

Pupil Premium Strategy Statement



Dishforth VC CE Primary School and Nursery

December 2025-2028

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 - December 2025	93 88 Reception to Year 6 5 Nursery
Proportion (%) of pupil premium eligible pupils	Funded 1.4.25-31.3.26 21 pupils Actual at date of strategy development Dec 25 14 pupils = 15.9%
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)	Dec 2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 December 2027 December 2028

Statement authorised by	Joint Chairs of Governors – Kirstie Lowe and Jenny Crabtree
Pupil premium lead	Katey Lacey - Headteacher
Governor / Trustee lead	Bethany Warren – Pupil Premium link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,553
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£28,553

Part A: Pupil premium strategy plan

Statement of intent

At Dishforth CE “we are rooted and grounded in love so that everyone has the roots to grow and the wings to fly”.

Our core school values are **compassion, perseverance** and **friendship**.

We are a welcoming, caring, friendly and inclusive school. We nurture all children so that they can achieve their full potential and develop a life-long passion for learning. This vision is the same for every child, including those who are disadvantaged. We ensure this through all our actions, policies and decisions being ‘rooted and grounded in love’. We pride ourselves on knowing our individual children and their families very well and supporting them effectively by building relationships built on compassion and mutual respect.

Our pupil premium funding is spent according to the key principles of providing high quality teaching, targeted academic support and wider strategies so that all children can benefit from the opportunities generated by Pupil Premium funding. The funding is focused at our disadvantaged pupils in tackling the challenges that they face but the provision will benefit other children too. We have used the Education Endowment Fund (EEF) guidance to ensure our spending provides effective, sustainable and evidence-based provision that improves educational outcomes for all children.

Challenges

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

Challenge number	Detail of challenge
1	We have seen increased incidents of emotional dysregulation leading to challenging behaviours. This dysregulation negatively affects children's readiness for learning and their behaviour for learning.
2	There are an increased number of disadvantaged children with high needs who require high level of adult support to be able to access their curriculum entitlement. They do not meet threshold for EHCP and where they do, funding bands does not match requirement of need. The local authority has a significant deficit for SEND spending and receives some of the lowest funding per SEND child in the country.
3	Poor access to wider curriculum and out of school life experiences due to financial constraint and current high cost of living for families. This is further

	exacerbated by the rural location of school – there are very few opportunities without car travel, which not all our families have access to.
4	Not all families are able to support their children with learning at home e.g. reading practise and homework due to time constraints of working long hours to deal with high cost of living. Ofsted area for improvement was around children having opportunities to practise Maths fluency recall in class more regularly.
5	No disadvantaged pupils achieving greater depth in R,W,M combined for 2 years on National end of KS2 data. Our cohorts are small and data comparison between years is challenging.

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
Challenge 1: Reduced episodes of emotional dysregulation leading to challenging behaviours.	Behaviour log shows reduced numbers of challenging behaviour incidents logged due to emotional dysregulation Children who struggle with emotional dysregulation are known to staff and a toolkit has been put in place to support them to manage their emotions before it leads to poor behaviours. Child mental health and wellbeing strategy included as part of school development plan. Lesson observations and walk throughs by HT, SLT, subject leaders and SEA external; advisors evidence positive behaviour for learning. Staff have attended training and have increased and up-to-date understanding of how best to support children with emotional regulation. Positive GUINY results.
Challenge 2: Adult support is effectively targeted towards disadvantaged and SEN children	Each class has access to teaching assistant hours matched to children's needs. Staff have attended training and have increased and up-to-date understanding of how best to support children. Experienced teaching staff are retained to allow children to have continued access to high quality teaching and learning from class teachers who know them well.
Challenge 3: All children have equitable access to wider school experiences and extra-curricular activities	Funding used to support disadvantaged pupils' attendance on residential trips, swimming, school visits, experiences and trips and afterschool clubs. Activity logs show no difference in participation related to disadvantage.
Challenge 4: All children are given equitable opportunities to access homework and opportunities to consolidate learning in class.	High quality teaching and learning ensures all children make progress regardless of background or needs (shown through end of term summative data). Disadvantaged pupils progress and attainment matches those who are non-disadvantaged (shown through end of

