

Pupil premium strategy statement: Grassington



This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Grassington CofE Primary School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	November 2025
Date last reviewed	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	W Thompson
Pupil premium lead	C Greenwood
Governor / Trustee lead	K Horn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 13,635

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to overcome the barriers that our disadvantaged pupils are subject to as a result of their socio-economic context, to ensure that no pupil is left behind socially or academically.

We believe that through the provision of a caring and stimulating environment, the delivery of excellent teaching, which meets individual needs and opportunities to learn both within the class and through further experiences, pupils can achieve their full potential.

We believe in maximising the use of the pupil premium grant (PPG) by following the School Improvement Plan. Through this we can blend short, medium and long-term interventions aligning pupil premium use with wider school improvements. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy has high-quality, first-class teaching at its heart, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefitting the non-disadvantaged pupils in our school. It is our intention to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is to be responsive to common challenges and individual needs and is based upon assessments which are robust and diagnostic. We ensure that the assessment, teaching and monitoring cycle of core and foundation subjects is rigorous leading to greater challenge, resulting in accelerated progress and a more informed approach to the teaching and learning within the subject.

Challenges

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

Challenge number	Detail of challenge
1	Persistent absence and irregular attendance reduce access to quality first teaching and disrupt learning continuity.
2	Attainment gaps in English and maths – disadvantaged pupils, particularly those with SEND, are working below age-related expectations and making slower progress.
3	SEND and additional learning needs – pupils require tailored support, scaffolding, and targeted interventions to achieve their potential.
4	Limited engagement and confidence in reading and writing – low self-esteem and restricted vocabulary affect progress and fluency.
6	Limited access to enrichment and cultural experiences, reducing vocabulary, background knowledge, and motivation.

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
<p>Improved attendance and engagement for disadvantaged pupils.</p> <p>Intended outcomes</p> <ul style="list-style-type: none"> Increased attendance for disadvantaged pupils, particularly those with previous persistent absence. Improved punctuality and engagement in daily learning routines. Strengthened home–school relationships promoting shared responsibility for attendance. 	<p>Implementation:</p> <ul style="list-style-type: none"> Establish robust attendance monitoring with reviews by the attendance lead and SLT. Hold early intervention meetings with families to identify and remove attendance barriers. Provide pastoral support and mentoring to rebuild routines and promote engagement. Celebrate improved attendance <p>Success Criteria</p> <ul style="list-style-type: none"> Reduction in persistent absence among identified pupils. Attendance for PP pupils is within 3% of peers. Pupils show improved punctuality, engagement, and participation in lessons. Improved parental communication and attendance at meetings.
<p>Narrowing attainment gaps in reading, writing, and maths.</p> <p>Intended Outcomes:</p>	<p>Implementation:</p> <ul style="list-style-type: none"> Deliver targeted small-group and 1:1 interventions in reading, writing, and maths.

