

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the academic year 2024-2025 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 25/26, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	New York Primary School
Number of pupils in school (September 2023)	404 338 (R – Y6)
Proportion (%) of pupil premium eligible pupils	132 pupils 43%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	3.11.2025
Date on which it will be reviewed	July 2026
Statement authorised by	J M Shaw Headteacher
Pupil premium lead	R Blakey Deputy Headteacher
Governor	Mr P Cunningham (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25/26	£ 202,960
Recovery premium funding allocation this academic year 25/26	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£202,960
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Part A: Pupil premium strategy plan

Statement of intent

New York Primary School vision for all pupils is to; 'Come as you are and Leave at Your Best'. Deprivation is never an excuse for low attainment and we will ensure that pupil premium strategy supports disadvantaged pupils and enables them to aspire and achieve - promoting social mobility. As research continues to evidence, disadvantaged pupils have been worst affected by the impact of the COVID pandemic, our pupil premium strategy is designed to diminish attainment difference between our disadvantaged pupils and their non-disadvantaged peers. This is not new and has always been our aim.

We appreciate that how we target our pupil premium spending can benefit all pupils and not solely those in receipt of pupil premium funding. All pupils groups must be educated with opportunities and experiences to facilitate achievement of full potential.

We do this by early identification and timely consistent implementation of the following key principles

- *Quality First, adaptive teaching at the heart of this strategy to provide challenge and improve outcomes for our pupils.*
- *School led interventions and tuition which focus upon the identified gaps between disadvantaged pupils and their non-disadvantaged peers (nationally) and continuation of gaps caused due to the follow on impact of disrupted education during the previous COVID pandemic.*
- *Phonic knowledge and fluency using recognised scheme (RWInc) across EYFS, KS1 and where necessary lower KS2 including Fast Track Fresh Start for upper KS2.*
- *Basic Skills interventions to provide a solid foundation upon which to build and secure future learning in Maths and English.*
- *The teaching of reading including existing successful reading programmes (Reading Plus and Accelerated Reader) extended to lower KS2 and used as a complement to the teaching of reading and reading across the curriculum.*
- *Full time Learning Mentor to build positive and trusting relationships with families promoting a positive attitude towards school and the value of education*
- *Attendance monitoring and action to ensure that all pupils access school and are on time so that no learning is lost. (Learning Mentor and all teaching staff).*
- *Strong relationships with Local Authority Attendance team in line with new government guidelines Working Together to Improve Attendance (August 2024).*
- *Provide funding to secure opportunities for disadvantaged pupils to access a wide variety of experiences across the curriculum including sport, the Arts, cultural/heritage visits and visitors including residentials.*
- *Funded Breakfast Clubs and After School Clubs to enable a positive start to the day and opportunity to undertake a variety of different experiences developing talent and interest.*
- *To ensure we monitor the different categories of pupil premium pupils (SEND, EAL, SEMH) to make certain that all pupils progress.*

