

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding for 2025-2026 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 (accurate at the time of writing-September 2025)

Detail	Data
School name	Skerne Park Academy
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	50%
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Clair Gooding
Pupil premium lead	Clair Gooding
Governor / Trustee lead	Sophie Orton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,615
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	£213,615

Part A: Pupil premium strategy plan

Statement of intent

- At Skerne Park Academy, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your own potential should not be dependent upon where you come from but gaining the skills and knowledge necessary to succeed.
- Pupils who are in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential due to their socio-economic background and so at Skerne Park Academy we strive to provide both support and guidance to help children overcome any barriers they face.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning can sometimes be difficult to close due to difficulties with knowledge retention. Pupils have a low attainment within baseline assessments when they enter school. The education and wellbeing of many of our disadvantaged pupils have been impacted by significant knowledge gaps leading to pupils falling further behind age-related expectations.
2	The emotional well-being of parents and pupils as well as difficulties faced due to deprivation such as physical and mental health.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Attendance data over previous years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Difficulties with self-regulation and settling to learn.

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
Pupils eligible for Pupil premium aspire to make as much progress as their peers across all Key Stages. Disadvantaged pupils make accelerated progress and 'catch-up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention and tutoring.	End of Summer 2025/2026 data will show that of disadvantaged pupils will have made expected progress from the previous Summer. End of Summer data will also show that disadvantaged pupils will have made accelerated progress. Analysis of Interventions will show that they have had a positive impact on pupils' progress.
Pupils and families who require support with social, emotional or health needs are supported.	Family Liaison Officer and Safeguarding team identify vulnerable families and discuss appropriate support/referrals to outside agencies in the weekly Care Team Meetings. Pupils to access outside agency support where appropriate. Parents of disadvantaged pupils will feel supported with additional barriers alleviated where possible.
Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.	Pupils will learn the skills and knowledge they require to be academically successful. Learning opportunities will be enhanced with visitors/trips to make learning memorable. Pupils will identify that they enjoy school and have the key skills they require to make progress. Subject leaders will organise celebration days to enhance learning opportunities across the year, both whole school and class specific.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	The attendance officer, alongside SLT and the Family Liaison Officer will monitor attendance and provide support to vulnerable families. Pupil attendance will increase and persistent absenteeism will decrease.

Pupils will learn self-regulation techniques to support them when they are required to settle to learn.	Staff will receive appropriate training to support regulation of pupils. Those pupils who require opportunities for self-regulation will be assessed by occupational therapists and receive a bespoke offer of regulation throughout the week.
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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: £94,376

Activity	Evidence that supports this approach and approximate costing for 2025/26	Challenge number(s) addressed
Non-teaching Senior Leadership team appointed to support with mental health and the physical health of pupils and parents whilst working with outside agencies in order to enhance children's learning within the classroom.	https://my.optimus-education.com/coaching-effective-way-lead-teaching-and-learning £50,376	1 5
Allocation of funds towards CPD for teachers and teaching assistants focused on teaching and learning.	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching £5,000	1 5
Allocation of funds for reading, writing and maths initiatives subscriptions and high-quality texts for EYFS/KS1/KS2 (inclusive of Foundation Subjects.) • Spelling shed • Reading plus • TTRS	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching £35,000	1

Purchase of standardized diagnostic assessments (NFER/CAT/PASS). Training for staff to ensure assessments are interpreted and administered correctly.	NFER Standardised tests and interventions can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF £4,000	1

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

Budgeted cost: £7,750

Activity	Evidence that supports this approach and approximate costing for 2025/26	Challenge number(s) addressed
Provide a blend of tuition, mentoring and intervention work for pupils with low attainment. A significant proportion of the pupils who receive this work will be disadvantaged, including those who are high attainers.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF £7,000	1 5
Allocation of Coram Beanstalk to enhance reading especially with those disadvantaged pupils in the bottom 20%.	One to one reading opportunities can be an effective method to raise standards in reading as well as foster the reading for pleasure agenda. https://www.beanstalkcharity.org.uk £750	1 5

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

Budgeted cost: £110,489

Activity	Evidence that supports this approach and approximate costing for 2025/26	Challenge number(s) addressed
Educational Psychologists time to support assessment and diagnosis of additional needs.	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching £15,000	1 5
The curriculum to be enhanced with more reward trips/activities, visits and curriculum experiences (both in and out of school)	Extra-curricular activities can enhance children's learning and through them, children will strive to reach their full potential. £31,000	1 3 5
Attendance officer appointed to ensure that parents are made aware of expected attendance levels when they fall below 95% Linked working with the Family Liaison officer, where appropriate, to support the improvement of attendance.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents £27,712	2 3 4

Family Liaison Officer to work as a direct link to parents offering support with mental health, physical health, finance and parenting whilst working alongside external agencies.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents £36,127	2 3 4
The inclusive practice within school to be enhanced to ensure all children receive the best possible education.	https://iqmaward.com Through self-assessment, we can continually improve our inclusivity to enable each child to reach their full potential. The Inclusion Quality Mark is an excellent self-assessment tool to achieve this. £1,650	1 2 3 4 5

Total budgeted cost: £213,615

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 2025 to 2026 academic year.

