

Pupil premium strategy statement for the Federation of Grewelthorpe and Fountains CE Primary Schools

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	G:82 F:75
Proportion (%) of pupil premium eligible pupils	G:5% F:9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Pam Acheson
Pupil premium lead	Pam Acheson
Governor / Trustee lead	Rachel Bain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£23850

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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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.

Our pupil premium spending has been based on educational research and evidence of impact from previous years, to meet the needs of our children. As a school, we promote the development of the whole child. We ensure that children are accurately assessed from their individual starting points and we use adaptive teaching strategies to meet the needs of all of our pupils.

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 Pupil Premium Strategy is directly linked with our School Improvement Plan, which is monitored and reviewed regularly, to ensure that the additional funding further enhances and supports personal development, behaviour, attendance and welfare for all our pupils.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*

- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*
- *To ensure that the teaching and learning meets the needs of all children • To ensure that disadvantaged children can access the same enrichment activities as non-disadvantaged children*
- *To improve the mental health and well-being of disadvantaged children*

Challenges

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

Challenge number	Detail of challenge
1	<i>Early Years assessments and evaluations show that many children do not have access to high quality language, communication and a broad range of vocabulary, this impacts on the early development of speech and language</i>
2	Pupils' mental, social and emotional health has been impacted through the pandemic, impacting on children's engagement
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
4	Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

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
<i>Early intervention ensures children are confident learners and have core skills to support them as they progress into KS1</i>	Attainment at the end of the EYFS is in line or above national performance indicators Progress assessments demonstrate that children make effective progress from their individual starting points, particularly in reading and phonics.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our vulnerable and disadvantaged pupils.</p>	<p>All children have access to the Thrive Programme and it is supported by staff across the school.</p> <p>Thrive tracking assessments and tracking to show progress.</p>
<p>The attainment gap in reading has closed</p> <p>Disadvantaged pupils develop high levels of phonic knowledge, fluency and reading for pleasure</p>	<p>Early intervention and catch up using the Little Wandle scheme.</p> <p>All children in KS2 are tracked using the Accelerated Reader Programme along with Hodder tests.</p> <p>Pupils are exposed to high quality texts in English lessons, independent reading and throughout the curriculum.</p> <p>Pupils share a love of reading.</p> <p>Reading outcomes by 2024/25 are in line with or exceeding national data and children are making at least expected progress from their individual starting points.</p>
<p>The attainment gap in maths has closed.</p>	<p>Mathematics outcomes by 2024/25 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.</p>
<p>The attainment gap in writing has closed</p> <p>Disadvantaged pupils develop high levels of vocabulary, spelling, handwriting and independent writing.</p>	<p>Attainment of disadvantaged pupils in writing is in line with non-disadvantaged pupils and children make effective progress from their individual starting points</p>

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: £ 10933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1,2,3,4,5</p>
<p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teachg for all pupils.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1,3</p>

<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>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).</i></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:</p> <p><u>Mathematics guidance: key stages 1 and 2</u></p>	<p>4</p>
<p><i>Improve the quality of social and emotional (SEL) learning</i></p> <p><i>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></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><u>Improving Social and Emotional Learning in Primary Schools</u> EEF</p>	<p>2</p>

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

Budgeted cost: £ 10041

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics catch up and intervention sessions for pupils identified as at risk of falling behind</i>	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics	1,3
<i>Additional targeted support in class/small groups to enable all pupils to remain in line with their peers and to support those needing additional input.</i>	https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-onlinecourse/structuredinterventions/recommendations-5-and6-unpacking-the-evidence	1,2,3,4,5
<i>Daily reading time built into the curriculum to develop fluency, prosody and understanding.</i>	https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency	3
<i>Extensive CPD for all staff in school – Thrive Practitioner training; The Write Stuff Training;</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4,5

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

Budgeted cost: £ 3001

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improved social and emotional wellbeing for PP children and other vulnerable pupils.</i>	Targeted Thrive nurture support from trained TAs. Timetabled sessions and opportunities to use the Thrive room during break times. See Thrive Approach - https://www.thriveapproach.com/	2
<i>Subsidised visits/ visitors, experiences and extra curricular</i>	EEF identifies that broad experiences and opportunities to learn beyond the classroom have a positive impact on children's engagement and	All

<i>activities for PP children.</i>	development of social capital https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	
<i>Contingency fund for acute issues.</i>	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.	All

Total budgeted cost: £ 23975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Statutory Assessments were once again carried out in the summer term of 2022, following a break because of Covid-19.

Fountains

EYFS	cohort No	Sch	75	Nat	67	Y1	cohort 10	Phonics	Sch	70	Nat	79
GLD	8											

		RWM		Reading			Writing		GPS			Maths		
	cohort	EXP+	GD	EXP+	GD	ASS	EXP+	GD	EXP+	GD	ASS	EXP+	GD	ASS
Sch	14	50	0	50	18		50	0				50	21	
Nat		56	6	68	19		60	8				70	16	
Sch	11	55	0	73	18	105	82	0	82	0	107	64	36	105
Nat		59	9	73	29	105	72	13	72	30	105	73	24	104

Grewelthorpe

EYFS	cohort NO	Sch	83	Nat	67	Y1	cohort 15	Phonics	Sch	93	Nat	79
GLD	12											

		RWM		Reading			Writing		GPS			Maths		
	cohort	EXP+	GD	EXP+	GD	ASS	EXP+	GD	EXP+	GD	ASS	EXP+	GD	ASS
Sch	9	67	0	67	22		67	0				67	44	
Nat		56	6	68	19		60	8				70	16	
Sch	13	69	15	85	46	106	92	15	85	0	107	77	23	104
Nat		59	9	73	29	105	72	13	72	30	105	73	24	104

Attendance across the Federation was 95%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.