

Amotherby CP School



Pupil Premium Strategy

2025-2026

Context

At Amotherby Primary School, approximately 12% of pupils are in receipt of the Pupil Premium Grant (PPG). These pupils come from a variety of backgrounds, and the funding is provided to help close the attainment gap between disadvantaged pupils and their peers. While this is a small proportion of our school population, it is vital that we ensure these pupils receive the highest quality of education and the necessary support to enable them to thrive.

This strategy focuses on high-quality teaching, effective professional development (CPD) for staff, and targeted interventions to ensure all pupils, including those eligible for Pupil Premium, make excellent progress and achieve their potential.

Our approach is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions. We aim to ensure all staff take collective responsibility for disadvantaged pupils' outcomes and high expectations are maintained for all

We will:

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point of need.
- Adopt a whole-school approach, where all staff and governors take responsibility for disadvantaged pupils' outcomes.
- Use robust diagnostic assessment, not assumptions, to identify barriers to learning.
- Ensure engagement in all aspects of school life — academic learning, enrichment, attendance, behaviour and wellbeing — so that barriers to success are removed.

School Vision

At Amotherby Primary School, we are committed to providing an inclusive and stimulating learning environment where all children, including those eligible for Pupil Premium funding, can succeed. We believe in the power of quality-first teaching as the foundation for progress and achievement. Our Pupil Premium strategy aims to raise the attainment of disadvantaged pupils by focusing on improving teaching quality and ensuring targeted interventions are implemented where necessary.

School Overview

NOR –	% of PP pupils	Pupil premium funding allocation 2024-25	Pupil Premium Lead	Governor Lead
185	18/185 = 19.7%	£31.400	Lucy Wade	Stewart Morris

Barriers to Learning

We have identified the following barriers to learning for pupils eligible for Pupil Premium:

Challenge	Details
Low attainment on entry	Some disadvantaged pupils enter school with lower-than-expected attainment in early literacy, language, and numeracy skills. This can stem from reduced early learning experiences, less exposure to books, or limited pre-school education. Early assessments often show gaps in phonemic awareness, vocabulary, and number sense, which can hinder progress in the Early Years and Key Stage 1 if not addressed promptly through targeted early intervention.
Social and emotional needs	Social and emotional needs – A number of Pupil Premium pupils face social, emotional, and mental health challenges that can affect their engagement and concentration in lessons. These may arise from family stress, low confidence, anxiety, or limited emotional resilience. Such needs can lead to reduced self-esteem, inconsistent learning behaviours, and difficulties in forming positive relationships with peers and adults. Addressing these challenges requires structured nurture provision, consistent emotional support, and positive adult relationships.

<p>Access to enrichment opportunities</p>	<p>Disadvantaged pupils may have fewer opportunities for cultural enrichment, experiences beyond the local area, and participation in extracurricular activities. This lack of wider experiences can limit the development of cultural capital, creativity, and aspiration, which in turn impacts learning engagement and vocabulary development. Financial constraints can make participation in residential, trips, and after-school clubs more difficult, so proactive planning and subsidised opportunities are essential to ensure equal access.</p>
<p>Limited parental engagement</p>	<p>Some pupils' families may face barriers that make it difficult to engage fully with school life, such as work commitments, limited access to transport, or previous negative experiences of education. This can affect the consistency of communication between home and school and reduce the reinforcement of learning at home. Strengthening home-school partnerships through accessible communication, family learning opportunities, and supportive pastoral relationships is essential to improve pupil outcomes.</p>
<p>Attendance</p>	<p>While overall attendance at Amotherby Community Primary School remains above national averages, attendance data shows that a small number of Pupil Premium pupils have attendance below 95%, and a minority fall into the persistent absence category (<90%). For some, this is linked to issues such as anxiety, transport challenges in our rural context, or irregular engagement with school routines. Improving attendance is crucial to ensuring equitable access to learning and to closing attainment gaps between disadvantaged and non-disadvantaged pupils.</p>

Key Priorities

Our Pupil Premium strategy will focus on the following key areas:

