

Staynor Hall Primary Academy

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Staynor Hall Primary Academy
Number of pupils in school	284 (R-Y6) 324 (TS-Y6)
Proportion (%) of pupil premium eligible pupils	25.5% (61) (Y1-6) 239 22.2% (72) (TS-Y6) 324
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26-2028/29
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alex Winter Headteacher
Pupil premium lead	Alex Winter Headteacher
Governor / Trustee lead	John Tweedlie Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,419.71
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	£117,419.71

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that every child at Staynor Hall Primary Academy, irrespective of their background, starting point or challenges will achieve the best outcomes in attainment and progress across all subject areas as a result of high quality teaching and learning.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Staynor Hall Primary, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with Quality First Teaching from the outset, timely interventions when appropriate and access to a variety of exciting opportunities within a rich and varied curriculum. We are determined to deliver our strategy through an approach that focuses upon inclusivity acknowledging that we want the very best for all the children in our care.

At Staynor, high-quality teaching is at the heart of our approach, 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 benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will plan for and be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our strategy will be co-constructed and shared with all stakeholders, including governors and owned by all who work with our pupils and their families. High expectations and ambition will be the core of this approach, with a culture of wanting to achieve better for all. The success of each child will be celebrated by all, both within and outside school, and we will always be working to prepare our pupils for their next stage in life.

Challenges

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

Challenge number	Detail of challenge
1.	Low attendance rates having a significant impact on lost learning and engagement. Attendance for 2024/25 was 95.76% for children in Y1-6 meaning 4.24% of children missed learning time. 6.1% of children were persistently absent. Currently our attendance gap for our PP eligible pupils is around 3%, 75% of the persistently absent children from 24/25 were children who qualified for the pupil premium funding. Attendance continues to be a challenge with more children who are persistently absent.
2.	Communication and Language Assessments, observations and discussions with parents indicate pupils have underdeveloped or delayed oral language skills and vocabulary gaps among many pupils, including those who are disadvantaged. These gaps are evident in Nursery, Reception and Year one and in general, are more prevalent among our disadvantaged pupils than their peers.
3.	Phonics and Reading outcomes Observations, discussions with children and scrutiny of data tells us that fewer disadvantaged children are meeting the expected standard in phonics and reading by the end of Year 6. The % of children who did not achieve the PCS by the end of Y1 in 2025 was great for disadvantaged children. The same trend continued where at the end of KS2 more children who were disadvantaged did not achieve the reading standard than those children who were non-disadvantaged.
4.	Quality Wave 1 Teaching and Learning Evidence tells us that the greatest gains in improvement outcomes for all children are improved as a result of good quality teaching. The data for reading, writing and maths for children in Y1-6 highlights that disadvantaged children are not consistently working in line with children who are not disadvantaged.

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 tracking	An increase in children attending school with the aim of it being above 97% The strategic lead for attendance robustly tracks and monitors all children taking a graduated response to managing poor attendance: • Attendance above 97% celebrated termly • Weekly class attendance awards • Class teacher monitoring between 90-95% • First day absence call from class teachers • Two consecutive staged letters for attendance below 90% which includes non statutory school age children • Attendance plan and meeting with school strategic lead • Attendance panel meeting with attendance lead for the Trust
Improve communication and language and personal, social emotional development	Increase in outcomes for children as a result of improved communication, language and literacy and personal, social and emotional development Internal referral system allows the SEND lead to carefully track and monitor all children, ensuring a graduated response from class teacher and phase leads. • Well planned and managed intervention timetable • vulnerable children to access high intervention quality sessions • Impact data from analysed to evidence intervention work • All children can access the HUB weekly • Careful planning to ensure there is a greater emphasis on the prime areas of learning in EYFS • High quality first teaching using a validated synthetic systematic phonics approach • Early referrals to SALT from SENDco based on baseline and data collections as well as formative assessment • SALT interventions from in school staff based on SALT resources • Additional in school S&L interventions • Specific member of staff in place to ensure all children who need to access S&L interventions weekly

	• Specific member of staff in place to liaise with speech and language therapist to ensure targeted interventions are in place
Improved Phonics and Reading outcomes	PPG children to close the gap in phonics knowledge and application to reading, resulting in improved fluency and comprehension • Outcomes for PPG children will be consistently, each year, in line with non PPG pupils in phonics knowledge, application and fluency in reading • PPG pupils will have good or better than good understanding of text, comprehension and speed of reading. • Work with the English HUB to proactively monitor outcomes, coach staff and Early Reading lead • CPD in place for Y1 teachers • Keep up and catch up interventions in place for children who require it
Wellbeing and Mental Health support	Increase the attainment of children in receipt of the PPG so that they are in line with those children who are not disadvantaged. Assessment lead to track disadvantaged children and works with class teachers to identify children who are at risk of not reaching the expected attainment. • The gap will narrow for outcomes in reading, writing and maths for all children • Quality wave 1 teaching will improve throughout school as a result of high quality CPD • Lead teacher for teaching and learning will work alongside teachers ensuring there is early identification of children who require specific target work within the classroom • Adaptive teaching is firmly embedded to ensure all children can access learning successfully.