Challenges

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

Challenge number	Detail of challenge
1	<p>SMEH</p> <p>New York Primary school is in an area of significant deprivation with more than half of our pupils living in the 20% most deprived families nationally. A significant and increasing number of pupils have complex and challenging home lives with the involvement of additional services to support family functioning. Increasingly school is the first port of call for parents and families seeking support. It is a priority that our pupils are ready to learn and that we work hard to support pupil mental health to ensure that it is not a barrier to pupil learning and development. School plays a very strong social care role and relationships between adults in school and pupils are pivotal to ensure pupils are happy, feel safe in school and can maintain school standards. We do not have a specific school target for pupil wellbeing as it is one of the threads that runs through all we do in school.</p>
2	<p>Attendance and punctuality</p> <p>Pupils need to be in school and on time to maximise access to learning. We have a number of persistent absence families all of whom have the support of additional services and are in receipt of Pupil premium. We work very closely with families to support school attendance and punctuality. We communicate with pupils and families to ensure that all are clear of the importance of attending school and being on time and that this is a life skill. UCL Institute of Education research evidences that one day of absence can result in a reduction in potential achievement of 0.4% and this is likely to be higher in a pupil in receipt of pupil premium and higher still in boys (The Centre for Social Justice Lost Boys.) We display a large banner outside school as a daily reminder of the cost to learning of pupil absence. We have amended and extended the time of our school day which has improved punctuality. We employ sports coaches to attend our Breakfast Club to attract pupils into school early and we run free after school activities.</p>
3	<p>Language and Phonics</p> <p>Communication is the foundation for pupil development and early language development provides the building blocks for reading, educational progress and life success, (National Literacy Trust). In areas of significant deprivation as many as 60% of pupils start school with language delay. We are addressing the impact of COVID further up school as pupils in KS1 and KS2 have language and communication gaps. There are implications for phonics due to over reliance upon devices at an early age delaying pupil speech and language. The teaching of phonics and early reading is extended across school and into KS2 for specific pupils. This has implications for capacity of staffing. Our S&L referrals have increased significantly this year and we identify lack of socialisation as a reason for this increase. We have identified that spelling is not as strong and embedded as we would want and there is a gap between our success in phonics at KS1 and maintaining strong spellings into key stage 2. We are continuing to address this.</p>

4	<p>Curriculum and Reading</p> <p>New York Primary School remained open, for key worker and vulnerable pupils during lockdowns and had an excellent remote learning offer, yet there is no doubt that the loss of 'in school' teaching for many pupils has had a detrimental impact upon the pace of progress which we continue to feel (current Year 6, 5 and 4). We continue to play catch up with pupil learning. It is essential that assessment identifies the areas where pupils must make accelerated progress to maintain the pace of progress and levels of attainment that we consistently achieve. This is only possible through QFT and well thought out timely intervention programmes with qualified staff to deliver them. Many of our pupils already lacked wider experiences and opportunities that support learning and cultural capital. Lockdown further restricted this by preventing schools from providing it. We continue to make up for this by providing a plethora of relevant, quality experiences which have a positive impact upon pupil development including vocabulary, particularly in EYFS where Speech and Language support has increased. Wider experiences support learning across the curriculum as pupil understanding can be underpinned by enrichment opportunities and real life experiences and context. Our Oracy programme has a positive impact upon pupil speaking and listening, use of vocabulary and confidence.</p>
5	<p>Basic Skills</p> <p>It is essential that the basics across English and Maths are embedded into pupil long term memory. In some areas of school there is a lack of secure knowledge in basic skills as a result of prior lost learning. We recognise that basics are the foundations of underpinning future learning. We will address these gaps. Phonics, reading and vocabulary and times tables, number and place value must be securely embedded into long term memory using metacognitive teaching and intervention strategies. Our focus upon spellings across school, which we continue to address, is a basic skill to be secured.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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To strengthen pupil SMEH to ensure that it is not a barrier to learning. Continue to work with families to promote the importance of education.

- Pupil voice (survey) results
- Parent voice (survey) results
- Enrichment experiences - visits, visitors and projects across all curriculum subjects with impact
- Strong PE offer including bespoke orienteering and woodlands exposure
- High take up of after school clubs free of charge
- Opportunities to offer parental involvement and engagement with a strong take up from parents
- Various parent engagement and activity days including Dads days at certain weekends well supported, parent and carer forum sessions and Connect Mental Health meets
- Thrive continued implementation and impact
- Increase Thrive trainers in school and monitor impact
- Partner School for the Connect Education Mental Health Team with monitored impact
- Learning Mentor and DSL team continued work in supporting pupils and families.
- Case study evidence of pupil progression, monitoring and tracking attendance over time
- Deep Dive discussion results with pupils and staff
- IQM Flagship reaccreditation November 2025
- Poverty Proofing report and actions implemented.
- Specific areas of curriculum reference including RSHE.
- OPAL accreditation
- Increased attainment and progress
- Increased attendance and improved punctuality for target pupils.
- HIVE team allocated professional in school (health, information, virtual school and emotional well being)

Improve Attendance and significantly reduce instances of lateness.

