

Pupil premium strategy statement – Escrick CE Primary School 2026-2027

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	181
Proportion (%) of pupil premium eligible pupils	13 pupils 7.2%
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)	2026-2029
Date this statement was published	April 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Local Governing Body
Pupil premium lead	Emma Miller/ Rebecca Allen
Governor / Trustee lead	Dr Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17484
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>	£17484

Part A: Pupil premium strategy plan

Statement of intent

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 and improving educational outcomes for all children, regardless of their starting point, comes through the FLOURISH values:

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.

Key Principles

- **High quality teaching** in a safe, supportive yet challenging environment where children feel valued
- **Basic skills development** in language acquisition, communication, reading, writing and numeracy across subjects
- **Enrichment experiences** including after-school clubs, team challenge days, trips and residential visits to help children discover new talents
- **Mental health and wellbeing support** through active learning, weekly forest school, nurture activities and the Jigsaw scheme Pupil premium strategy statement Escrick...

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	Academic Outcomes-Improving attainment for disadvantaged pupils in core subjects Assessment, observations and discussions indicate that additional support and challenge within teaching provision is needed to ensure that all achieve highly. Particularly addressing gaps and retention of learning.
2	Access to enrichment activities Nationally disadvantaged students have been less likely to go on trips where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital. These challenges have impacted on wellbeing and attainment.
3	High levels of social, emotional and mental health difficulties Wellbeing and pupils' self-esteem is specifically linked to pupil achievement. Individuals' specific barriers impact learning and need personalised support.

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 attainment in English and maths for disadvantaged students. Good or better progress particularly for the most able.	Children make progress from their starting point in English and maths. Progress is good or better and moves to EXP+ or greater depth in core subjects. learning. Children who have taken part in the phonic catch-up programme will make accelerated progress and close the gap and will pass the phonics screening check. Catch up Phonics used the DFE recommended programme Little Wandle. Delivered by teachers and Tas using scripted programmes.
Disadvantaged students have improved participation in enrichment and extracurricular activities	All disadvantaged children have opportunities to a broad and rich curriculum. 100% participate in one educational visits and attend an extra-curricular session during the academic year. Disadvantaged pupils are well represented on student council and other roles for the school.
Improved wellbeing, particularly for disadvantaged pupils.	Social, Emotional and Mental health needs of disadvantaged children are identified and have a personalised support plan reviewed termly which includes relevant support (internal and/or external) in place when appropriate. Positive dialogue between pupil's, school and parents working together to overcome barriers and impact on learning. Increased happiness and confidence in school, provides pupils with a positive attitude to learning and achieve well.

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: £6484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on evidence-based strategies to support Quality First Teaching. Resources for adaptive teaching approaches	Supporting the attainment of disadvantaged pupils suggests high quality teaching as a key aspect of successful schools. EEF toolkit: collaborative learning, feedback, Metacognition and self-regulation Rosenshine's Principles of Instruction	1,3
Trust led support for leaders of English, maths and science for training and ensuring that all lessons there is effective support for disadvantaged students to make positive progress. Analysis of performance and sharing of good practice	EEF toolkit: EEF guidance reports for KS1 and KS2 indicate the importance of effective teaching: "Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers." Little Wandle continues to be used and is embedded across school – support groups for children who are falling behind or not achieving take place using teaching and support staff. These groups include disadvantaged children.	1,2
Under performing students identified and regular pupil progress meetings held with teachers and feedback given to pupils and parents. Progress and attitude closely monitored.	EEF toolkit: Mentoring: +2months Parental engagement: +4months	1,3

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing in class support for learning Teaching assistant in class support and intervention resources	The EEF states that: 'working with teaching assistants can lead to improvements in pupils' attitudes'	1,2,3
Training in adaptive teaching approaches,	The school can offer financial support to those families in receipt of Pupil Premium	1,3

ensuring that lessons are personalised and meet the needs of all pupils effectively.	towards the cost of after school clubs and educational visits, including residential, in order to enhance their curriculum experiences.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full access to wider curriculum opportunities, including enrichment activities such as outdoor learning, forest school etc	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can fully participate in school life. The EEF highlights the importance of emotional support. 'Being able to effectively manage emotions will be beneficial to children even if it does not translate to reading or maths scores'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3
Improved attendance and engagement Increased emotional regulation Wellbeing resources and equipment	Sensory circuits and Soft Starts to support pupils' wellbeing. Zones of Regulation used whole school and specifically with pupils requiring additional support with well-being. Evidence OT NHS sensory processing and sensory integration to support learning through Sensory circuits. Soft starts boost school readiness allowing for children to calm and regulate to enable them to enter their classroom environment in a more positive way.	3

Total budgeted cost: £ 17500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review 2024-2025

This section reviews the outcomes we aimed to achieve by the end of the 2025-2026 academic year and evaluates whether they have been achieved.

Intended Outcome 1: Improve Writing Attainment Among Disadvantaged Pupils

Evaluation Against Success Criteria

✓ Achieved / ⚠ Partially Achieved / ✗ Not Achieved

Success Criteria	Status	Evidence
Gaps in learning identified and support given through QFT and intervention	✓	Support is given through QFT and intervention Half PP pupils received targeted intervention during the year including, phonics, social skills group. Colourful semantics intervention for 1 pupil supported language development, showing measurable improvement in sentence construction
Progress reviewed and evaluated to show impact	✓	Termly data reviews conducted to identify gaps along with targeted intervention for PP pupils.
Greater proportion working at age-related expectation or better	⚠	82% of disadvantaged pupils made expected progress or above in reading Writing outcomes show that disadvantaged pupils have made less progress, with 64% making expected or above.

Intended Outcome 2: Achieve and Sustain Improved Wellbeing for All Pupils, Particularly Disadvantaged Pupils

Evaluation Against Success Criteria

✓ Achieved / △ Partially Achieved / X Not Achieved

Success Criteria	Status	Evidence
Student voice and teacher observations show improved wellbeing	△	Sensory circuits had a positive impact on individuals' readiness to learn. Sensory circuits have made a noticeable difference to pupil's ability to settle and focus in the morning. (TA) Zones of Regulation embedded successfully through school and has improved how children talk about their emotions. 'Disadvantaged pupils particularly benefit from having a shared language to express how they're feeling' (teacher)
Access and participate in full range of wider curriculum activities	✓	Forest school provision universally valued, with 100% participation and strong impact on wellbeing
Recognised as confident members of class with representation opportunities	✓	All upper KS2 disadvantaged pupils held ambassador roles or represented school in sports
All upper KS2 disadvantaged pupils had opportunity for residential trip	✓	All eligible pupils participated, financial support offered

Intended Outcome 3: Address Barriers to Learning That May Inhibit Children

Evaluation Against Success Criteria

Success Criteria	Status	Evidence
Graduated approach followed for PP/SEND pupils	✓	100% of PP/SEND pupils had personalised learning plans with clear assess-plan-do-review cycle Termly review cycle enabled adjustment of support
Plans reviewed half-termly in partnership with parents	✓	64% of PP pupils have a support plan. Plans shared with parents. SENDCo's oversees disadvantaged pupils with SEND to ensure they receive coordinated support
External agency referrals and advice sought	✓	Referrals made for 2 pupils to outside agencies and advice implemented
Review completed by: Emma Miller / Rebecca Allen (Pupil Premium Leads)		