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: **£52,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and HLTAs to access high quality CPD from Steplab which is the key driver for high standards of wave one quality teaching	All staff are trained in the small steps in teaching which impact outcomes for pupils. Coaching is used as well as a research based approach to the model being delivered.	2,3,4
Introduction of systems to support high quality intervention and data tracking to ensure targeted support	Insight and Pixel are used to support teacher tracking of pupil outcomes and therefore interventions are specific and targeted and this allows for whole class and small groups interventions improving outcomes for pupils	2, 3, 4
All staff fully trained in the delivery of phonics using 'Little Wandle', which will be used for intervention work. Intervention can be swift and targeted, ensuring children do not fall behind in phonics.	All staff fully trained in the delivery of phonics using 'Little Wandle', which will be used for intervention work. Intervention can be swift and targeted, ensuring children do not fall behind in phonics.	3
The Senior Leadership Team are fully trained and up to date with safeguarding, specific intervention delivery and strategies to support less experienced staff.	Trained staff are able to support children with bespoke pedagogy to meet the needs of individual children. Children who are absent from learning are quickly caught up with catch up sessions.	1, 2, 3,4
Dedicated pupil support team time (Headteacher, Deputy head, SENDco) to monitor interventions	Monitoring ensures triangulation between classroom practice, data and interventions so support is targeted correctly and effectively.	1, 2, 3, 4
All children will attend school trips with reduced cost, and have the correct equipment to participate in Swimming when needed.	Children will access a full and broad curriculum.	1, 4

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

Budgeted cost: **£40,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for delivering keep up sessions for Little Wandle phonics programme	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). All new staff will undertake the expensive training programme with means they are highly skilled and therefore the level of support is likely to increase the overall impact	3
1:1 reading and small reading groups for lowest readers.	Support staff time is allocated to regular reading practice develops fluency and comprehension for children who need additional support	3
Dedicated teaching assistant time to lead speech and language interventions.	Using the SALT resources time is allocated to ensure children receive additional practise to secure correct pronunciation or sounds and words	2
Wellcom baseline assessments for all reception children and interventions for targeted groups/children	Improving communication and language skills for children who come into school at a lower than expected level	2, 3
Music lessons for targeted pupils	Weekly musical instrument tuition for targeted children who otherwise would not have access to this provision from a professional music tutor. Instruments lent out and taken home for further practice	1,4

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

Budgeted cost: **£23,969.71**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Track attendance and identify PA pupils each half term. Apply a robust systematic approach to informing parents and issuing plans and notices. Monitor attendance of disadvantaged pupils as a group	Children need to access the full curriculum in order to make the best progress. EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that children who are not in school can become vulnerable. By improving attendance we improve the opportunities to learn and improve outcomes.	1, 2, 3,4
Weekly staff team meetings to address and review caseload and develop strategies for children who are referred through triangulation involving classroom practice and data. Interventions are timetabled for a set period of time. Pre and post intervention assessments are made so impact can be measured. Support is provided for teachers by SEND lead for supporting larger cohort issues or how to adjust teaching strategies for children. Daily check in, bespoke PSHCE curriculum, restorative circles support this	The school strategically monitors the impact of this through a triangulation meeting involving the headteacher, SENCO and attendance lead. Wellbeing support will increase children's motivation and engagement and they will feel more secure knowing there are specific people in school who look out for them and they can talk to. Giving children additional support with bespoke interventions gives them a sense of being understood and in turn increased motivation to be in school and be ready to learn.	4
Bespoke high quality PSHE is delivered throughout school	Children will receive a consistent approach to the teaching and learning of PSHE which is then specifically tailored to meet the schools contextual need.	4

ATs will provide afterschool clubs which will enhance children's extra curricular opportunities Children are able to attend after school activities and visits paid for by the grant.	Whilst the evidence on EEF focuses on academic outcomes there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless. of any impact on academic outcomes.	4
SENCO will support families with children in Year 6 to find out about secondary schools and options available.	Families will feel supported and able to make informed choices	1

Total budgeted cost: £117,419.71

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- PA meetings have taken place and as a result referrals to Early Help have been made when families have expressed additional support was needed
- Welfare of the children was closely monitored through a school recording systems and action with external agencies has taken place when required
- We supported families by attending multi-agency meetings, providing emotional support and applying for free school meals.
- Disadvantaged pupils were targeted to receive extra catch-up support in Reading, Writing and Maths.
- 1:1 and small group catch up has enabled PPG pupils to reaffirm their confidence and stamina for Phonics, Reading and Writing.
- All staff have completed the Little Wandle training and have enabled consistency across the school, especially with Phonic delivery and approaches to Reading and Writing. This has impacted on the outcomes for PPG children. New staff access this training as part of induction.
- We worked with the Salvation Army and Selby Hands of Hope to provide Christmas presents for vulnerable children
- Dedicated SEN support to deliver speech and language throughout school has ensure children have had consistent access to intervention provided by the SALT
- Dedicated wellbeing worker in school has meant very specific and targeted interventions have been able to take place for vulnerable children including HUB club every lunchtime to support with social challenges
- PP funding was used to ensure all children access enrichment opportunities throughout school and all children who wanted to attend the Y6 residential were able to.
- PP funding was used to enable the enrichment opportunities to take place through learn through week, to ensure all children had opportunities to experience external visits and visitors into school.
- All children in Y5 and Y6 had access to weekly ukulele lessons from a music specialist where instruments were provided for them
- All Assistant Teachers have accessed SEND Tier One training from the Academy Trust SEND lead to support the development of communication and interaction with all children this has impacted on increased confidence and greater use of intensive interactions.
- Continued Attendance Newsletter and an attendance raffle to give incentive for good attendance and punctuality.
- Continued early meetings where there was an emerging or continued persistent absence to discuss issues with families and provide support.