- Attendance % in line with national average
- Absence rates to reduce year on year
- Attendance gap to reduce year on year.
- Eliminate persistent absence by reducing year on year
- Routine letters for lost learning - monitor and meet parents to engage in school standards - less of these to be sent out each term.
- Termly attendance fliers to promote pupil attendance
- Changes to school time to support the improvement in punctuality
- Monitor and close the gap between pupil protected characteristics categories in both attendance and punctuality
- Learning Mentor working with families and promote the life skill of attendance and punctuality.
- Working within the Guidance of Working Together to Improve School Attendance 2024
- Changes to whole school attendance reward system implemented and working effectively
- Use of FFT Aspire attendance product to more closely monitor.
- Continuing the Accountability for All ethos with all staff involved in promoting punctuality and attendance.
- Attendance Assembly (weekly) in class with a whole school half term focus assembly. Rewarding and reminding pupils of the attendance message. Engaging attendance display. Termly 100% attendance badges.

Language and Phonics - improve to ensure that pupils work at ARE and there is minimal gap between disadvantaged and non-national. This gap to be removed over the 3 year period.

- RWInc scheme implemented across school with new methodology and updated CPD for all teaching staff.
- Additional RWInc resources purchased and additional staff trained
- Baseline and ongoing RWInc assessment to inform interventions and targeted QFT
- Fluidity of group movement - evidencing progress
- Time to Talk EYFS to improve oracy and language
- Fast Track Fresh Start for KS2 pupils.
- Reading for pleasure
- Embedded practices from The Reading Framework 2023 including prominent book corners
- Work scrutiny and pupil voice to triangulate evidence of attainment and progress.
- Monitoring of T&L and prompt intervention
- Targeted interventions have impact upon pupil progress.
- Timely SALT referrals
- CPD for staff to ensure quality up to date teaching, learning and intervention.
- Phonic data in line with national (Yr 1)
- EYFS data in line with national
- KS1 statutory data in line with national (or above)
- AfL is applied to identify where support needed
- Pupils make good progress.
- Events in school to support parents in understanding SSP in order to support their child.
- Oracy focus opportunities including performances, assemblies and presentations improve pupil confidence, spoken grammar and diction.

Curriculum is connected, underpinned by reading and all pupils can read and access age related appropriate texts. Improve attainment and progress.

- QFT of reading to close gaps and facilitate accelerated progress.
- Evidence of the power of reading in ensuring progress across other curriculum areas.
- Termly assessment and monitoring and scrutiny to establish strategies have impact in identifying progress, next steps and required intervention.
- Additional reading programmes extended to earlier year groups. (AR and Reading Plus)
- Reciprocal reading implemented across KS2
- Targeted interventions impact upon pupil progress and development
- Inclusion team involvement in identifying pupils for additional support and monitoring progress.
- Acquisition of new and appropriate texts
- Full time qualified teacher to provide timely interventions.
- High profile of reading across school so pupils see the importance of being a reader. Reading for Pleasure.
- Various opportunities for children to read and perform, demonstrating strong oracy and reading skills.
- Texts are mapped out across a year for all subjects
- Hooks into Books programme
- Ongoing CPD around reading including Reciprocal Reading, BrP and local reading projects supports quality teaching and learning of reading.
- Parental engagement opportunities to promote supporting reading in children.
- EYFS reading data in line with national
- KS1 reading data in line with national
- KS2 reading to continue to exceed national (none) and gaps to be significantly reduced.