1. Quality First Teaching (EEF: Effective Teaching Strategies)

- **CPD for Staff:** We will invest in high-quality CPD for all teachers to improve their ability to meet the needs of Pupil Premium pupils. This will include training on effective differentiation, formative assessment, and the use of evidence-based teaching strategies. Teachers will also be trained in using assessment tools to identify needs early and ensure interventions are tailored to pupils' individual needs.
- **Cost:** £6,000

2. Nurture Support (EEF: Social and Emotional Learning)

- We will provide small-group ELSA nurture sessions to support Pupil Premium pupils who need additional help with emotional regulation, social skills, and self-esteem. These groups will be facilitated by trained staff in a safe, supportive environment and will focus on building resilience and self-confidence.
- **Cost:** £3500 TA hours

3. Maths Keep-Up Sessions (EEF: Mastery Learning)

- Small-group maths keep-up sessions will focus on key areas of need in mathematics, with an emphasis on mastery. The sessions will be aimed at closing gaps in mathematical understanding, using structured, evidence-based methods to ensure deep learning.
- **Cost:** £3500 TA hours

4. Little Wandle Phonics Catch-Up (EEF: Phonics)

- For Pupil Premium pupils in Key Stage 1 and early Key Stage 2 who are struggling with phonics, we will provide targeted catch-up sessions using the Little Wandle phonics program. This will ensure pupils receive the structured and systematic support they need to develop their reading skills.
- **Cost:** £4000 – TA hours

5. Speech and Language Therapy (EEF: Oral Language Interventions)

- We will offer targeted speech and language therapy to pupils identified with communication difficulties. These sessions will be delivered either individually or in small groups, focusing on both speech production and language comprehension, as identified through professional assessments.
- **Cost:** £3150

6. Assessment Tools to Identify Needs Early (EEF: Diagnostic Assessment)

- We will use a range of specific assessment tools to identify the individual needs of Pupil Premium pupils and monitor their progress over time. This will include standardised tests for reading and maths, as well as diagnostic assessments for speech and language needs. Tools such as **Sandwell**, **DANS**, **NFER** assessments, and **Boxhall Profile** will be used to pinpoint areas of need and **FFT** to track progress.
- **Cost:** £6000

Additional Fund: subsidies for school visits. residentials and extracurricular opportunities £5000

1. **Quality First Teaching:** Ensure that all teaching staff deliver high-quality, differentiated instruction to meet the diverse needs of all pupils.
2. **Targeted Interventions:** Implement effective interventions tailored to the needs of Pupil Premium students to support their academic progress.
3. **Specialist Assessments:** Utilise specialist assessment materials to identify barriers to learning and monitor progress effectively.
4. **Mental Health Support:** ELSA provision for pupils requiring additional support.
5. **Professional Development:** Invest in Continuous Professional Development (CPD) for staff, focusing on best practices in teaching and assessment.

Objectives	Actions	Who is Responsible?	Success Criteria	Monitoring
Providing High-Quality, Differentiated Teaching to Meet the Needs of All Learners	Effective use of differentiation in the classroom to support Pupil Premium pupils.	LW	Improved Progress: Pupil Premium pupils make at least expected progress across all core subjects (reading, writing, and maths), with progress tracked termly. Teacher Assessment: Teachers regularly assess and adapt teaching methods, showing a clear understanding of individual pupil needs and differentiation strategies to support all learners, including Pupil Premium pupils.	Data Report - termly analysis
	Developing metacognition and self-regulation strategies to help disadvantaged pupils take ownership of their learning.	LW		Pupil Progress meetings
	Understanding and supporting social, emotional, and mental health needs through ELSA's guiding principles.	KC		Staff & Pupil Surveys SLT Monitoring

