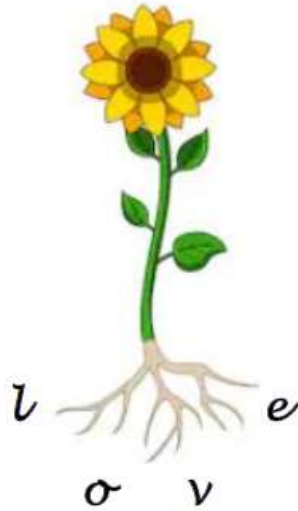


North Stainley CE Primary School

We are our school, we have our roots and foundation in love



Our school is us, we will grow, blossom and flourish.

Pupil Premium

Policy agreed: 9.2.2022

Headteacher:

LE Wallen

Louise Wallen

Chair of Governors:

Nathaniel Potts

Nat Potts

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	North Stainley CE Primary School
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Louise Wallen- Head teacher
Pupil premium lead	Louise Wallen
Governor / Trustee lead	Glenys Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11.100
Recovery premium funding allocation this academic year	£ 2885
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	£13.985

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenge number	Detail of challenge
1	Assessments and observations of SEMH across the school and which are supported by national studies, have identified the impact of school closure in lowering self-esteem and self-confidence which leads to a lack of resilience/ stamina when approaching learning and therefore impacts on the progress made.
2	Staff and parent discussion and observations have identified that the reduction in the number of enrichments opportunities for children to access over the past 2 years have also been a barrier to all of our children's learning, but has had a greater impact on those who are disadvantaged.
3	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.
4	Observations have highlighted that isolation over the past 2 years has impacted on speech and language acquisition in EYFS and KS1.
5	Internal assessments indicate that writing, reading and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Attendance over the past 2 years has been lower for disadvantaged pupils in contrast to non-disadvantaged children. However, measures required to address this must also address some non-disadvantaged children who do not reach our 95% target.

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
To achieve improved attendance for all of our children in school. To sustain this as we move through the year and into 2022-23	To improve attendance in school for our disadvantaged and non-disadvantaged pupils who fall below 95%. To maintain the attendance of those all pupils who are above 95% To sustain this into subsequent academic years with a rigorous programme to address high absence.
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.
Achieve positive progress and improved attainment in maths, reading and writing as well as above average in phonics screening checks for our disadvantaged children.	To track positive progress across the year through our Progress Effort and Attainment tracker P,E,A,s This is supported by Teachers formative assessments and summative assessment.
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.

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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Read, Write inc phonics resources and training.</p> <p>DfE validated Systematic Synthetic Phonics programme</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4,5
<p>Reading for Fluency – purchase of book to match the phonics scheme three read approach.</p> <p>Up dating training.</p>	<p>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.</p> <p>. EEF blog: Shining a spotlight on reading fluency(educationendowmentfoundation.org.uk)</p>	4,5
<p>Improve the quality of social and emotional (SEL) learning</p> <p>SEL approaches will be embedded into routine alongside the 5 Ways to Wellbeing already practised and training for our Mental Health lead.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,3
<p>Enhancement of maths teaching</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National</p>	2,5

<p>and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time funded to consolidate the Maths Mastery Approach in our school.</p> <p>Accessing Maths CPD through the Professional practise group.</p>	<p>Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily phonics interventions provided by teacher/teaching assistant in EYFS/KS1/KS2</p>	<p>Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress.</p>	<p>4,5</p>
<p>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.</p>	<p>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:</p> <p>One to one tuition EEF(educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to research and develop new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>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</p>	<p>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)</p>	<p>2,3,4</p>

Total budgeted cost: £ 11600

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 2020 to 2021 academic year.

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 2021:

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

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:

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)