



# The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools

Executive Headteacher – Mrs Marie Mann

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 2024 – 2027 (reviewed December 2025)

This statement details our school's use of pupil premium for the 2024 to 2025 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	100 (Middleham: 48, Spennithorne 52)																				
Proportion (%) of pupil premium eligible pupils	<table><tr><th></th><th>Pupil Premium (Free School Meals)</th><th>Pupil Premium Plus (LAC)</th><th>Pupil Premium Plus (PLAC)</th><th>Service Pupils</th></tr><tr><td>Middleham</td><td>5 (10%)</td><td>0</td><td>3 (6%)</td><td>0</td></tr><tr><td>Spennithorne</td><td>0</td><td>1 (2%)</td><td>0</td><td>2 (4%)</td></tr><tr><td>Both Schools</td><td>5 (5%)</td><td>1 (1%)</td><td>3 (3%)</td><td>2 (2%)</td></tr></table>		Pupil Premium (Free School Meals)	Pupil Premium Plus (LAC)	Pupil Premium Plus (PLAC)	Service Pupils	Middleham	5 (10%)	0	3 (6%)	0	Spennithorne	0	1 (2%)	0	2 (4%)	Both Schools	5 (5%)	1 (1%)	3 (3%)	2 (2%)
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Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25, 2025/26, 2026/27																				
Date this statement was published	December 2025																				
Date on which it will be reviewed	December 2026																				
Statement authorised by	Marie Mann (Exec Headteacher)																				
Pupil premium lead	Marie Mann (Exec Headteacher)																				
Governor / Trustee lead	Ruth Pink																				

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM: £3914 LAC: £554
Service pupils funding allocation this academic year	£700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£5168</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.	We have historically faced a problem with children's vocabulary skills, particularly among disadvantaged children. Our disadvantaged children are not generally exposed to the quality of vocabulary and language as their more affluent peers and as a result their speech, phonics, reading and writing are negatively impacted.
2.	The attainment gap between disadvantaged and non-disadvantaged children, as well as between pupil premium and non-pupil premium children is wide.
3.	An increase in pupils requiring emotional and social support. Many pupils require targeted opportunities to develop the vocabulary to identify and articulate emotions, as well as strategies to build resilience and self-regulation. Without these foundations, pupils may struggle to manage feelings and engage positively with learning. Addressing this challenge is central

	to our Pupil Premium strategy, as we aim to create a supportive environment where all pupils can thrive academically and personally.
4.	Our assessments and observations have shown the social, emotional and mental health wellbeing of our children and families has declined, compounded by the long-lasting impact of the pandemic and also the recent
5.	Attendance for some disadvantaged pupils is lower than their peers.
6.	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.
Pupils will develop emotional literacy and resilience, enabling them to identify and express emotions appropriately, self-regulate, and engage positively in learning and social interactions.	Pupils can use a wider range of vocabulary to describe emotions during discussions and in written work. They will demonstrate improved self-regulation strategies, e.g., using calming techniques or seeking help appropriately. Reduction in behavioural incidents linked to emotional dysregulation. Pupil voice surveys show pupils feel more confident in managing emotions and building relationships, in particular the disadvantaged pupils.
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. Persistent absence for disadvantaged pupils is lower than the national figure.

	There is a shared understanding amongst disadvantaged pupils and their parents/carers on the importance of good attendance.
To get children learning outside the classroom more consistently.	The outdoor space at school to be more effectively utilised as part of everyday learning as often as possible. The federation will offer a wider variety of clubs and the curriculum will be enriched by visitors in school and visits outside of school.

## 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: £ 3168

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in lesson time and during targeted intervention. 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).	<a href="#">EEF Teaching &amp; Learning toolkit - Phonics</a> 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).  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 & 4 7	1, 2

	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)	
CPD and resources for all staff and pupils using Read, write Inc spelling programme programme to ensure quality first teaching and that spelling is consistently and actively taught from Year 2 upwards.	<a href="#">EEF Improving Literacy in KS2</a> ‘...it is clear that spelling should be actively taught rather than simply tested.’	1,2
Improve the quality of social and emotional (SEL) learning. Purchase SCARF scheme, staff training, release time for staff, staff SEMH training and coaching for the SEMH leader from Leeds Carenige	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="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4, 5

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

Budgeted cost: £ 1500

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: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
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: <a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
1:1 and small group social and emotional support, nurture groups,	<a href="https://educationendowmentfoundation.org.uk/social-and-emotional-support/">Social and Emotional Support EEF</a>	3
Support towards all extra-curricular activities including visits, residential, after school clubs	<a href="https://educationendowmentfoundation.org.uk/physical-activity/">Education Endowment Foundation</a> : Physical Activity 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.	1, 4, 5 & 6

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development in areas linked to social and emotional learning (including access to	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	4

Compass Phoenix, emotion coaching)	pandemic. Needs 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: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
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.	<a href="#">Working together to Improve School Attendance, DfE</a>	5

**Total budgeted cost: £ 5186**

## 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 2023 to 2024 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 continuing 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 an improvement in disadvantaged pupils who are working at or above age-related expectations in writing. We continue to keep this as a focus, have implemented additional CPD for teaching and support staff (e.g. slow writing training, Spelling programme). We have seen a positive impact in our 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 Wandle 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 disadvantaged pupils shows that the gap is beginning to close. Teachers report that a more secure understanding has been achieved and this would be expected to show in future data collections. 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).



**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. December 2024 data shows Pupil Premium attainment is on average 98% which is above the National attendance data. 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

## 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.*