Nature of Expenditure	Impact of expenditure
<u>Teaching and Targeted Academic Support</u> Intervention targeted at specific needs and knowledge.	• Support focused on curriculum development, curriculum mapping and improving the quality of teaching through coaching and collaborative work with staff. Leaders and teachers were supported to identify the key knowledge and skills required for success and ensure these were more effectively sequenced and delivered within lessons. This work strengthened teacher confidence, improved consistency in classroom practice and contributed to increasingly precise intervention planning. • Alongside this work, the school maintained a significant programme of additional intervention and support. Weekly after-school booster sessions were delivered by teaching staff across Reading, Writing and Mathematics, providing targeted support for pupils identified through assessment, question-level analysis and pupil progress meetings. In addition, a daily breakfast booster club was offered free of charge to Year 6 pupils, ensuring all children had regular opportunities to revisit key knowledge, address misconceptions and develop confidence ahead of statutory assessments. • Further targeted intervention was provided by the Year 5 teacher and Maths Lead each Thursday and Friday, working with small groups of pupils requiring additional support. These sessions focused on addressing gaps identified through assessment, strengthening core skills and securing expected standard outcomes for pupils working close to threshold.
<u>Family Liaison Officer & resources (attendance)</u> Bespoke officer improving attendance.	• The Family Liaison Officer worked alongside the Trust to improve practice and procedures within school. • The school worked tirelessly to ensure the attendance and safety of all pupils. • In addition to this the family liaison worked closely with families to ensure all vulnerable children were in school. • Families are now engaging with school and meeting with the Attendance leads. • Persistent absentees reduced by 1%. • Due to attendance remaining at 92% last year with a slight increase (92.4% in 2025; 92.1% in 2024), we purchased and had training for A* Attendance as a tool for early identification and support to raise attendance and to support attendance in 2026-27 academic year.
<u>Family Liaison Officer (Safeguarding)</u> Bespoke officer responsible for safeguarding. – Works closely with the new attendance officer.	Our Family Liaison Officer has supported: • 14 families at pre EHA • 6 families at Single Agency support • 5 families at CIN and assessment • 1 family at Child protection • 3 families at SGP/PLAC • 1 young carer Skerne Park Academy (FLO) has worked with the Listening Post to identify 4 pupils who needed support. The Listening Post has had 54 sessions over the course of the academic year. These children were at risk of becoming EBSA (Emotionally Based School Avoidance).

<u>Educational Psychology Service</u> To enable school to have early intervention in children who have delayed progress due to suspected SEND / delayed development.	15 children have had Darlington's Educational Psychology Service including: • Observations • Liaising with parents/carers and stakeholders • Attending multi-agency meetings • Drop ins for staff consultations 3 additional children now have an EHCP due to their involvement and 2 children have an application submitted to Darlington SEND.
<u>Inclusion Quality Mark</u> Through self-assessment, to enable school to continually improve their inclusivity.	Skerne Park Academy successful achieved the Inclusion Quality Mark and is now a Centre of Excellence for a third year following its inspection/review. We will be working towards flagship status in the next academic year. The accreditation this year demonstrated: • There is a clear sense that inclusion is not simply an aim, but something that is lived and experienced by all (IQM 2026) • There is a shared commitment to ensuring that every child can access learning and achieve their potential. (IQM 2026) • Skerne Park Academy continues to demonstrate that inclusion can be both meaningful and effective when it is rooted in a genuine belief that every child can succeed. (IQM 2026)
<u>FSM validating service</u> To ensure all students eligible for Pupil Premium funding are highlighted – in light of Free School Meals for all Key Stage 1	• Skerne Park Academy ensured all Pupil Premium pupils received funding. • Parents are supported to make any relevant applications for Free School Meals • The school kitchen prepared a tasting session for children to encourage more take up for school meals. • The school council were consulted when preparing the menus for school meals to encourage more children to choose a free school meal option.