<p>To close the ARE gap in basic skills across English and Maths and ensure securely embedded into long term memory.</p> <p>Spelling Shed - spellings Timestable Rockstars</p>	<ul style="list-style-type: none"> ● Baseline assessments to establish gaps as a focus to reduce ● Interventions designed for specific groups of pupils to close gaps and strengthen knowledge - dedicated teacher for interventions ● Ongoing CPD for staff in metacognition and self regulation to ensure recall to support future learning. ● Timely monitoring of groups of pupils to measure the disadvantaged gap and close it. ● Opportunities for enrichment to allow pupils to apply their learning within context. ● Maths and English outcomes across phases to meet or exceed national ● Maths and English outcomes to show no differential between PP and none-national. ● GPaS to be in line with or exceed national and the PP gap to significantly diminish. ● Evidence in pupil books and discussions with pupils. ● Spelling shed adapted programme to embed basic skills in spelling and key vocabulary promoting confident readers and writers.
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Activity in this academic year 2025-2026

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Employment of 1.5 additional teachers to support pupil learning to make accelerated progress to close lost learning gaps and ultimately close the disadvantage gap.</p> <p>Retention of additional TAs across school to support accelerated progress</p> <p>Additional experienced KS2 intervention teacher remains on the staff team</p>	<p>Pupils entering Year 1 additional support to meet year 1 expectations. Evidence confirms that quality teaching is the best tool to improve pupil attainment. A dedicated and updated SSP phonic programme (RWInc) continues in school. We have successfully implemented the new RWInc programme and new resources including significant teacher CPD. This results in a successful RWInc audit and highly consistent quality delivery of the teaching of phonics. KS1 are well resourced with experienced teachers and well deployed TAs including use of a dedicated intervention teacher for phonics. This supports accelerated progress. Year 3 pupils moving into Year 4 also need additional teaching intervention and access RWInc and Reading Plus. A dedicated intervention teacher has been appointed to deliver targeted teaching and learning to identified groups of pupils in lower and upper KS2. Year 4 pupils split into 3 groups to provide a more intense QFT with smaller numbers of pupils with a high % of PP.</p> <p>https://researchschool.org.uk/durrington/news/putting-teaching-interventions-in-place-here-is-what-the-research-evidence-suggests-works-best</p> <p>Baseline and ongoing assessment ensures that progress is measured regularly and interventions targeted around assessed results.</p>	<p>1,2,3,4,5</p>
<p>Clennel Education Solutions to provide virtual CPD.</p> <p>Other virtual, reputable CPD</p>	<p>This is cost effective both with time and money. We continue with Clennel, Andrew Hall and other online CPD providers including Mary Myatt and signpost staff to webinars, online sessions and videos. Specific staff cascade their online CPD for school staff.</p> <p>We also access various other quality CPD opportunities.</p> <p>The cost of licences is included in the next section although the impact of the CPD on staff is referenced here.</p>	<p>1,2,3,4,5</p>
<p>Specific CPD - RWInc Whole school - Phonic lead and phonic team - time out of class.</p>	<p>Face to Face CPD including a leadership day to strengthen the teaching of phonics and accelerate attainment and progress and underpin the development of reading. An Audit day where the quality of our implementation is assessed by RWInc provider. Additional new resources purchased in addition to extend the reading books matched to phonic ability for pupils.</p> <p>Phonics lead is Assistant Headteacher across school and has dedicated time out of the classroom to monitor and focus upon phonic progress.</p> <p>We have increased our licence to include RWInc handwriting programme</p> <p>https://www.ruthmiskin.com/en/programmes/phonics/</p>	<p>3,4,5</p>

