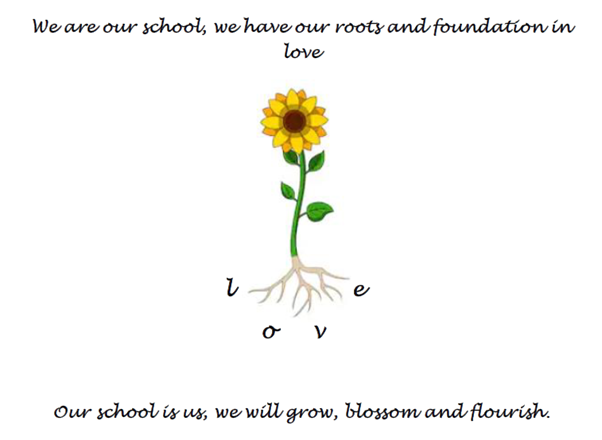
# North Stainley C of E Primary School



**Pupil Premium Strategy**

**Headteacher:** C:\Users\Admin.NSCEPS\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E30BBD54.tmp  **Louise Wallen**

**Chair of Governors:**  **Nathaniel Potts**

# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2023 academic years) 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 2022-23

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| Detail | Data |
| School name | North Stainley CE Primary School |
| Number of pupils in school | 45 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22  To 2024-25 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | January 2023 |
| Statement authorised by | Louise Wallen- Head teacher |
| Pupil premium lead | Louise Wallen |
| Governor / Trustee lead | Glenys Bailey |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £7.200 |
| Recovery premium funding allocation this academic year | £ 1000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £ 8,200 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Recognising that our vision is central to our school…  ‘We are our school, we have our roots and foundations in love.’  ‘Our school is us we will grow, blossom and flourish’  The pupil premium and recovery grant help us to achieve our vision for all of our children. Our small rural church school provides a high quality of teaching and learning. Everyone is valued for who they are, everyone is encouraged irrespective of their background or the challenges they face. All are supported to be aspirational and make continued good progress and attainment.  Quality first 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 simultaneously benefits the non-disadvantaged pupils in our school.  The school is providing targeted support through school led catch up programmes of intervention and a Mental Health Lead program.  Our approach will be responsive to common challenges and individual needs, rooted in robust and continuous assessment. To ensure this is effective, we will:  • Have aspirational expectations for all of our children (including SEND and those who are disadvantaged)  • Plan teaching that carefully builds knowledge progressively in small steps  • Act early to intervene when a need is identified |

