

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	The Federation of Skelton Newby Hall and Sharow CE Primary Schools
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
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	£16,965
Recovery premium funding allocation this academic year	£4,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,000
Total budget for this academic year	£24,965
Service Pupil Premium	£2,170

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 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 and continue to be working below age related expectations. (Only 38% of PPG children are meeting age related expectations for reading)
2	Fluency of maths facts, therefore difficulties with overloading working memory (Only 30% of PPG children are meeting age related expectations for maths)
3	Retention of knowledge
4	Confidence in own ability

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 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
Children's fluency of maths facts will be greater and their confidence increased, to enable more children to attain age related expectations for maths	More than 30% of PPG children will meet age related expectations for maths
Provision of extra-curricular support and enrichment in order to build cultural capital	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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of an accredited systematic synthetic phonics (SSP) programme.	Systematic and explicit approaches to phonics instruction facilitate the development of the scientifically-validated cognitive processes that lead to skilled reading. SSP is the specific method that most closely aligns with the characteristics of effective teaching.	1, 3, 4
Develop the curriculum to ensure that it is a systematically structured curriculum that sequences learning, building on what pupils already know to allow them to know more, remember more and do more	The strength of the curriculum underpins the quality of learning that takes place. It is essential that the school leaders have the knowledge, skills and time to implement this.	1, 2, 3, 4

Cognitive Science cpd for all staff	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)	1, 2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tuition	<i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (EEF)</i>	2, 3, 4
Additional 1:1 reading time CPD for all staff	<i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (EEF)</i>	1, 3, 4
Adult support / coaching – pupil premium champion	<i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. (EEF)</i>	4

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Funding educational visits and extra curricular 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
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
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

Total budgeted cost: £23,000

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 2020 to 2021 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. This is evidenced by children's ability to focus more and explain their thoughts.

Improvements have been seen in all aspects of reading. Data shows that all pupils have made progress and that this was maintained during school closure in the Spring term. Engagement in the programme remains strong and the practise is well established, therefore not encroaching on working memory. Access to authors was not provided and therefore the impact of this hasn't been realised.

Some class visits were accessed, although the usual programme of residentials was not possible. Where children accessed educational visits, their learning brimmed with excitement and context. Some children accessed sports club although we now need to look at what our PPG children would like to engage in to provide them with opportunities to develop and shine. Music lessons took place at the start of the year but once they became virtual, interest waned.

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
SHINE intervention	Rising Stars
Reading Plus	Reading Plus

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Purchase of books to add to the school library Little Troopers Story Books

	<p>Booklist recommended by Service Children in State Schools</p> <p>Adventure World Map on an oil cloth</p> <p>Forest Schools Supported by a parent with service experience providing a role model.</p> <p>School Resource Pack - Little Troopers</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Service pupils' lives are be better represented and supported in the school reading materials.</p> <p>Children are able to talk about where their parents have, are or will be visiting.</p> <p>Raised self-esteem and team working.</p> <p>School has resources to explain more about military children within school and lots of practical ways to support and ensure the military are represented.</p>