<p>Deputy Headteacher and PP lead across school - release time</p> <p>Subject leads across school given time out of class to monitor and focus upon their curriculum specialism to continuously improve and ensure progress.</p> <p>Teaching staff given time to plan together to have maximum impact upon progress for pupils.</p>	<p>To oversee the application of interventions by dedicated intervention staff and support staff. Monitoring and evaluating progress and attainment and making adjustments as necessary. Striving to close the gap between disadvantaged and non disadvantaged peers.</p> <p>Teaching staff given time to plan together to have maximum impact upon progress for pupils.</p> <p>Pupil progress meetings where staff meet with school leaders to discuss pupils and identify what is working and what needs to happen to accelerate progress for those where learning is not embedding.</p> <p>Triad work for teaching staff to shadow other teachers with a school development plan target relating to standards and closing the gap.</p>	<p>3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional interventions</p>	<p>Strong evidence base for phonics (RWINc) - extended to handwriting.</p> <p>CPD for all teaching staff and acquisition of new resources to support the teaching of phonics.</p> <p>Targeted interventions delivered regularly suggests more effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching phonics has a strong impact upon younger pupils as they start to read but must be supported by a rich literacy environment within a strong school reading strategy.</p> <ul style="list-style-type: none"> ● Hooks into books ● Power of reading...to enhance the literacy environment and expose pupils (and teachers) to quality texts. <p>EYFS pupils from very low start points need regular small group interventions to accelerate progress. Interventions and staff release time to deliver. NELI, BLAST, Places</p> <p>https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/early-years-interventions/</p>	<p>1,2,3,4,5</p>

<p>1:1 and small group interventions with targeted support</p>	<p>A programme of small group and 1:1 interventions where evidence suggests smaller is better as it allows better quality feedback to pupils and improved sustained engagement from pupils within the group with 4-5 months additional progress over a year.</p> <p>Regular monitoring and evaluation facilitates the opportunity to amend and redirect the interventions for maximum progress.</p> <p>https://researchschool.org.uk/durrington/news/putting-teaching-interventions-in-place-here-is-what-the-research-evidence-suggests-works-best</p>	<p>1,2,3,4,5</p>
<p>Reading for Pleasure and Reciprocal reading. Small group in class and intervention application.</p>	<p>Effective reading and reading comprehension are high impact for relatively low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,3,4,5</p>
<p>Licences</p> <p>Licences to support staff CPD are included in costs in this section but the benefit of the CPD on teaching and learning is noted in the previous section.</p> <p>Spelling programme - school development target</p>	<p>Various licences to support pupil progress in basic skills across reading and maths,</p> <ul style="list-style-type: none"> ● Accelerated Reader (accuracy and comprehension) <p><i>An early EEF-funded efficacy trial of AR found pupils who received the programme made 3 months of additional progress in reading comprehension.</i></p> <ul style="list-style-type: none"> ● Reading Plus (speed and fluency) <p>Working together the above support the holistic progress of reading across KS2. This year we have extended Reading Plus to Year 3 pupils. We have CPD for teaching staff to analyse and interpret progress in these products.</p> <p>This is in addition to the Hooks into Books and Power of Reading subscriptions which benefit whole school and promote a love of books and reading for pleasure.</p> <ul style="list-style-type: none"> ● Sir Linkalot - whole staff CPD and application for improving spelling across school. <p>Maths interventions are supported with Doodle Maths and Rockstars</p> <p>We have identified that spellings are still not an area of strength in school. We have implemented a bespoke spelling programme which is consistently delivered across school. A combination of Spelling Shed and intervention techniques which are timetabled across phases.</p>	<p>1, 2, 3,4,5</p>

