

Pupil premium strategy statement – Airmyn Park Primary School

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

All schools that receive pupil 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 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	103
Proportion (%) of pupil premium eligible pupils	5.8%
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)	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Natalie Dodds (Headteacher)
Pupil premium lead	Natalie Dodds (Head Teacher)
Governor / Trustee lead	Katherine Donald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,952
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£24,952

Part A: Pupil premium strategy plan

Statement of intent

At Airmyn Park Primary School, our intention is that every pupil, regardless of background or the challenges they face, makes good progress and achieves high attainment across all subject areas. Our pupil premium strategy is designed to ensure disadvantaged pupils reach this goal, including those who are already high attainers.

Although the number of pupils eligible for pupil premium funding in our school is small, we are committed to ensuring that the support in place is highly targeted and effective in promoting their academic and personal development. We recognise the additional challenges faced by vulnerable pupils, such as those with a social worker or young carers, and our planned activities will support their needs alongside those of disadvantaged pupils.

High-quality teaching is central to our approach, focusing on areas where disadvantaged pupils require the most support. This proven strategy has the greatest impact on closing the attainment gap while benefiting all pupils. Our intended outcomes include sustaining and improving attainment for non-disadvantaged pupils alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions. The strategies we adopt complement each other to help pupils excel. To ensure effectiveness, we will:

- Challenge disadvantaged pupils in the work they are set.
- Act early to intervene when needs are identified.
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Through these measures, we aim to create an inclusive, ambitious learning environment where every pupil has the opportunity to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Engagement Higher rates of absence or inconsistent engagement with school routines can hinder progress and limit access to wellbeing initiatives and academic support. Example: A pupil with persistent absence misses key lessons and wellbeing activities, requiring close work with the family and attendance incentives.

2	<p>Gaps in Core Attainment</p> <ul style="list-style-type: none"> • Pupils in receipt of pupil premium funding often enter school with lower starting points in literacy and numeracy, making it harder to meet age-related expectations without targeted intervention. • Example: A Year 3 pupil reading below age-related expectations requires additional phonics intervention and small-group tuition to close the gap.
3	<p>Low Self-Esteem and Emotional Wellbeing</p> <ul style="list-style-type: none"> • Many disadvantaged pupils struggle with confidence and resilience, impacting their ability to engage fully in learning. Limited access to wellbeing support can exacerbate these issues. • Example: Pupils may avoid answering questions or contributing to group work due to fear of failure. This highlights the need for targeted wellbeing support such as access to ELSA sessions or nurture groups.
4	<p>Challenges in Building Positive Peer Relationships</p> <ul style="list-style-type: none"> • Social and emotional barriers can lead to difficulties in forming and maintaining friendships, which in turn impacts classroom behaviour and collaborative learning. • Example: A pupil who struggles with turn-taking during playtime may need structured social skills groups to develop cooperative behaviours.
5	<p>Limited Access to Enrichment Opportunities</p> <ul style="list-style-type: none"> • Reduced exposure to cultural, sporting, and extracurricular experiences can affect motivation, aspiration, and the development of wider skills that support academic success. • Example: Pupils may not attend school trips or after-school clubs due to financial constraints, impacting their social development and vocabulary acquisition.

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
Attendance for disadvantaged pupils will meet or exceed 95%, with consistent engagement in homework and school routines, supported by family liaison and attendance incentives.	Overall attendance for disadvantaged pupils improves to 95% or higher. Persistent absence reduces by 50% compared to previous year.
Disadvantaged pupils will make accelerated progress in reading, writing, and maths, achieving age-related expectations through targeted interventions such as phonics catch-up and small-group interventions.	90% of PP pupils make at least expected progress and 50% make accelerated progress in core subjects.