## Challenges

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

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| Challenge number | Detail of challenge |
|  | Discussions with pupils and parents and feedback from class teachers indicate that support for learning/engagement in reading, from parents of disadvantaged children is significantly less than parents of non-disadvantaged children. Success in reading is key in developing skill in all subjects – and therefore children who are getting fewer opportunities to practise their reading and develop a love of reading through shared story time, are less likely to achieve academic success. |
|  | Internal assessments discussions with pupils and teacher feedback indicate that the home support for learning of spellings and maths fluency among disadvantaged pupils is below that of non-disadvantaged pupils. KS1 and 2 SATs 2022 highlighted that the average number of children meeting ARE from disadvantaged backgrounds was less than that of their non-disadvantaged peers. Further analysis showed that spelling and fluency in maths attributed to these children not making as much progress in these subjects. |
|  | Assessments and observations of SEMH across the school, which are supported by national studies, have identified the impact of school closure in lowering self-esteem and self-confidence of all learners but particularly with those who are disadvantaged, this has led to a lack of resilience/ stamina when approaching learning and therefore impacts on the progress made. |
|  | Observations have highlighted that isolation over the past 2 years has impacted on speech and language acquisition in EYFS and KS1. |
|  | Recorded breakdown of some families and both the physical and mental upheaval involved has affected attainment, attendance and progress for some of our disadvantaged and non-disadvantaged children. |
|  | Attendance over the past 2 years has been lower for disadvantaged pupils in contrast to non-disadvantaged children. This can be as a result of family breakdown and illness that causes both physical and mental upheaval. The impact of poor attendance affects attainment and progress, increasing the risk of gaps in learning. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2024**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Targeted Support: aim for all children to make expected or accelerated progress in their learning | |
| Increase in % of pupils reaching ELG.  Increase in the number of pupils passing the Phonics screening in Year 1.  Increase in % of pupils reaching expected or GD in KS1 maths and reading SAT’s.  Increase in the% of pupils meeting expected or GD in KS2 maths and reading SAT’s. | To track positive progress across the year in R and M. To do this through our Progress Effort and Attainment tracker P,E,A,s  To ensure that this is supported by Teachers formative assessments and summative assessment.  To review the outcomes of assessment half termly and adjust focused interventions accordingly in order to reach intended outcomes. |
| **Quality of Teaching:** aims for all teachers and support staff to be confident in their implementation of teaching across the curriculum. | |
| The delivery of consistently strong teaching across the curriculum. That subject leads are confident in their subject areas and able to support staff when delivering challenge within a rich knowledge-based curriculum | Monitoring through a systematic programme that is meaningful, manageable and motivating for teaching staff.  Time to plan, monitor and adapt subjects to fulfil outcomes. |
| That suitable CPD and resources are accessed by all subject leaders to ensure the fidelity when planning to provide a challenging and rich curriculum. | Staff to access good/relevant CPD  To be able to provide quality resources to support teaching and learning.  To be able to provide staff with the time to fulfil these requirements. |
| To ensure that high quality resources can be accessed in reading and maths.  That children who require extra support can use these resources when accessing focused interventions that aim to improve progress. | That reading books are updated and current from Early reading to books with challenge in KS2  That good quality phonics and spellings is delivered with rigour and fidelity across the school. Through class teaching and focused interventions.  That there is rigour in the teaching and assessment of maths fluency across all cohorts. |
| **Wider Opportunities and Strategies:** Aimed at improving mental health and wellbeing, increasing resilience and raising engagement and enthusiasm for learning. | |
| To improve early communication in Early years and Year 1 particularly in speech and language. | To see improved speech and language attainment tracking through the Early years from baseline to Early learning goals. |
| To achieve improved attendance for all of our children in school. To sustain this as we move through the year and towards 2024 | To recognise good attendance during weekly celebration worship and to recognise 100% attendance half termly.  To be rigorous when following policy around poor attendance, offering support to families whose attendance is consistently poor. |
| For the wellbeing of all members of our school community to improve, with a particular focus on our disadvantaged children. | Subject leaders and class teachers to put together a sustainable programme of enrichment for all children to access.  Pupil voice and parents’ surveys to enhance teacher observations in monitoring SEMH in our school. |

## 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: £ *3000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of support and CPD for Read, Write inc phonics teaching, through the Outwood hub.  [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 4,5 |
| Reading for Fluency – purchase of book to match the phonics scheme three read approach. | Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.  [. EEF blog: Shining a spotlight on reading fluency(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency) | 4,5 |
| Improve the quality of social and emotional (SEL) learning  SEL approaches will be embedded into routine alongside the 5 Ways to Wellbeing already practised and further training for our Mental Health lead and other members of staff | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): [EEF\_Social\_and\_Emotional\_Learning.pdf( educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 1,3 |
| [Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.](https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics)  Teacher release time funded to consolidate the Maths Mastery Approach in our school, and the implementation of the white rose maths scheme. Accessing Maths CPD through the Professional practise group and Hubs. | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 2,5 |

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

Budgeted cost: £ 2700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Daily phonics interventions provided by teacher/teaching assistant in EYFS/KS1/KS2 | Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months’ additional progress. | 4,5 |
| Deploying staff members to support disadvantaged pupils in 1:1 coaching for Social and Emotional support, for speech and language intervention and in 1:1 pre-teaching/ intervention sessions in spelling and maths. | Tuition 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)](file:///C:\Users\Head\Downloads\Tuition%20targeted%20at%20specific%20needs)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1,2,3,4,5 |