<p>Primary Science Quality Mark: The ongoing high quality teaching of science within school.</p>	<p>Science lead ensures that staff receive up to date CPD to enable consistent high quality teaching of science across school. Various projects are undertaken to enable pupils to become immersed in science and develop realistic aspirations and interests in careers in science.</p> <p>https://www.stem.org.uk/triplescience/intervention</p> <p>Lego and all the events and activities that complement it.</p> <p>Dedicated outdoor fire pit and classroom area for outdoor learning and enhanced experience.</p> <p>STEM Hub for project work and collaborative working with other schools.</p> <p>Amber residency promoting digital skills connected to cultural capital and heritage.</p>	<p>1,2,3,4,5</p>
<p>Effective deployment of Teaching Assistants</p>	<p>Although research suggests that TA deployment has a limited impact upon pupil attainment for relatively high costs, at New York we believe that the contribution of our Teaching Assistants is high impact not only because of their skill in delivering intervention and providing in class and small group support but also due to the relationship building they do. This results in pupils feeling more confident and positive about coming to school and has an impact upon attendance and punctuality.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 60,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Thrive interventions across school with trained staff delivering to individuals and small groups.</p> <p>Healthy Schools</p> <p>Poverty Proof School</p> <p>IQM Flagship standard</p>	<p>Pupils identified with SMEH challenges know who to talk to and have the opportunity for specialist support in school. This has a positive impact upon attendance and their readiness for learning. Additional staff are receiving training this year to extend the provision of support. Pupils are monitored to establish the impact of the programme. Behaviour across school is good with pupils clear about school vision and school standards. There is an increase of pupils with SEND across school (this is also a national picture). This has an impact upon staffing and how staff are deployed.</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p> <p>We hold the ECO school award and Healthy School award which support pupils in making positive and healthy choices</p>	<p>1, 2, 3</p>
<p>Inclusion - educational visits, visitors and project involvement.</p>	<p>The inclusion manager is class based for the equivalent of 3 days per week and has 2 days out of class for dedicated SEND work. With almost 30% of pupils on the SEND register this is necessary. Our pupils receive appropriate equitable support and opportunity by providing clear and current CPD for staff. Pupil premium funding is used to provide and subsidise opportunities for pupils including residential places for various outward bound events, theatre visits, music events and visitors into school. We also fund various projects linked to the curriculum and our local heritage, which all pupils can access and become involved in. Evidence suggests that the greater the experiences, the greater the extension of vocabulary.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>1.2.3.4.5</p>
<p>OPAL - Outdoor Play and learning</p>	<p>Ongoing high standards for pupils to partake in various exciting and interesting outdoor activities requiring imagination, teamwork, collaboration etc. Pupils create and construct, design and discuss.</p> <p>Additional resources for the KS1 yard. Outdoor classroom in woodland area to be constructed to promote outdoor learning Friendships are strengthened as pupils cooperate and try new things. Mental Health and Wellbeing is impacted upon positively.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>We are also a Platinum standard Games Mark school.</p>	<p>1,2,3,4</p>

<p>Learning Mentor and pastoral roles.</p>	<p>Learning mentor in school is funded through PP. There is significant support for families and pupils with strong relationships having a positive impact upon pupil perception of school and staff. Relationships strengthen and difficult messages are delivered. Learning Mentor works closely with the Leadership team and delivers CPD to staff.</p> <p>The excellent behaviour in school is in part due to the consistency of positive management across school and the access that pupils in need have to the Learning Mentor in whom they trust.</p> <p>This role is not invaluable only for vulnerable pupils but for all pupils. Not only for pupils but for parents and families.</p>	<p>1,2,4</p>
<p>Attendance and punctuality monitoring and action to improve</p>	<p>There are a number of robust protocols for monitoring and improving attendance and punctuality. The Learning Mentor is responsible for administering these on a daily basis with timely follow up including visiting families at home or making those alarm calls. Pupils need to be in school to access learning and beyond the reactive approach there is an important proactive approach by building positive and trusting relationships with families and working with them and other agencies where applicable to get pupils into school. There is direct correlation in school data between those children under attaining and missing school due to attendance and/or punctuality.</p> <p>Whilst the protocols in place have impact there is still much to do in the wake of the pandemic.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>We employ sports coaches each morning to motivate pupils into school on time.</p>	<p>1,2,3,4,5</p>
<p>Safeguarding, CPOMS and working with other agencies.</p>	<p>Use of CPOMS product to collate and analyse patterns within categories. This is a whole school approach providing a consistent recording of concerns/issues. All staff receive CPD. Management of safeguarding is improved whilst minimising workload for teachers. Links to third party agencies can be clearly identified with a strong chronology of historic information.</p>	<p>1,2</p>

