



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 (reviewed December 2022)

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 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  | 82 (Middleham: 50, Spennithorne 32)   |
| Proportion (%) of pupil premium eligible pupils   | Both schools: 4%, 3 pupils<br>[Middleham: 4 %, 2 pupils<br>Spennithorne: 3%, 1 pupil] |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 – 2023/2024   |
| Date this statement was published   | December 2022   |
| Date on which it will be reviewed   | December 2023   |
| Statement authorised by   | Marie Mann (Exec Headteacher)   |
| Pupil premium lead  | Marie Mann (Exec Headteacher)   |
| Governor / Trustee lead   | Rebecca Fortune   |

### Funding overview

| Detail   | Amount       |
|--|--------------|
| Pupil premium funding allocation this academic year                                    | £3730        |
| Recovery premium funding allocation this academic year                                 | £2000        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0           |
| <b>Total budget for this academic year</b>   | <b>£5730</b> |

## 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. We also recognise that not all pupils who are socially disadvantaged will be registered for free school meals, we use our Pupil Premium and Recovery grants to ensure that the needs of every individual learner can be met and that any barriers to education or development resulting from socio-economic disadvantage are identified and effectively addressed. In this way, we ensure that any difference in achievement and opportunity between those children who are disadvantaged and other learners, is reduced.

We consider carefully children's social and emotional development and believe that all children should be offered opportunities to ensure that they leave our federation with high aspirations for their future.

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 – pupils to attain in line with non-disadvantaged pupils
- Emotional/Social Support / Intervention
- Access to extra-curricular activities

### 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%.   |
| 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  |

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|    | 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 wellbeing 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.                        |
| 6. | Attendance for some disadvantaged pupils is lower than their peers.  |
| 7. | Our rural location has an impact on pupils being able to access public services, clubs and events outside of school is limited.  |

## 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 (including service pupils) 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.  |
| Disadvantaged pupils will attend school regularly.  | Disadvantaged pupils' attendance will be at least in-line with national.<br>Persistent absence for disadvantaged pupils is lower than the national figure.<br>There is a shared understanding amongst disadvantaged pupils and their parents/carers on the importance of good attendance. |

## 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: £ 3500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in lesson time and during targeted intervention.</p> <p>Increase TA hours to provide smaller class sizes in EYFS/KS1 and daily interventions (including training for the Rapid Catch-up programme and SEND programme).</p> | <p><a href="#">EEF Teaching &amp; Learning toolkit - Phonics</a></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 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>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.' EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers 1, 2 &amp; 4 7 and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.' (Impact +4 months)</p> | <p>1, 2, 3</p>                |
| <p>CPD and resources for all staff and pupils using Read Write Inc Spelling programme to ensure</p>   | <p><a href="#">EEF Improving Literacy in KS2</a> '...it is clear that spelling should be actively taught rather than simply tested.'</p>   | <p>2</p>                      |

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|---|---|----------|
| <p>quality first teaching and that spelling is consistently and actively taught from Year 2 upwards.</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.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources, including the Mastering Number programme in EYFS/KS1.</p> <p>Monitor calculations practice across school following routines introduced.</p> <p>Mastering Number, Dynamo Maths purchase.</p> | <p><a href="#">EEF - Mastery</a></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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Evidence based schemes/ programmes purchased. Daily calculations practice to improve basic skills and speed. Times tables Y4 test should see improved results.</p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>4</p> |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>Purchase SCARF and KAPOW scheme, staff training, release time for PSHE leader and coaching from 'Raising attainment with well-being'.</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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.u k)</a></p>   | <p>5</p> |

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

Budgeted cost: £ 1230

| 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:<br><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>   | 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:<br><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 2, 3                          |
| Same-day intervention to address gaps in mathematical knowledge and understanding.<br>1:1 bespoke support through Dynamo Maths programme.                             | <a href="https://educationendowmentfoundation.org.uk">Same day intervention EEF research:</a>  | 4                             |
| Support towards all extra-curricular activities including visits, residential, after school clubs   | <a href="https://educationendowmentfoundation.org.uk">Education Endowment Foundation</a> : Physical Activity<br>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. | 7<br>5                        |