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

Budgeted cost: £ 2500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the [DfE’s Improving School Attendance advice](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities). This will involve training and release time for staff to research and develop new procedures. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Providing enrichment activities through Wellbeing days and the 5 Ways to Wellbeing. Introduction of Wellbeing Ambassadors  Clubs, trips and visits which develop social interaction skills and emotional resilience. Eg residential visits, outdoor adventurous days, theatre trips and a variety of daily after school clubs | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): [EEF\_Social\_and\_Emotional\_Lea rning.pdf(educationendowmentfo undation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 2,3,4 |

**Total budgeted cost: £ 8,200**

# 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.

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| **To achieve improved attendance for all of our children in school. To sustain this as we move through the year and into 2022-23.** Attendance improved over the year despite a number of outbreaks of COVID and although we did not reach the target of 95% we had 93.96% attendancewhich was higher than the national average in 2021-22.  **For the wellbeing of all members of our school community to improve, with a particular focus on our disadvantaged children.** End of year Head teachers report in July 2022 evidenced almost 50 enhancements to learning across the school during the academic year. These included, wellbeing days, sport and activity days, outdoor learning, health and safety and safeguarding workshops as well as cultural visits and events. Parents survey evidenced that parents agreed that school supported their child’s personal development and that their child was happy in school.  **To improve early communication in Early years and Year 1 particularly in speech and language.** Interventions have been put in place to support with early language in Early years and Year 1. Further need has been identified and specialist interventions have been sought. This will continue going forward into 2022-23.  **Achieve positive progress and improved attainment in maths, reading and writing as well as above average in phonics screening checks for our disadvantaged children.** With the exception of the present Year 6 (in maths) good progress was evident in reading and maths across all year groups including SEND and disadvantaged children. Writing in the present year 4 and 5 is still cause for concern and is a point on the school development plan, other pupils in other year groups showed good progress in writing.  % disadvantaged children who made good progress:  R: 66.6%  W: 66.6%  M: 50% |

This details the impact that our pupil premium activity had on pupils in the **2020 to 2021** academic year.

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| *Prioritising and monitoring wellbeing of our children on an individual basis became a priority when returning to school in September and was fully supported through the 5 Ways to wellbeing. Children were encouraged to take control of their own wellbeing and to talk openly about both mental and physical wellbeing of themselves and others through PSHE.*  *Interventions planned to increase self-esteem were in place consistently for the autumn term and children were able to access these routinely. Good progress was made in supporting the children who had been assessed as requiring this extra provision. The January lockdown impacted on the rigour of this provision but we were able to continue to support to a lesser extent through virtual meetings.*  *Returning to school in March highlighted the same and other different concerns around wellbeing and provision was adapted to support this.*  *Over 2020-21 Phonics and Reading was a development priority across the school and the focus was wide reaching from writing a new curriculum and embedding this to resources to teaching and learning and to parental support. Investment was made in intervention and support for those who had identified barriers to their learning including those who did not access reading regularly at home. Parents were encouraged to support their children’s progress in reading through a bespoke parental handbook and a digital meeting developed to inform parents how to support their children in their reading which all parents were strongly encouraged to attend.*  *Progress in reading and phonics was Expected in the Autumn term but was impacted by the Spring lockdown. On returning to school in March the reading was monitored and new interventions were put in place for identified children.*  *Attainment of children in reading summer 2022:*  *Y6: HNM 9% WTS 9% EXS 18% GDS 64%*  *Y2: HNM 16% WTS 34% EXS 16% GDS 34%*  *Number of children passing the Y1 phonics test summer 2021: 86%*  *6 out of 7 children passed*  *The introduction of the Teaching for mastery curriculum was once again impacted by the spring term lockdown and the effects of this on other areas of the curriculum.*  *Attainment of children in maths summer 2021:*  *Y6: HNM 9% WTS 9% EXS 55% GDS 27%*  *Y2: HNM 16% WTS 66% EXS 34% GDS 0%* |

## 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*

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| Programme | Provider |
| Oxford owl Read write inc phonics and spelling programmes | Oxford University Press |
| White Rose Maths | White Rose Maths Company |
| SPAG on line | CGP books |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Enrichment activities  After school activity clubs  Outdoor and adventure days  Forest schools |
| What was the impact of that spending on service pupil premium eligible pupils? | Enrichment activities supported Service pupils’ emotional resilience and social awareness after a period of school closure (Jan - March 2021) |