



Blessed is the one who trusts in the Lord, whose confidence is in him.
They will be like a tree planted by the water that sends out its roots by the stream.
It does not fear when heat comes; its leaves are always green.
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

Pupil premium strategy statement 2021 - 2024

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 Middleham (VA) & Spennithorne (VC) CE Primary Schools
Number of pupils in school	84 (Middleham: 51, Spennithorne 33)
Proportion (%) of pupil premium eligible pupils	7% (5 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Marie Mann (Headteacher)
Pupil premium lead	Marie Mann (Headteacher)
Governor / Trustee lead	Kathy Wheeler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6000
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£8000

Part A: Pupil premium strategy plan

Statement of intent

At The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools we are committed to raising the achievements for all pupils inclusive of those who are eligible for Pupil Premium.

All of our children in receipt of a Pupil Premium Grant will be prioritised for additional focus and support. They will receive outstanding Quality First Teaching, have access to good learning resources, be supported by skilled and knowledgeable teachers and teaching assistants and receive tailored academic and emotional/social support which will help them thrive and achieve well.

Our Pupil Premium Strategy Plan identifies the following key strands:

- Quality First Teaching
- Academic Support / Intervention
- Emotional/Social Support / Intervention

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language development. Many children enter school below age related expectations in communication, language and literacy.
2	Widening gaps in academic performance/attainment in writing: Through the pandemic, Grammar/Punctuation/Spelling skills have suffered, leading to lack of fluency and cohesion in writing. Phonics knowledge and spelling is an area of growing concern for children in LKS2 and spelling is an area for development across KS2.
3	Phonics needs identified - Raise attainment in phonics, in particular for the bottom 20%. Consistency across the school. Fidelity and excellent teaching across all staff in systematic, synthetic phonics.
4	Widening gaps in academic performance/attainment in Maths: Specific content has been missed due to pandemic, leading to gaps in learning and stalled sequencing of maths teaching and learning. Recall of basic skills has suffered – children are not able to recall number bonds, times tables and have forgotten once taught calculation strategies. This is

	reflected in arithmetic assessments and a general lack of fluency in maths lessons.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment for disadvantaged pupils.	KS1 and KS2 writing outcomes show that all disadvantaged pupils (unless they have an identified SEND which limits attainment in this area) met at least the expected standard.
Pupils will leave KS1 with the necessary skills for success in education.	All pupils will pass phonics check including those with disadvantaged backgrounds.
Children will become competent mathematicians and there will be an improvement in mathematics outcomes across the school.	At least 80% of pupils who are eligible for the Pupil Premium grant will be working at age related expectations in mathematics across the school.
Improved social and emotional development. Pupils develop a growth mindset, becoming more resilient and independent.	Positive learning behaviours are evident and all disadvantaged pupils (unless they have an identified SEND which limits attainment in this area) meet the expected standard.

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: £ 4950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>1:1 support to help pupils keep up.</p> <p>We will purchase resources and fund ongoing teacher and teaching assistant training and release time.</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 Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in lesson time and</p>	<p>EEF Teaching & Learning toolkit - Phonics</p> <p>All staff to be trained in the revised Letters and Sounds SSP, 'Little Wandle Revised'. Evidence states that phonics has a positive impact overall (+5 months) with very extensive evidence</p>	<p>2, 3</p>

<p>during targeted intervention. Increase TA hours to provide intervention.</p>	<p>and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (Impact +5 months)</p>	
<p>Maths leader CPD with Yorkshire Riding Maths Hub to introduce the mastery approach. 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. Monitor calculations practice across school following routines introduced. Number Sense, Dynamo Maths purchase.</p>	<p>EEF - Mastery 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) Evidence based schemes/ programmes purchased. Daily calculations practice to improve basic skills and speed. Times tables Y4 test should see improved results. And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Improve the quality of social and emotional (SEL) learning. Purchase SCARF and KAPOW scheme, staff training, release time for PSHE leader.</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>	5

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

Budgeted cost: £ 2050

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group support to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from 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	2, 3
Same-day intervention to address gaps in mathematical knowledge and understanding. 1:1 bespoke support through Dynamo Maths programme.	Same day intervention EEF research:	4

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development in areas linked to social and emotional learning (including	Based upon our experience and the national picture, schools are experiencing a wider range of social and emotional needs and development has been affected by the pandemic. Needs	5

access to Compass Phoenix)	can present differently. Staff, who know the children well, require support and training.	
<i>Develop Behaviour Policy.</i> Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Use of <i>CPOMS tracking system</i> a robust recording system	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £ 8000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Our internal assessments (including teacher assessment, observations and standardised assessments) during 2020/21 suggested that the performance of some of our disadvantaged pupils was lower than in previous years in some key areas of the curriculum. Examples include: in meeting Age Related Expectations across the curriculum but in particular in reading, writing and maths. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Where we recognised that disadvantaged children were not fully engaging with home/ remote learning, we invited them into school to address this during the lockdown.

All disadvantaged pupils received daily reading when we returned to school. Disadvantaged pupils were identified and Reading, Writing and Maths focus sessions were delivered by a fully qualified teacher.

Social and Emotional: The effect of the pandemic has had impact on some children's social and emotional health. The relationship between staff and pupils is good and children are showing more understanding and application of the school values.

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
N/A	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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