused on raising attainment in writing.</p> <p>Continue to develop the Talk for writing approach and effective modelling and editing of written work.</p>	<p>Teachers to engage with developing creative writing curriculum and utilising the expertise of writing lead. EEF Teaching and learning toolkit</p> <p>Writing continues to support children and young people's mental wellbeing National Literacy Trust.</p>	1

<p>Staff CPD on EEF 5 a day including adaptive teaching, high quality feedback and meta-cognition.</p>	<p>EEF 5 a day This will also benefit all pupils in the classroom due to the high-quality teaching and purposeful learning environment. Rosenshine's Principles</p>	<p>1,2,3</p>
<p>SENDCo to support pupils who are PP and also SEN. SENDCo to co-ordinate and monitor impact of interventions.</p> <p>SENDCo to ensure that interventions are fit for purpose and having an impact.</p> <p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>SENDCO will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.</p> <p>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:</p> <p>EEF assessing and monitoring pupil progress and diagnostic assessment</p>	<p>3</p>
<p>Mental Health/ Wellbeing Leads to support pastoral needs of children in school and help to engage families in their child's education. These roles will also be to support children's attendance and anxiety around coming to school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>EEF Social emotional learning</p>	<p>2,3</p>
<p>Self-regulation, continue with implementation of the zones of regulation, staff training and resources</p>	<p>Social and emotional learning, EEF Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning skills at all ages. These skills are likely to influence a range of outcomes for pupils: poorer mental health and lower academic attainment.</p>	

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

Budgeted cost: £1938

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in training and employing high quality TAs to deliver: Sensory Circuits Colourful semantics Little Wandle phonics Social emotional groups NELI	Evidence based interventions that indicates a positive impact. EEF making the best use of TAs	1,2,3
Additional catch-up phonics and reading sessions targeted at disadvantaged pupils who require further phonics/ reading support. Release time for monitoring and track data to identify pupils for additional support. Engage parents in their child's learning and provide advice and support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. EEF phonics toolkit Closing the Gap	1
Support plan/ provision map for individual needs Baseline assessments for interventions Referrals to external support	Links to wellbeing and attainment EEF social and emotional learning	12,3
SLT to proactively engage with parents. Teachers to devise strategies to overcome related issues.	EEF T&L toolkit, parent engagement	2,3

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

Budgeted cost: £6810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.	Both targeted interventions and universal approaches can have positive overall effects: EEF Improving school behaviour.	2,3
Real-life, and engaging curriculum experiences to inspire and motivate learners to engage with the curriculum.	It is proven that there is high value to providing children inspirational activities, in engaging pupils and improving the quality of writing and associated work.	1
Disadvantaged children to have partially funded trips, including residential trips. Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos.	EEF improving school behaviour	2
Parental support given to increase parental confidence in improving children's behaviour and engagement, through workshops, referrals to Early Help and access to Solihull Understanding Your Child's Behaviour course.	EEF parental engagement Solihull Approach	2,3

Total budgeted cost: £16570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review 2023-2024

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. Our assessments during 2022/23 suggested that the overall performance of disadvantaged pupils was lower in key subject areas of the curriculum. However, the evidence shows that all PP pupils made progress from their starting points. Pupil voice and observations indicate pupils have a greater awareness of own and other emotions and more willingness to engage positively. We continued to provide significant support for the children who were struggling with anxiety and developed good relationships with external agencies, when needed.

Our assessments and observations also indicated that pupil behaviour, wellbeing and mental health were impacted by the pandemic and are an ongoing primarily concern. We continue to build on the pupil premium strategy plan from 2022-23 into 2023-2024.

We have reviewed our strategy plan and made updated changes. Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include developing the role of the mental health lead. To embed Zones of Regulation to promote increased self-esteem, improved self-regulation and resilience in all pupils. Whilst also offering a wide range of high-quality curricular and extra-curricular 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.

Additionally, we will focus on the school improvement to continue to raise standards in writing – strengthen professional collaboration between teachers (high quality interactions, modelling and teacher led inputs are consistently outstanding).

Review 2024-2025

We analysed the performance of disadvantaged pupils at our school during the previous academic year, using both national assessment data and our internal evaluations. Our assessments for 2024/25 indicated that disadvantaged pupils performed lower in key subject areas of the curriculum. However, the evidence confirms that all PP pupils made progress from their starting points. Additionally, pupil feedback and observations suggest an increased awareness of their own and others' emotions, along with a greater willingness to engage positively with school.

In terms of school improvement, we have worked closely with the trust to enhance our teaching and learning of writing. A key development in this area has been the creation of a new genre progression document, which all teachers now use to clearly structure and deliver writing units across the school. This document also includes a dedicated EYFS section, ensuring consistency and progression from the early years onwards. Additionally, we organized a Trust training day focused on enhancing the teaching of writing and improving our understanding of SEN provision and necessary adaptations. This training included a workshop on the importance of modelled writing, equipping staff with the tools to provide high-quality examples and structured guidance to support all learners, particularly disadvantaged pupils.

To further promote inclusion, we have reviewed and adapted all intervention spaces throughout the school to better meet the diverse and evolving needs of our children. One significant change has been the transformation of our 'Calm Corridor' into 'The Link,' a space designed to support children who require a soft start to the day or a 'break out' space. This area now includes various sensory provisions to aid children's mental health and overall well-being. Additionally, our intervention programs have been refined to incorporate more Zones of Regulation and SEHM (Social, Emotional, and Mental Health) resources. In cases where behaviour remains particularly challenging, we continue to access external support services to ensure that all children receive the help they need to succeed.

We are also making strides in working closely with parents to support children and families through the PINS (Partnership for Inclusion of Neurodiversity in Schools) project. This initiative allows us to collaborate with local authorities, parent carer forums, and educational and health specialists to better support neurodiverse children. This initiative is centered on whole-school support, strengthening partnerships between education, health, and parent carers to create a more inclusive learning environment that meets the needs of all children, particularly those from disadvantaged backgrounds. Staff have received additional CPD training and advice on supporting children with differing neurodiverse needs within the classroom. Alongside this external agencies working within the PINS project are offering parents the opportunity to develop their own knowledge and understanding of autism and how to access additional support. We have also developed plans for Sensory Den Workshops to improve parental understanding of SEHM needs. This Workshop will bring multi-sensory experiences directly to our school through pop up sensory rooms. The sensory rooms will provide a calm therapeutic environment and a space for children who enjoy

sensory play. There will be a variety of sensory items such as bubble tubes, projectors and vibrating cushions. In addition, we are also launching an EHCP parental support group to support parents of children with additional needs.