

# Pupil premium strategy statement – North Cave CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Richard Winks
Pupil premium lead	Richard Winks
Governor / Trustee lead	Ben Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,472
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£16,472</b>

## Part A: Pupil premium strategy plan

### Statement of intent

North Cave CE Primary School is committed to ensuring that all pupils make good progress across all curriculum areas, irrespective of their background or challenges they may face. This ensures that all pupils have the opportunity to work towards their best possible outcomes.

As a school, a high focus is placed upon high quality teaching which we believe has the greatest impact on closing the disadvantaged attainment gap whilst at the same time benefiting non-disadvantaged pupils within the school. By continually focusing upon high quality teaching, the school believes it will raise attainment for all.

We recognise that in order for all children to make good progress and to achieve the best possible outcomes, it is necessary to provide a climate that supports their social and emotional wellbeing. We therefore provide a focus upon a child's pastoral needs and ensure that support is provided if necessary. We also ensure that all children have access to the same opportunities.

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.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including both disadvantaged and non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment in reading, writing and 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, low self-esteem and other learning behaviours that may slow the pace of a child's learning.
4	Children not having the same level of access to additional, extra-curricular opportunities.

## 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
To improve 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 handwriting, spelling, structure of writing and also use of grammar. Tracking of attainment in writing, based upon teacher assessment, shows good progress based upon starting points. .
To improve fluency and comprehension within reading	Children demonstrate greater fluency and comprehension within their reading. This is evidenced through observing fluency and assessing comprehension when listening to children read and discussing text with them. It is also evidenced through <ul style="list-style-type: none"> <li>- Attainment in teacher assessments of reading, informed by periodic assessments</li> <li>- Improved standardised scores in testing</li> <li>- For year 6 pupils, improved scores from baseline testing in practice SATs tests</li> </ul> Tracking of attainment in reading, based upon teacher assessment, shows good progress based upon starting points.

<p>To improve the recall and application of number facts in order to aid computation</p>	<p>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 these accurately within their work. Pupils demonstrate more confidence in applying these facts to more complex problems within lessons.</p> <p>Tracking of attainment in maths, based upon teacher assessment, shows good progress based upon starting points.</p>
<p>To improve the children's resilience within learning</p>	<p>Children show improved resilience in their learning and are more determined to complete tasks when these are challenging. Greater resilience is evidenced through work within their books, learning outcomes and conversations with pupils.</p>
<p>To improve the children's social and emotional wellbeing.</p>	<p>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 have strategies to cope with these.</p>
<p>To ensure all pupils have equality of access to extra-curricular activities.</p>	<p>All pupils, including those eligible for Pupil Premium funding, have equal access to extra-curricular activities including visits and additional music lessons. No child is unable to take part in such activities as a result of financial limitations.</p>

## 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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online support for reading through Lexia and Reading Plus	<p>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.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	1
Exposure to quality texts both independently and in guided reading sessions	<p>In order to teach the skills of reading effectively, it is vital that the children continue to have access to a range of high quality texts. The school subscribes to the school library service in order ensure that children have access to a wide range of high quality reading material. The school has also relaunched its library and all children within the school have regular access to this. Within the website, information is shared to support reading with access to online reading materials. A monthly reading newsletter is also to be shared to raise the profile of reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
Whole school training in the mastery approach for maths	<p>The headteacher and assistant head are continuing to attend maths mastery training led by the maths hub. Strategies and principals from this are disseminated back to staff as part of a programme of CPD in order to improve maths teaching across the school. The Class 1 teacher also attends mastery training for the early years.</p> <p><a href="#">EEF Tiered model and menu of approaches</a></p>	1
New tracking procedures and implementation of new tracking software	<p>Having reviewed the assessment procedures within the school, the school is to implement a new tracking system that makes it easier to identify children falling behind and in need of intervention or adapted provision. It also allows for closer tracking of those children classed as 'disadvantaged'. This information informs Pupil Progress Meetings.</p> <p><a href="#">EEF Tiered model and menu of approaches</a></p>	1

Improve use of disciplinary literacy	<p>Training is to be led in the use of disciplinary literacy. This is to improve literacy across the curriculum and teaches students how to read, write and communicate effectively in each subject.</p> <p><a href="#">EEF Tiered model and menu of approaches</a></p>	1
Develop cognitive science approaches in the classroom.	<p>Training is to be led for all staff in order to develop and implement effective cognitive science approaches within the classroom. This is to improve the ways in which children process and retain information and thus help them to learn and embed new knowledge and skills. This should also lead to greater confidence in their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</a></p>	1,2

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

Budgeted cost: £4,500

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2
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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1