	<p>Peer Coaching and Mentoring: Establish a peer mentoring system where teachers observe one another's lessons, share best practices, and provide constructive feedback focused on improving outcomes for disadvantaged pupils.</p>	<p>LW</p>	<p>Pupil Engagement: Increased engagement and participation in lessons, as evidenced by pupil feedback, observations, and learning walks. Pupil Premium pupils demonstrate higher levels of focus and interaction in lessons.</p> <p>Achievement: At least 80% of Pupil Premium pupils meet or exceed age-related expectations by the end of Key Stage 2.</p> <p>Peer Comparisons: The gap between Pupil Premium pupils and their non-Pupil Premium peers narrows, with fewer Pupil Premium pupils working below age-related expectations.</p> <p>Feedback: Pupils benefit from regular, targeted feedback that helps them</p>	
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			understand their next steps, as evidenced by improvements in formative and summative assessments.	
Delivering Targeted, Evidence-Based Interventions to Accelerate Progress in Core Subjects	<p>Data-Driven Interventions: Use regular assessment data (formative, summative, diagnostic) to identify pupils who require additional support and design interventions based on these needs.</p> <p>Small-Group and 1:1 Support: Provide small-group or 1:1 intervention for Pupil Premium pupils in key areas such as reading, writing, and maths. These sessions should be frequent and focused on addressing specific gaps identified through assessments.</p>	<p>KC/LW</p> <p>KC</p>	<p>Impact on Attainment: At least 75% of Pupil Premium pupils receiving targeted interventions (e.g., reading, writing, maths) show measurable progress in their specific area of need (e.g., phonics, fluency in maths facts).</p> <p>Data-Driven Decisions: Interventions are tailored based on regular assessments (e.g., reading tests, maths assessments, formative data), ensuring they are targeted and responsive to pupil needs.</p> <p>Improved Performance: 80% of pupils involved in interventions achieve at</p>	<p>Data Report - termly analysis</p> <p>Pupil Progress meetings</p> <p>Staff & Pupil Surveys</p> <p>SLT Monitoring</p> <p>Little Wandle Termly Tracking</p>

			<p>least one year's progress in the specific area targeted by the intervention, as measured by assessments at the end of each term</p> <p>Sustainability: Intervention groups are reviewed regularly, and adjustments are made based on impact. The majority of Pupil Premium pupils exit interventions with improved confidence and independence in learning.</p>	
<p>Using Specialised Assessments to Accurately Identify Pupils' Learning Needs and Inform Targeted Support</p>	<p>Use Standardised Assessments: Implement standardised assessment tools (e.g., YARC Reading Test, NFER Tests, Sandwell/DANS to accurately identify Pupil Premium pupils' learning gaps</p> <p>Diagnostic Assessments: Regularly conduct diagnostic assessments in</p>	<p>LW</p> <p>KC</p>	<p>Accurate Identification of Needs: 100% of Pupil Premium pupils have their needs accurately identified using appropriate assessment tools (e.g., Salford Reading Test, Speech Link, NFER Assessments) to inform targeted interventions.</p>	<p>Data Report - termly analysis</p> <p>Pupil Progress meetings</p> <p>Staff and Pupil Surveys</p> <p>SLT Monitoring</p>

	<p>key areas (e.g., reading comprehension, phonics, maths fluency) to pinpoint specific areas of weakness and inform targeted interventions.</p> <p>Early Identification: Ensure that assessments are conducted early in the academic year (e.g., at the start of September) to identify pupils who are at risk of falling behind, allowing for early intervention.</p> <p>Data Transparency: Make sure that assessment data is shared regularly with teachers, support staff, and parents so that all stakeholders are aware of the pupils' progress and needs.</p>	<p>KC</p> <p>LW</p>	<p>Timely Interventions: Interventions for identified needs (e.g., phonics, speech therapy, dyslexia support) are implemented within the first half-term following assessment, ensuring early intervention.</p> <p>Improved Progress: Pupils identified through assessments as having specific needs (e.g., speech delays, literacy gaps) show measurable improvement (e.g., increase in reading age, improvement in phonics scores) after 6–12 weeks of targeted support.</p> <p>Monitoring and Review: Assessment data is reviewed regularly (e.g., termly) to track progress, adjust interventions, and ensure that interventions</p>	
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			remain effective and focused on pupil needs.	
Providing Mental Health and Wellbeing Support to Improve Emotional Regulation, Attendance, and Engagement	<p>Identify Pupils for Nurture: Use assessments such as the Boxall Profile and teacher referrals to identify pupils who would benefit from additional social and emotional support.</p> <p>Small-Group Sessions: Deliver small-group nurture sessions focused on emotional regulation, resilience, social skills, and self-esteem. These groups should meet regularly (e.g., weekly).</p> <p>Individual Action Plans: Develop individual action plans for pupils attending nurture groups, with clear targets for their emotional development, social skills, and engagement with learning.</p>	<p>KC</p> <p>KC</p> <p>KC</p>	<p>Emotional Wellbeing: 80% of Pupil Premium pupils receiving mental health support show measurable improvement in emotional wellbeing, as reported by pupil surveys, parent feedback, Boxhall profile assessments.</p> <p>Reduced Anxiety and Behavioural Issues: Pupils receiving mental health support demonstrate reduced signs of anxiety or behavioural difficulties (e.g., better emotional regulation, fewer disruptive incidents in class).</p> <p>Increased Engagement: Pupils receiving mental health support show increased engagement in lessons, with fewer</p>	<p>Pupil Progress Meetings</p> <p>Staff & Pupil Surveys</p> <p>SLT Monitoring</p> <p>Termly Attendance Data</p>

