

North Cave CE Primary School 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	North Cave CE Primary School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	7.41%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022
Date this statement was published	September 21
Date on which it will be reviewed	September 22
Statement authorised by	Richard Winks
Pupil premium lead	Richard Winks
Governor / Trustee lead	Helen Cowan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,929
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,929

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Part A: Pupil premium strategy plan

Statement of intent

North Cave CE Primary School's 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. Through our pupil premium strategy, we ensure that disadvantaged pupils are supported to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and 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. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support 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 are 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.

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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Please note, not all challenges are applicable to all of the children classed as 'disadvantaged'.

Challenge number	Detail of challenge
1	Low attainment in reading, writing and/or maths. This is evident through evidence in books and other learning outcomes, such as the results of assessments.
2	Lack of resilience limits engagement and confidence within lessons. This is particularly evident when facing new challenges or new blocks of learning.
3	Concerns over social and emotional wellbeing. This can present in a number of forms such as anxiety, lack of self esteem and other learning behaviours that may slow the pace of a child's learning.

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 attainment in writing	Evidence of writing shows that pupils are able to use and apply the skills of writing in a range of genre more effectively. This includes improving children's spelling, structure of writing and also more accurate use of grammar.
Improved fluency and comprehension within reading	Children demonstrate greater fluency and comprehension within their reading. This is evidenced through listening to children read and discussing text with the children. It is also evidenced through teacher assessments of reading, informed by periodic assessments.
Improved recall of number facts and application of basic skills in number.	Children show a quicker and more accurate recall of basic facts of number (such as number bonds and tables facts) and are able to apply this accurately within their work. Pupils demonstrate more confidence in applying these facts to more complex problems within lessons.
Improved resilience within learning.	Children show improved resilience in their learning and are more determined to complete tasks when these are

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	challenging. Greater resilience is evidenced through work within their books, learning outcomes and conversations with pupils.
Improved social and emotional wellbeing	Pupils identified present as less anxious and demonstrate greater self esteem. Conversations with pupils, parents and staff report improved attitudes to learning and that children show a greater understanding of their own thoughts and feelings and strategies to cope with this.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review the teaching of early reading in order to ensure quality provision of synthetic phonics	A review of the teaching of early reading is to take place to ensure that the school is using an appropriate scheme that matches or exceeds the expectations of the national curriculum and the early learning goals. Training is to be led for all staff to ensure all staff have a good understanding of early reading.	1
Online support for reading through Lexia and Reading Plus	Lexia has been shown to be effective within the school at developing and supporting children's phonic knowledge and word recognition. This is available within KS1 and also for targeted children within KS2. All KS2 children have access to Reading Plus regularly. This has been shown within the school to improve the children's reading speed, fluency and understanding. Both programmes are to be made available to use at home in the event of school closure. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1

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Exposure to quality texts in guided reading sessions	<p>In order to teach the skills of reading more effectively, it is vital that the children have access to a range of high quality texts. The school will subscribe to the school library service in order ensure that children have access to a wide range of high quality reading material. The school is also to relaunch its library.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1
Standardised testing	<p>The school makes use of standardised testing in reading. This supports the teachers' own assessment of a child's reading ability and also provides an insight as to how a child is performing in relation to their age-related expectation.</p>	1
Whole school training in the mastery approach for maths	<p>The headteacher and assistant head are to continue to attend maths mastery training led by the maths hub. This is to be disseminated back to staff as part of a programme of CPD in order to improve maths teaching across the school. The Class 1 teacher is also to attend mastery training for the early years.</p>	1
Review of assessment procedures in order to make it easier track attainment and identify pupils requiring additional support.	<p>Assessment procedures across the school are to be reviewed in order to allow parents to have a greater understanding of their child's level of attainment and to allow staff to identify pupils in need of additional support more easily. Analysed testing and diagnostic assessment to be used periodically in maths in order to identify specific gaps in learning.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	1
Embed effective feedback strategies into classroom practice.	<p>A new marking policy will be introduced and as EEF recognise that effective feedback strategies can produce significant gains in learning, we will work to embed this throughout the year. Effective feedback should also help children's self esteem and positive recognition will improve their resilience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2,3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of school led tutoring with a focus on writing	<p>Children are to be identified who would benefit from additional support in writing in order to accelerate their progress and improve the quality of their writing. This may focus upon teaching the skills of grammar and also recognising key features of different genre. Within the school, the writing intervention 'Write Away Together' will be used with targeted children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
Provision of phonics intervention	<p>High quality phonics tuition is important in order to ensure that all children have a secure understanding of the relationship between written symbols and sounds. Where gaps are identified in pupils' knowledge, additional intervention is to be provided in order help develop this knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Provision of maths intervention targeting application of number facts to support arithmetic and more complex problem solving.	<p>Preteaching and intervention groups to take place to develop children's' arithmetic skills. These are key in that weak arithmetic skills or recall of number facts can prevent children accessing more complex number problems. Further intervention to take pace to support children in completing more complex problems.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	<p>ELSA support is effective within our school in supporting pupils' emotional well being. Specific sessions will be led by a trained ELSA who works with targeted children or children who present with a sudden need. The ELSA liaises with the class teacher and parents and provides an additional trusted adult who children are able to talk to. As part of her work, the ELSA is skilled in teaching children strategies to deal with different situations, thus reducing their anxiety and supporting their emotional wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2/3
Heartsmart	<p>The school continues to subscribe to Heartsmart which provides units of works to be taught as part of the RSE curriculum. These units are designed to support the children's understanding of their own feelings and the feelings of others. Through this, they are able to expand their emotional vocabulary and express their emotions more successfully.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3
Learning Logs	<p>These are in place in KS2 and are an additional vehicle for the children to communicate thoughts, feelings and concerns with a trusted adult.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3
Individual and small group support	<p>Where children lack resilience within their learning, individual and small group support may be provided. This may provide pre teaching in order to boost confidence, support within the lesson or responsive intervention based upon an assessment of learning within a lesson.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2

Total budgeted cost: £18,000

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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.

As in 2019/20, there were no statutory end of key stage tests which make external verification of results difficult. The pandemic continued to cause continued significant disruption, including a further school closure in January 2021.

Key Outcomes targeted

Improved attainment in reading, writing and maths for all pupils, including those eligible for PP funding. – Staff training was able to take place, often remotely. Sally Cawood and Richard Winks continued to access and disseminate mastery training online. Statutory testing did not take place therefore there is no external verification of improved attainment. This is to remain a focus for next year.

Increased confidence and self esteem – ELSA sessions continued throughout the year, including phone calls during periods of school closure. These proved invaluable and parents reported a positive impact for their children. Additional measures were put into place to support emotional wellbeing, such as online study buddy groups during periods of school closure.

Improved fluency and understanding when reading – Data from reading plus showed that this had a positive impact upon both speed of reading and comprehension. Staff also reported a positive impact of whole class guided reading on pupils' fluency and comprehension.

Google Classroom was implemented during this year in order to provide support for pupils during period of school closure.

Externally provided programmes

Programme	Provider
N/A	

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