Provision of maths intervention targeting application of number facts to support arithmetic and more complex problem solving.	Pre teaching 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 place to support children in completing more complex problems. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	2,3
Programme to support emotional wellbeing	Through the use of a planned programme, the school will teach social and emotional skills explicitly in order to support self-awareness, self-regulation, social awareness, relationship skills and responsible decision making. Additional, targeted support will be provided for pupils needing this. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	2,3
Individual and small group support	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3

Fund music lessons and educational visits for current FSM children	<p>In order to ensure equality of opportunity, the school will fund visits, both day and residential, for pupils in receipt of FSM. In addition, the school will also assess accessibility to these opportunities, particularly for any child classed as disadvantaged, to ensure that all children have equality of access to these.</p> <p><a href="#">EEF Tiered model and menu of approaches</a></p>	4
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**Total budgeted cost: £16,500**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Whole school attainment 2021-22

EYFS		Final	Phonics Screening Check		Year 1
GLD		88.9	% Pupils meeting standard		94.4
Average point score		33.5	Average score		35.4
% GLD School 2019		86.7	School meeting standard 2019		84.2
% GLD Local 2022		65.2	Local meeting standard 2022		74.7
APS- School 2019		37.4	National meeting standard 2022		75
APS Local 2022		31.6	School average score 2019		32.7
			Local average score 2022		32.2
			National average score 2022		

KS1 SATS	Reading	Writing	Maths	Science	RWM
% EXP +	92.9	78.6	85.7	92.9	78.6
% GDS	35.7	14.3	28.6		14.3
% EXP + School 2019	85.7	71.4	78.6	85.7	71.4
% EXP+ National 2022	67	58	68	77	
% GDS - School 2019	35.7	35.7	35.7		21.4
% GDS National 2022	18	8	15		

Year 4 Multiplication Check		
	School 2021	School 2022
23+	87.5	82.4
24+	68.8	82.4
25	50	70.6
Average score	22.6	23.3

KS2 SATS	Reading	Writing	Maths	EGPS	RWM	Science
% EXP +	75	75	83.3	75	75	83.3
% High Score	41.7	25	16.7	33.3	8.3	
Average scaled score	105.1		104.8	107.2		
Progress score	-0.1	1.4	0.8			
% EXP + School 2019	76.2	66.7	71.4	66.7	57.1	81
% EXP +Local 2022	73.7	67.6	68.5	71.1	55.7	78.9
% EXP+ National 2022	74	69	71	72	59	79
% High Score/ GDS - School 2019	28.6	23.8	23.8	19	14.3	
% High Score/ GDS - Local 2022	23.5	8.8	17.3	23.1	4.1	
% High Score/ GDS - National 2022	28	13	22	28	7	
Average scaled score - School 2019	104.4		103.6	102.5		
Average scaled score - National 2022	105		104	105		
Progress score - School 2019	0.29	-2.35	-1.58			

Results across the school were pleasing in 2021-22 with results comparing favourably to local and national measures. The school tracks the attainment and progress of pupils eligible for pupil premium funding carefully, however cannot report on results for these children at each key stage within this report as the number of children is extremely low.

### **Improved attainment in writing**

Evidence in writing showed that pupils across the school made good progress in writing based upon their starting points. Results in writing at both KS1 and KS2 were above both local and national measures in terms of the percentage of pupils meeting the expected standard or writing at greater depth. Where necessary, intervention was targeted towards pupils, including those in receipt of pupil premium funding, in order to ensure that they made good progress based upon starting points.

### **Improved fluency and comprehension within reading**

Results in statutory testing showed that reading attainment and progress across the school was strong. Results in phonics and at KS1 were above national measures and were in line at the expected standard but above at high score in KS2. Phonics intervention, Lexia and Reading Plus were successful in ensuring that most pupils have a good phonic knowledge and are able to apply this to read fluently and with understanding.

### **Improved recall of number facts and application of basic skills in number.**

Results at KS1 and in the multiplication screening check were above national measures. School results were above national results at the expected standard in KS2 but just below in relation to the percentage of pupils achieving a high score. Evidence within school shows that pupils are continuing to develop strong skills in the recall of basic number facts and are able to apply these to more complex calculations with increasing accuracy.

### **Improved resilience within learning.**

Pupils are showing greater resilience within their learning. A small, targeted group still require additional support in order to help them with problems that they find difficult.

### **Improved social and emotional wellbeing**

Throughout the year, a number of pupils were identified for ELSA support. This included some children in receipt of pupil premium funding. Where accessed, this provided valuable support and allowed children to better regulate their emotions and become more successful learners.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Not applicable	