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

Budgeted cost: £ 1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| <p>Staff development in areas linked to social and emotional learning (including access to Compass Phoenix, emotion coaching)</p>  | <p>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 can present differently. Staff, who know the children well, require support and training.</p> | <p>5</p> |
| <p><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</p> | <p>Both targeted interventions and universal approaches can have positive overall effects:<br/> <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | <p>5</p> |
| <p>Regular monitoring of the attendance percentage of disadvantaged pupils will be monitored by the EHT termly reports published and shared with governors. Any concerns will be communicated with parents.</p>  | <p><a href="#">Working together to Improve School Attendance, DfE</a></p>  | <p>6</p> |

**Total budgeted cost: £ 5730**

## 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.

Due to small cohort data is suppressed

**Intended Outcome 1:** Improved oral language skills and vocabulary among disadvantaged pupils.

**Reflection on impact so far:** Assessments and observations indicate some improvement in 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. This remains an area of focus in our three-year plan to allow further time to embed and see significant improvement.

**Intended Outcome 2:** Improved writing attainment for disadvantaged pupils.

**Reflection on impact so far:** There has been some improvement in disadvantaged pupils who are working at or above age-related expectations, however we are still quite a way off from our 3-year target. We continue to keep this as a focus, have implemented additional CPD for teaching and support staff (e.g. slow writing training, RWI Spelling programme). We have also introduced a new spelling programme that teaches spelling explicitly and also embeds sentence structures, grammar and punctuation.

**Intended Outcome 3:** Pupils will leave KS1 with the necessary skills for success in education.

**Reflection on impact so far:** Since introducing the Little Wandles Phonics programme we have seen accelerated progress in disadvantaged pupils. Ofsted October 2022 stated: 'Teachers support pupils well in lessons, checking carefully to make sure that they are keeping up with the pace of learning. Pupils who need extra help receive this in additional phonics reading sessions. 'As a result, pupils quickly learn to read' (Ofsted, October 2022). As part of our three-year plan we continue to support staff through weekly coaching and have broadened our intervention programme using the 'Rapid Catch-up and SEND Intervention programmes'.

**Intended Outcome 4:** Children will become competent mathematicians and there will be an improvement in mathematics outcomes across the school.

**Reflection on impact so far:** The development of teaching for mastery in maths has increased the confidence of children and teachers/teaching assistance, 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. Therefore, we will continue to invest in this approach and work with the maths hub to sustain our work, with a particular focus on the impact of interventions (Mastering Number, times tables, Maths Ninja and Dynamo Maths).



**Intended Outcome 5:** Improved social and emotional development. Pupils develop a growth mindset, becoming more resilient and independent.

**Reflection on impact so far:** Positive learning behaviours are evident by all disadvantaged pupils, this is evident through pupil voice, staff surveys, and leadership monitoring. Extra-curricular clubs which may help to further improve social and emotional development have not been well attended by disadvantaged pupils. On reflection, more clubs are being run during lunchtimes and after school clubs are free to all disadvantaged pupils.

**Intended Outcome 6:** Disadvantaged pupils will attend school regularly.

**Reflection on impact so far:** In line with our attendance policy, attendance meetings were put in place and letters sent home to pupils whose attendance was persistently low. Data reflects an improvement in individual pupil percentages across the academic year. Robust procedures are in place and constant vigilance to improve attendance of those eligible for the Pupil Premium grant. We are aware that 90% attendance is still too low, and efforts will be made this academic year to ensure pupils are consistently attending school. The Executive Headteacher is regularly communicating figures to members of staff and school leaders.

## 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?    | <ul style="list-style-type: none"><li>- Monitoring of service children's progress compared to the wider school population to ensure that they learn develop and achieve their expected level of progress</li><li>- Interventions strategies to support are put in place based on need and ongoing assessments</li><li>- Pastoral support</li></ul> |
| What was the impact of that spending on service pupil premium eligible pupils? | Due to small cohort data is suppressed   |

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|  |  |
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## 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.*