

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Federation of Skelton Newby Hall and Sharow CE Primary Schools
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years (2021-2024)
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Jacqui Palmer
Governor / Trustee lead	Chris Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
Recovery premium funding allocation this academic year	£3,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,620

Part A: Pupil premium strategy plan

Statement of intent

Based on the federation's vision that We Promise to Flourish Together, our curriculum strives for our pupils to be the best that they can be so that on transition to secondary school they will be:

- *considerate and respectful, taking responsibility for their behaviour*
- *open to new ideas and respect and value differences*
- *resourceful, resilient and know how to keep safe*
- *actively demonstrating citizenship at all levels*
- *showing strong attitudes to learning and taking responsibility for their own learning*
- *willing to embrace setbacks and mistakes*

This is our desire for all children irrespective of their context or starting point. Therefore, this plan has been constructed by the whole teaching team, who identified barriers to learning for our disadvantaged children and used evidence, expertise and experience to create a plan to mitigate them.

Challenges

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

Challenge number	Detail of challenge
1	Reading – nearly 50% of PPG children didn't make the expected standard for phonics at year 1 in 2020-2021 and continue to be working below age related expectations. (Only 38% of PPG children in 2020-2021 met age related expectations for reading)
2	Fluency of maths facts, therefore difficulties with overloading working memory (Only 30% of PPG children are met age related expectations for maths in 2020-2021)
3	Retention of knowledge is often a limitation.
4	Confidence in own ability
5	Lower expectations for children and a lack of aspiration means that children do not have highly positive attitudes to their learning and do not reach their true potential.
6	Lack of experiences and cultural capital to inform and support reading and writing.

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
More children will be reading at age related expectations.	Phonics screening data in 2023/24 will be above national. (2019 82% at the end of year 1 91% by the end of year 2) More than 38% of PPG children will meet age related expectations for reading in 2023/24
Improved maths attainment for all pupil groups at the end of KS2.	Mathematics outcomes by 2023/24 are at least in line with or exceeding national data and children are making at least expected progress from their individual starting points. All groups of learners are attaining and progressing effectively from their starting points.
Provision of extra-curricular support and enrichment in order to build cultural capital	Attendance registers will show that PPG children will be more engaged in personal development opportunities and better equipped with a broad knowledge to access future learning.

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests 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	1, 2
Purchase of a DfE validated Systematic	Phonics approaches have a strong evidence base that indicates a positive	1

<p>Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Continue to ensure that provision for reading supports learning in and out of school and is matched to individual attainment levels.</p>	<p>On average, reading comprehension approaches (we use Reading Plus) deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge. We found Reading Plus to be successful in supporting children through the lockdown periods, and beyond, which supported comprehension and the development of core vocabulary Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	1

pupils who require further phonics support.	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Use of pre-teaching and overlearning to support children to access learning. Maths intervention more finely tuned through work with the maths hub, and the use of the Ready to Progress materials.	Small group learning is most likely to be effective if it is targeted at pupils' specific needs EEF. Evidence shows that small group can be effective. Targeting teaching to ensure access to lessons ensures greater inclusion and success. This has been identified as rather than focusing on catching up we are aiming that children are supported more proactively to keep up. EEF identified that children can make an additional 4 months progress from programmes outside of curriculum time. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding educational visits and extracurricular activities	The Council for Learning Outside the Classroom have collated a terrific archive of evidence that indicates that good quality outdoor learning adds significant value to a young persons learning. Browse the archive here	4, 6
Enrichment activities such as specialist teachers, arts opportunities	Enriched curriculum ensures engagement and opportunities for breadth within learning EEF identifies that broad experiences and	5,6

and learning beyond the classroom to develop social capital	opportunities to learn beyond the classroom have a positive impact on children's engagement and development of social capital. Arts participation EEF (educationendowmentfoundation.org.uk)	
Funding for musical instruments and lesson	While playing an instrument triggers all parts of the brain, it also stimulates corpus callosum, which is the bridge between both hemispheres, and it can also increase its volume, which results in better, faster and more diverse information processing between both sides of the brain.	3, 4, 6
Invitation to homework club – currently only available at Sharow	A number of PPG pupils find it difficult to complete homework. By providing them with the necessary resources, time and support to complete this in school, allows them to benefit from the tasks set; avoiding penalties which may impact on their social interaction during the school day.	1, 2, 3, 4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £18,000

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 2021 to 2022 academic year.

The development of teaching for mastery in maths has increased the confidence of children, along with developing their use of manipulatives to support them in working independently. Maths attainment data for these children does not yet show that gaps are closing, although teachers report that a more secure understanding has been achieved and this would be expected to show in future data collections. Therefore, we will continue to invest in this approach and work with the maths hub to sustain our work, with a particular focus on the impact of interventions.

Use of online tutoring did not result in the impact intended and will therefore not be continued. although most children engaged in the programme, it was felt that it was not closely linked to the work they were doing in the classroom, which limited it's impact. Therefore, class teachers will more closely direct same day intervention through the use of the Ready to Progress materials.

SHINE intervention material was used for both reading and maths. Both had some impact, although it was felt that this was not sufficiently matched to the needs of the pupils and therefore better impact could be made using another resource.

Improvements have been seen in all aspects of reading. Engagement in the chosen phonics programme remains strong and the practise is well established, therefore not encroaching on working memory. 100% of year 1 pupils who took the test met the expected standard and therefore this approach is to be continued.

Where children accessed educational visits, their learning brimmed with excitement and context, providing them with greater resilience and expanding their experiences. Music lessons were not taken up and these are to be better promoted to encourage engagement.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and further support identified in the school's improvement plan.

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
Reading Plus	Reading Plus

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">• Monitoring of service children's progress compared to the wider school population to ensure that they learn develop and achieve their expected level of progress• Interventions strategies to support are put in place based on need and ongoing assessments• A Service Children's Champion was identified in school and training attended• Information shared with all staff about how to support service children and families