



Dishforth Airfield Primary School: Pupil premium strategy statement 2024-2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dishforth Airfield Primary
Number of pupils in school (Reception – Year 6)	(91)
Proportion (%) of pupil premium eligible pupils	12%
Proportion (%) of service pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	J Lyon
Pupil premium lead	J Lyon
Governor / Trustee lead	J Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19740
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	£19740

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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.

Challenges

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

Challenge number	Detail of challenge
1	Lack of progress in specific areas of the curriculum for certain children
2	Specific difficulties which necessitate individualised teaching based on individual starting points.
3	Low self-esteem and emotional issues for some children
4	For a small proportion of children, unsettled home environment
5	Mobility of children due to the context of the school community

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 eligible for pupil premium grant make at least expected progress from starting points with a proportion of children making better than expected progress	• All children make at least expected progress. • The gap between pupil premium children and other learners is reduced. • An increased number of children achieve age-related expectations. • This will be measured through teacher assessments, termly standardised tests and statutory assessment. School tracking will compare the progress of Pupil Premium groups and other children.
To improve self-esteem and resilience so that all children are ready to learn and able to make at least expected progress from starting points.	• Named staff in place to provide emotional support for specific children. • Children can access emotional support when needed. • Progress of children identified as having emotional needs is comparable to other children. • Children report that they are happier – measured through pupil voice. Progress of children in their learning will be measured through teacher assessments, termly standardised tests and statutory assessment. School tracking will compare the progress of Pupil Premium groups and other children.
High- quality, tailored interventions in place to ensure support for specific needs.	• Interventions are tailored to meet specific needs. • Tracking pupil progress effectively and using the information to inform planning and intervention (handwriting, maths and literacy) • Delivery of effective interventions to focus on specific gaps in learning through pre-teaching and corrective teaching • Handwriting intervention to close writing gaps in KS1. • Training provided to support the intervention programs • Successful delivery of tailored interventions results in more pupil premium children making at least expected progress.
Progress in reading, writing and mathematics	Achieve above national average progress scores at KS2 (0)

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD:</i> Phonics and early reading – development day support	High quality staff CPD is essential to follow EEF principles. EEF Phonics (+5) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds This is followed up during Staff meetings and INSET Days. All staff to lead effectively are released once a term	1,2, 5
<i>Staff CPD</i> <i>Cognition and Learning Bundle</i>	EEF +4 The use of structured interventions enables teaching to focus exclusively on a small number of learners. It is suggested that these groups lead by a teacher or trained TA supports the needs of lower prior attainers as well as those ensuring effective progress of all pupils and or the teaching of challenging topics and skills. We identified the needs of pupils in receipt of pupil premium and have implemented the strategies to support children in need of these interventions. Training for all staff allows staff throughout school to deliver this support where needed	1, 2
<i>Staff CPD</i> <i>SEMH Bundle</i>	EEF +4 The use of structured interventions enables teaching to focus exclusively on a small number of learners. It is suggested that these groups lead by a teacher or trained TA supports the needs of lower prior attainers as well as those ensuring effective progress of all pupils and or the teaching of challenging topics and skills. We identified the needs of pupils in receipt of pupil premium and have implemented the strategies to support children in need of these interventions. Training for all staff allows staff throughout school to deliver this support where needed	1, 2
<i>Monitoring across school looking at pupil premium, quality of</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We recognise monitoring across the school as good practise for	1, 2

<i>teaching and learning across school</i>	teaching staff and senior leaders to ensure the quality of education for all pupils. Specific monitoring takes place across the school looking at the quality of teaching and learning	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions	EEF- small group interventions. Ensure children have enough time and support to close gaps and make rapid progress.	1,2, 5
One-to-one support and small group interventions led by TAs and Teacher – link to metacognitive approach	EEF evidence shows that this is an effective approach in primary school especially in English where gains of 6+ months can be made. Data analysed termly to identify gaps in learning and interventions planned accordingly.	1,2,5

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

Budgeted cost: £2865

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional check-ins</i>	EEF Social and Emotional Learning Children ready for learning Provide bespoke nurture support	3,4, 5
<i>Staff CPD – SEMH and Restorative Practice refresher</i>	Social and emotional learning +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3,4,5

To ensure children are given opportunities to access experiences beyond school	EEF physical activity Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.	3, 4, 5
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Total budgeted cost: £19865

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025-26

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In 2025-26 Dishforth Airfield had eleven pupils receiving Pupil Premium in different year groups by the end of the school year. Seven of the pupils have SEND.

The data demonstrates that for children who have spent a full academic year at the school, the vast majority of them have met or exceeded expectations in either attainment or progress or both.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our evaluation of the approaches delivered last academic year indicates that the strategy is effective.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

Dishforth Airfield Primary School received £20880 in Service Pupil Premium for 2025-26

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

Measure	Details
How did you spend your service pupil premium allocation last academic year? 2025-26	Pastoral time to support children who had a parent deployed. Additional support for children working below national expectations – we identified gaps in service children’s education caused by moving between schools resulting in cumulative dysfluency which we addressed with targeted support. Increased admin time – to support leavers / arrivals administration. Dedicated staff member for arrivals and departures of children. Enrichment Fund Increase SENCO time
What was the impact of that spending on service pupil premium eligible pupils?	Support for children who have a member of the family deployed – some for up to 7 months – Parent Away Club Improved progress to close the gap through targeted interventions and pre-teaching activities Staff observed improvements in wellbeing amongst service children Smooth transition of information / data between schools and families inducted into school. Children settle into new school and children leaving are prepared (arrivals and departures policies) Opportunities for children to broaden their experiences through visitors, trips and music tuition. SENCO had further time to make referrals and access the necessary support for children before they are posted to another school. This includes referrals made to SEN Hubs, time to write EHCPs and supporting reports, liaising with external professionals, supporting colleagues in-house with specific training to meet the needs of children with SEND.