<ul style="list-style-type: none"> Disadvantaged pupils make accelerated progress to close the gap with non-disadvantaged peers. Increased confidence, fluency, and application of core skills across the curriculum. Gaps identified early and addressed through timely interventions. 	<ul style="list-style-type: none"> Use diagnostic assessment to identify learning gaps and adapt teaching accordingly. Regularly review pupil progress in SLT/Pupil Premium meetings and adjust provision as needed. <p>Success Criteria</p> <ul style="list-style-type: none"> Pupils make accelerated progress in English and maths, closing the gap with peers. Termly assessment data shows improved outcomes and reduced disparity in standardised scores. Targeted interventions (e.g. tutoring, precision teaching) demonstrate measurable progress through pre- and post-assessment.
<p>SEND pupils make sustained progress from their individual starting points.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> SEND pupils, including those with EHCPs, make measurable, sustained progress academically and socially. Curriculum and interventions tailored effectively to individual needs. Strong collaboration between SENDCo, class teachers, and support staff. 	<p>Implementation:</p> <ul style="list-style-type: none"> Deliver personalised learning plans and small-step targets reviewed termly. Provide targeted adult support and appropriate resources in class. Regularly monitor progress through formative assessment, learning walks, and SEND reviews. Staff receive CPD on adaptive teaching, scaffolding, and inclusive practice. <p>Success Criteria</p> <ul style="list-style-type: none"> Pupil progress meetings show improved outcomes against individual support plans Use of adaptive teaching and scaffolding enables greater independence and confidence.
<p>Increased confidence and engagement in reading and writing.</p>	<ul style="list-style-type: none"> Pupils demonstrate improved reading fluency, comprehension, and writing stamina Participation in daily reading and literacy enrichment activities increases Pupil voice and teacher observations show improved attitudes towards reading and writing.
<p>Increased access to enrichment opportunities and wider curriculum.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> Pupils develop greater enthusiasm for reading and writing across the curriculum. Increased fluency, comprehension, and written expression through sustained practice. Improved self-belief and resilience as readers and writers. 	<p>Implementation:</p> <ul style="list-style-type: none"> Implement daily reading sessions, reading fluency groups, and reading-for-pleasure initiatives. Provide targeted phonics and writing interventions for identified pupils. Offer opportunities for pupils to publish or share writing to build confidence. Develop classroom environments rich in vocabulary and reading opportunities. <p>Success Criteria</p> <ul style="list-style-type: none"> All PP pupils access at least one enrichment or extracurricular activity. Improved participation in wider learning experiences, trips, and clubs. Evidence of improved social interaction, confidence, and cultural capital through pupil voice and teacher feedback.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers on adaptive teaching, scaffolding, and SEND strategies	EEF: High-quality teaching benefits all pupils, especially disadvantaged and SEND learners; adaptive teaching ensures access for all.	2, 3
Training in effective feedback and assessment for learning	EEF: Feedback (+6 months) significantly improves progress when applied consistently.	2
Curriculum development in reading and maths – ensuring progression and consistency across key stages	DfE: A sequenced curriculum with clear skills progression improves learning retention and attainment.	2, 4
Reading for pleasure and vocabulary enrichment initiatives	EEF: Reading comprehension strategies add +6 months' progress; enjoyment increases engagement and confidence.	2, 4, 5

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and 1:1 tutoring in reading, writing, and maths	EEF: One-to-one tuition (+5 months); small-group tuition (+4 months).	2, 3
Phonics and fluency catch-up programmes (e.g. Rapid Reading, Number Sense)	EEF: Structured interventions accelerate progress and close literacy/numeracy gaps.	2, 3, 4
Targeted SEND interventions led by trained TAs (precision teaching, overlearning)	EEF: Well-trained TAs delivering targeted interventions can significantly improve outcomes.	2, 3
Diagnostic assessment tools to identify specific gaps and inform intervention planning	DfE and EEF: Regular assessment ensures interventions are matched to need.	2, 3

Home learning packs and reading resources to support disadvantaged families	EEF: Home learning resources and parental engagement increase learning time and attainment.	2, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring	DfE: Close monitoring and early family engagement improve attendance and reduce persistent absence.	1
Pastoral team to strengthen home-school relationships	EEF: Parental engagement interventions add +3 months' progress; effective communication improves attendance and trust.	1
Subsidised enrichment and extra-curricular activities (trips, clubs, sports)	DfE: Enrichment increases motivation, confidence, and cultural capital.	5
Pupil voice and leadership opportunities	EEF: Developing metacognition and self-regulation supports engagement and confidence.	5

Part B: Review of the previous academic year

We currently have 10 disadvantaged pupils in school. Our internal assessments during 2024/25 suggested that the performance of 9 disadvantaged pupils is as follows:

Due to the small number of eligible pupils, specific data details are withheld to protect confidentiality

Pupil Premium funding has been used strategically to remove barriers to learning and support the progress and wellbeing of disadvantaged pupils. This has included investment in pastoral support to promote emotional wellbeing and engagement, and the deployment of teaching assistants to deliver targeted intervention programmes aimed at raising attainment in core subjects.

Funding has also supported continued professional development (CPD) for staff to strengthen quality-first teaching and enhance inclusive classroom practice. In addition, we have provided opportunities for pupils to participate in a range of extra-curricular and enrichment activities, designed to build confidence, broaden experiences, and develop cultural capital.

Further use of the funding has included small group support, attendance support, and the purchase of learning resources and technology to aid access to the curriculum. These initiatives work collectively to ensure that disadvantaged pupils make strong academic progress and are fully included in all aspects of school life.

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