	<p>ELSA trained Nurture TA allocated to support identified pupils</p> <p>Designated Mental Health Lead: Appoint a Mental Health and Wellbeing Lead to coordinate the mental health support across the school and ensure interventions are consistently delivered.</p>	<p>SC</p> <p>LW</p>	<p>absences or refusals to participate in school activities.</p> <p>Parental and Pupil Feedback: Positive feedback from parents and pupils about the support received, with the majority reporting an increase in confidence and improved emotional regulation.</p> <p>Attendance and Retention: Pupils receiving mental health support show improved attendance, with fewer pupils showing signs of school avoidance or persistent absenteeism linked to mental health concerns.</p>	
<p>Fostering Continuous Professional Development (CPD) for All Staff to Enhance Teaching Practices and Support Pupil Premium Pupils Effectively</p>	<p>Targeted CPD Programmes: Provide staff with professional development opportunities focused on areas such as differentiated instruction,</p>	<p>LW</p>	<p>Improved Teaching Quality: 100% of teachers and teaching assistants participate in relevant CPD related to supporting Pupil Premium pupils. Evidence of this CPD is</p>	<p>Staff Performance Management</p> <p>Staff & Pupil Surveys</p> <p>SLT Monitoring</p>

	<p>formative assessment techniques, trauma-informed teaching, and supporting pupils with social and emotional needs.</p> <p>CPD on Evidence-Based Interventions: Train staff on evidence-based interventions for literacy, numeracy, and emotional wellbeing (e.g., Little Wandle Phonics Program, Maths Mastery, ELSA strategies).</p> <p>Use of Assessment Data: Provide training on how to effectively use assessment data (formative, summative, and diagnostic) to inform teaching and identify pupils who require additional support.</p> <p>Peer Observations: Encourage a culture of collaboration by setting</p>	<p>KC</p> <p>LW</p> <p>LW</p>	<p>seen in lesson plans, teaching practices, and differentiated learning strategies observed during learning walks and observations.</p> <p>Impact on Pupil Outcomes: At least 75% of Pupil Premium pupils show improved progress as a result of staff implementing new strategies and approaches from CPD (e.g., more differentiated teaching, effective feedback strategies).</p> <p>Effective Use of Assessment: Staff effectively use assessment tools (e.g., formative assessments, diagnostic tests) to track pupil progress, inform their teaching, and tailor interventions. Evidence of this can be seen in pupil progress data.</p>	<p>Termly Data Analysis</p>
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	<p>up peer observation opportunities where teachers can observe each other's practice and share strategies for supporting Pupil Premium pupils.</p> <p>.</p>		<p>Pupil Engagement: Increased pupil engagement and motivation in lessons, particularly for Pupil Premium pupils, as a result of staff implementing new strategies learned from CPD sessions (e.g., higher levels of pupil participation, improved attitudes towards learning).</p> <p>Collaborative Practice: Teachers work collaboratively to share best practices for supporting Pupil Premium pupils, with evidence of peer observations, joint planning, and feedback loops to improve teaching and learning across the school.</p>	
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