

St Hilda's Moorland Federation – Egton CE VA Primary School - Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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	Egton CE VA School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Liz Orland Headteacher
Pupil premium lead	Liz Orland
Governor / Trustee lead	Matthew White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£4545
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Danby CE VA Primary School, we believe that all pupils should leave primary school equipped with the skills and academic ability to access the next steps in their learning and education journey. This is in line with our vision statement:

Our vision, deeply rooted in a strong Christian tradition, is to:

'inspire learning and help children to achieve their potential in a caring, happy and distinctively Christian family.'

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

We provide a nurturing environment for our children and we learn and grow together. Our key values underpin everything we strive for in our school – Trust, Friendship and Respect.

Our strategy reflects our vision of all children being equipped to flourish in their future life. This includes:

- enabling high quality teaching and learning opportunities to meet the needs of all the pupils through robust identification and assessment
- enabling appropriate provision for pupils with identified or known barriers to learning (whether the barrier is academic or personal)
- ensuring that the needs of all children, including disadvantaged pupils are appropriately assessed and addressed.
- Being proactive in identification of needs and, swift and proactive in our response to families and individual needs

Our Key principles therefore include:

- the provision of wrap around care to support attendance
- the provision of learning support for identified pupils to support closing the attainment gap
- Increase in Teaching Assistant support to maintain good adult to child ratio and ensure additional support through small groups or one to one provision
- Enabling access to all provision for all – both curricular and extra-curricular

Challenges

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

Challenge number	Detail of challenge
1	Lack of local childminders/wrap around care provision, many parents increasing their work commitments as response to rising living costs, high mobility risk
2	Internal data shows that for some children, interventions are required. Some children including disadvantaged children have been identified as below age related expectations for a number of reasons, some external influences to the school
3	Enabling all children to access extra-curricular trips and provision

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
Children in receipt of pupil premium will achieve as well as, or close the attainment gap towards achieving as well as, other pupils nationally.	Attainment of pupils in RWM at the end of EYFS, KS1 and KS2 at least matches the National Average Attainment of pupils in the phonics screening check at least matches the National Average. <i>(As a small school, our data should be viewed alongside dialogue with the headteacher due to small cohort sizes)</i>
All children in our school will have full access to the range of activities and events available to their peer group	Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the taught curriculum.
An ethos that models high expectations for achievement for all irrespective of background or previous attainment ensures that children from disadvantaged backgrounds are motivated to achieve their full potential.	Disadvantaged pupils are expected to achieve highly or make at least similar progress to other pupils.
Disadvantaged pupils are expected to have the same attendance rates as their peer group.	School works closely with families and provides families with support strategies for improving their child's attendance including provision of wrap around care. Children's attendance is monitored and followed up if attendance rates reduce.

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.

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

Budgeted cost: £3545 contribution to overall costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Intervention support	Progress from starting points using in house data EEF Making the best use of teaching assistants - guidance EEF KS1, KS2 Maths and literacy guidance The Education Endowment Foundation Toolkit identifies small group tuition to make +4 months progress and one to one tuition +5 months. Targeted, tailored support, using high quality diagnostic evidence enables bespoke provision for children, ensuring the attainment and progress gap diminishes.	2

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

Budgeted cost: £1000 contribution to overall costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap around care	Parent Consultation held Spring 2025	1
Costs for residential and trips for PP identified children	Some families are unable to contribute the suggested voluntary contribution towards our residential trips and day activities	3

Total budgeted cost: £4545

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

- Teaching assistant support for individual, group work and class support for identified children working below age related expectations in English and Maths. Progress data indicates progress for all children receiving targeted support. Support for social, emotional and mental health needs for identified vulnerable children – Parents and children reported that they felt well supported with SEMH concerns, staff reported greater resilience and management of emotions using taught strategies.
- All pupils accessed the opportunities offered in our school, resulting in all pupils experiencing a wide and diverse curriculum and range of extra-curricular activities.
- Wraparound Care was fully implemented and available to disadvantaged children and others.