	<p>Termly assessments show adequate progress in standardised scores for reading and maths.</p> <p>Phonics screening pass rate for disadvantaged pupils reaches national average or above.</p>
<p>Pupils will demonstrate increased resilience and self-esteem through active participation in class discussions and group activities, supported by regular access to ELSA sessions and nurture groups.</p>	<p>Where required, identified pupils will attend a minimum of 6 ELSA sessions per term.</p> <p>Pupil voice surveys show an increase in confidence ratings by the end of the academic year.</p> <p>Observations record improved engagement in group tasks for targeted pupils.</p>
<p>Pupils will show improved social skills, including turn-taking and cooperative play, evidenced by reduced incidents of conflict and increased engagement in structured social skills groups.</p>	<p>Behaviour logs show a reduction in recorded incidents involving disadvantaged pupils.</p> <p>Where required, targeted pupils complete a structured social skills programme.</p> <p>Teacher observations indicate improved peer interaction for all pupils.</p>
<p>All pupils in receipt of pupil premium funding will participate in at least one extracurricular activity or educational visit per term, enhancing cultural capital and broadening life experiences</p>	<p>100% of disadvantaged pupils attend at least one trip or enrichment activity per term.</p> <p>Participation in after-school clubs increases compared to baseline.</p> <p>Pupil voice feedback shows positive engagement in enrichment activities from pupils</p>

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>All staff to have nurture training</i>	Impact of early attachment and trauma on learning and behaviour: Staff awareness of how adverse childhood experiences (ACEs) and trauma affect behaviour is critical. Internal audits show that schools providing nurture training enable staff to interpret behaviour through the lens of “what has happened?” rather than “what is wrong?”, fostering empathy and effective intervention strategies. Improved emotional availability of adults: Nurture training equips staff to become emotionally available adults, which is linked to better pupil engagement and reduced behavioural incidents.	1, 3, 4
<i>Staff training regarding EBSA</i>		1, 3, 4

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

Budgeted cost: £ 11,952

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small-group tuition and phonics catch-up programmes using trained staff and evidence-based schemes	EEF Toolkit identifies small-group tuition as having a strong positive impact on attainment, particularly in literacy and numeracy. DfE phonics screening data shows systematic phonics teaching accelerates progress for disadvantaged learners.	2
Deliver structured social skills programmes (e.g., <i>Circle Time, Friendship Groups</i>) and embed PSHE curriculum activities to promote cooperation and empathy.	EEF guidance on social and emotional learning shows improved behaviour and peer relationships lead to better learning outcomes. PSHE Association resources support development of interpersonal skills in primary settings.	2

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement ELSA (Emotional Literacy Support Assistant) sessions and a Nurture Group for identified pupils to build resilience and emotional regulation.</p>	<p>Research from <i>Nurture UK</i> shows that targeted emotional support improves engagement and behaviour in primary-aged pupils.</p> <p>EEF (Education Endowment Foundation) guidance highlights social and emotional learning as a high-impact, low-cost intervention for disadvantaged pupils.</p>	<p>1, 3, 4, 5</p>
<p>DAILY CHECK IN SESSIONS FOR KEY CHILDREN</p>	<p>Support for children to come into school and feel enabled.</p> <p>Children who feel safe and secure in school will in turn have increased attainment and resilience.</p>	<p>1, 3, 4, 5</p>
<p>Fund educational visits, after-school clubs, and cultural experiences (e.g., theatre trips, music workshops) for pupils in receipt of pupil premium.</p>	<p>EEF research on arts participation and extracurricular activities links enrichment to improved academic outcomes and wellbeing.</p> <p>Ofsted information emphasises the importance of cultural capital in the primary curriculum.</p>	<p>5</p>
<p>Work with pupils and families to provide positive incentives for attendance</p>	<p>DfE research highlights strong links between attendance and attainment.</p> <p>EEF suggests parental engagement strategies can significantly improve attendance and homework completion.</p>	<p>1</p>

Total budgeted cost: £ 24,952

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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
ELSA Support	School based staff (With EP supervision)

Service pupil premium funding (optional)

<i>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</i>
NA This will come into effect for a pupil who joined the school in September 2025.
The impact of that spending on service pupil premium eligible pupils
NA