	<p>term summative data and national data collection and analysis).</p> <p>Local authority senior education advisor monitoring of core subjects shows high quality teaching and learning and next steps are acted on.</p> <p>Children who do not have support at home are identified and have equity of opportunity to practise skills in school.</p>
Challenge 5: All pupils have the access to high quality teaching and learning experiences in core subjects that allow them to demonstrate greater depth knowledge and skills.	<p>National end of KS2 data shows increase in number of children achieving greater depth in individual subjects R,W and M and combined.</p> <p>Summative end of term data tracking shows children are achieving GD throughout the year.</p> <p>Local authority senior education advisor monitoring of core subjects shows high quality teaching and learning and next steps are acted on.</p> <p>Summative data tracking shows accelerated progress for some children, moving them from age related to greater depth summative judgements.</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.

Total budgeted cost: £40,029

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6046

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in professional development</p> <p>Retention of experienced staff through promotion to UPS, and access to NPQ qualifications</p> <p>Training of experienced staff member to become SENCo through funding NPQ for SEND.</p> <p>Purchase of local authority training for all staff to update knowledge of effective pedagogy in EYFS, SEND and effective subject pedagogy</p>	<p>Recommended from menu of approaches.</p> <p>EEF effective professional development guidance report Within EEF high quality teaching recommendations – Professional development guidance states that effective professional development enhances children's outcomes in the classroom. Retaining experienced and trained staff is cost effective and retains skills.</p>	1,2,4,5

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

Budgeted cost: £30759

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Support for children 40 hours a week shared between 4 classes Focus on SEMH and individual and small group interventions, pre and post teaching, including homework club/opportunities to complete in school for all	Teaching Assistant Interventions EEF +4 months impact Homework EEF +5 months impact	1,2,4,5

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

Budgeted cost: £3224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Big Green Heart SEMH intervention purchase	Social and emotional learning EEF +3 months impact	1,2
2 hours a week teaching assistant time for shadow training and then deliver of intervention	Teaching Assistant Interventions EEF +4 months impact	1, 2
Non-contact time for Mental health and Wellbeing lead to develop, deliver and monitor pupil health and wellbeing strategy in line with SDP (1 half day per half term)	Social and emotional learning EEF +3 months impact	1, 2
Support disadvantaged families with costs of residential in class 3, school visits trips and extra-curricular activities	Outdoor adventure learning EEF Physical activity EEF +2 months impact Arts participation EEF +3 months impact	3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils at Dishforth CE school performed well in 24/25

In EYFSP (Early Years Foundation Stage profile) 100% of our disadvantaged children reached a good level of development (in comparison to 51.3% nationally). In Year 6 end of KS2 Statutory assessment results for children on FSM (free school meals) was as follows

FSM	2025	Comparison to 2024	National	Percentile Rank
Reading	50% (1/2)	-16.7%	63%	74 th
Writing	50% (1/2)	-16.7%	59.4%	65 th
Maths	100%	+16.7%	60.4%	1 st
GPS	50% (1/2)	+16.7%	59.7%	66 th

Due to our small cohorts where each child is worth around 7-8% our % below national this year is related to 2 children with identified SEND related to literacy within the cohort.

Internal summative data tracked at the end of each term shows children in receipt of pupil premium funding performed very well;

In reading across the school 85.7% achieved at least expected progress, with 1 child achieving better than expected progress and 2 achieving less than expected.

In writing 100% of children achieved at least expected progress with 1 child achieving better than expected progress.

In Maths 100% of children achieved at least expected progress with 3 children achieving better than expected progress.

Our next steps in developing this new strategy have been aligned with the school development plan aims of considering the holistic wellbeing of all our children including those that are disadvantaged, alongside ensuring their academic achievement and progress.

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
none	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

ITT Mentor training

Sports funding to provide after school clubs