Specialist provisions.	<p>Lack of opportunity to experience enrichment is a barrier to pupil learning and a barrier to extending vocabulary. Strong participation in 'other' curriculum subjects impacts positively upon the core subjects. We employ specialist Music Teachers across school including EYFS to promote sound, rhyme, composition and performance. Pupils enjoy and develop well within these subjects which have well planned curricular links to other topics.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/first-thing-music</p> <p>Sports coaches (Sport Premium) attend school and are paid for from the Sport Premium grant. These include rugby, football, skipping, tennis and cricket coaching.</p> <p>We work closely with NUSTEM and provide pupil and parent sessions afterschool to develop knowledge and skill in Science.</p>	1,2,3,4,5
Breakfast Club Provision	<p>We encourage pupils to attend breakfast club at 8.00. We employ sports coaches to attend Breakfast club as an incentive for pupils to come along. There is a suggested moderate weekly payment for those families who can pay (£3.00 per week per family) but we do not chase this fee. We subsidise the running of the club with some support from Greggs Foundation. This ensures that pupils are in school on time, well fed and are likely to have had some morning exercise. EEF evidence suggests that attending Breakfast Club can improve attainment by an additional 2 months. We offer breakfast and snacks throughout the day to all our pupils.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res#:~:text=Breakfast%20clubs%20that%20of</p>	1,2,3,4,5
Extra curricular after school provision.	<p>School offers additional after school clubs which have some link to the curriculum. These are available to all pupils who can choose from 2-3 clubs per week free of charge. These are run by teachers, Teaching Assistants and external paid coaches. Pupils grow in confidence and enjoy their chosen activity. Relationships are built and extended as we endeavour to mix teaching staff across phases so that pupils get to know different teachers in school.</p>	1,2,3,4

<p>Provision for those who might otherwise go without.</p>	<p>To instil a sense of pride and belonging at New York we purchase school uniforms and PE kits for those pupils who would not ordinarily access these easily. In addition we purchase birthday biscuits for pupils with a birthday, school resources, coats and warm clothing, swimming costumes and towels etc.</p> <p>We pay for pupils to attend events and educational visits so that no pupil cannot access school activities and experiences. These would include theatre visits, museum visits, residentials and sporting events.</p>	<p>1,2,3,4,5</p>
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Total budgeted cost: £ £111,000 £31,000 £60,960 = £202,960

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 **2024 to 2025** academic year.

- Year 1 phonics in 24/25 remains consistent **90%** from **89%** in the previous year. This is 10% above national.
- The PP phonic result is in line with national non PP phonic figure.
- KS1 Data for PP

% Phonics
 School PP 82
 National None PP 83

- KS2 Data for PP

%	Reading	Writing	GPaS	Maths	RWM
School PP	88	81	85	73	69
National None PP	81	78	78	80	69

- This data indicates for this year group there is no gap in Reading, Writing, Grammar or combined. There is a 7 percentage point gap in maths.
- It can be clearly noted that the disadvantaged results in KS2 are sustained over time
- Attendance data for 24/25 is 4.79% for Overall Absence = 95.21%. This is an improvement on last year.
- Persistent absence for 24/25 is 13.09 an improvement of almost 5% on previous year.
- For those identified as not yet at ARE, the gap is reduced and where it has not there is a referral to SEND with additional intervention to support

Externally provided programmes

Renewed licences for the external programmes below

Programme	Provider
Read Write Inc	Ruth Miskin Training
Accelerated Reader	Renaissance
Reading Plus	Reading Solutions
Spelling Shed	Rockstars
Spellings	Sir Linkalot
Rock Stars	Timetables

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Extra Curricular Clubs and Breakfast Club. Subsidisation of Outward Bound residential.
What was the impact of that spending on service pupil premium eligible pupils?	These eligible pupils make good progress and are working at above ARE. They are confident readers and oracy is strong.

Further information (optional)

This strategy will be reviewed. It is now a 3 year strategy. We continue to show prudence and monitor the implications for schools. Although COVID is no longer a risk many parents are still over cautious when their child falls ill. This impacts upon attendance and therefore learning and progress.

