

Pupil premium strategy statement – North Cave CE Primary School

This statement details our school's use of pupil 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	115 (Dec 24)
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Richard Winks
Pupil premium lead	Richard Winks
Governor / Trustee lead	Sally Cawood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,400
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£18,400

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 ensure that pupils develop a secure understanding of phonics in order to support their reading.	Children demonstrate a good understanding of phonics when approaching unfamiliar words within their reading. Tracking of phonics within Key Stage 1 shows that the children are making good progress and are able to meet the expected standard in the Year 1 phonics screening check.
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"> - Attainment in teacher assessments of reading, informed by periodic assessments - Improved standardised scores in testing - For year 6 pupils, improved scores from baseline testing in practice SATs tests Tracking of attainment in reading, based upon teacher assessment, shows good progress based upon starting points.
To improve the recall and application of number facts in order to aid computation.	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.

	Tracking of attainment in maths, based upon teacher assessment, shows good progress based upon starting points.
To improve the children's resilience within learning.	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.
To improve the children's 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 have strategies to cope with these.
To ensure all pupils have equality of access to extra-curricular activities.	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.

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	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 available to use at home.	1

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
Online support for maths through TT Rockstars and Education City	<p>Quick and accurate recall of number facts is essential in allowing children to access more complex problems. Both TT Rockstars and Education City provide the children with opportunities to practise their quick recall of number facts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</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 continues to provide regular access to its school library, including through lunchtime clubs and timetabled class sessions. The school is continuing to review the material available within the library and is regularly purchasing new, quality texts for the children to enjoy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</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 has also attended mastery training for the early years. This year, two members of staff will also attend 'Mastering Number at Reception and KS1' training, provided by the Maths Hub.</p> <p>EEF Tiered model and menu of approaches</p>	1
Revised timetable, tracking procedures and implementation of tracking software	<p>In order to provide consistency across Trust schools and to allow the accurate identification of pupils requiring additional support, the school is following a revised assessment timetable. This is tracked through Insight.</p> <p>These procedures have made it easier to identify children falling behind and in need of intervention or adapted provision. It has also allowed for closer tracking of those children classed as 'disadvantaged'. This information informs Pupil Progress Meetings.</p> <p>EEF Tiered model and menu of approaches</p>	1
Introduction of new marking and assessment procedures	<p>In order for pupils to benefit from more effective feedback, the school has reviewed our marking and feedback procedures. The school is now following a system of 'whole class feedback' which allows the performance of groups and individuals to be tracked more easily and for flexible intervention to be provided.</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p>	1

Improve use of disciplinary literacy	<p>Training has been led in the use of disciplinary literacy. This continues to be a focus in order to improve literacy across the curriculum and teach students how to read, write and communicate effectively in each subject.</p> <p>EEF Tiered model and menu of approaches</p>	1
Develop a 'golden thread' of key skills which can be applied across the curriculum.	<p>Staff have worked collectively to identify the key skills within each subject, and from this identify a golden thread of key skills that can be applied in different subject areas. This will continue to be developed this year in order to support pupils in recognising key transferable skills and the ways in which these can be applied.</p> <p>EEF Tiered model and menu of approaches</p>	1

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

Budgeted cost: £6,500

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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 to 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>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 is to take place to support children in completing more complex problems.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1,2

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

Budgeted cost: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/MIND 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>In addition to ELSA support, the school also has a MIND worker on site for half a day a week, working with small groups and individuals. This provides planned programmes as well as tailored support as necessary in response to need. In addition, it also provides the facility for parental support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2,3
Programmes to support emotional wellbeing	<p>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. Across the school, much of this support is provided through Jigsaw which provides a consistency in approach.</p> <p>In addition to this, targeted programmes are being run by a trained MIND worker to address issues such as emotional resilience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2,3
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, 3
Fund music lessons and educational visits for	<p>In order to ensure equality of opportunity, the school will fund visits, both day and residential, for pupils in receipt of FSM when the family are experiencing hardship. In addition, the school will also assess accessibility to</p>	4

families in receipt of FSM experiencing financial hardship	these opportunities, particularly for any child classed as disadvantaged, to ensure that all children have equality of access to these. EEF Tiered model and menu of approaches	
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Total budgeted cost: £18,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole school attainment 2023-24

EYFS

Early Years Foundation Stage									
Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	-	72%	89%	65%	79%	67%	19	79%	68%
% of pupils at the expected level across all early learning goals	-	71%	89%	63%	79%	66%	19	79%	66%
Average number of early learning goals at the expected level per pupil	-	-	16.5	14.1	15.5	14.1	19	15.9	14.1

Year 1 Phonics Screening Check

Phonics Screening Check									
Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	87%	82%	94%	75%	100%	79%	21	76%	
% of pupils passing check by end of Year 2	100%	91%	100%	87%	94%	89%	16	100%	

Year 2 SATs

Key Stage 1									
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024	
		School	National	School	National	School	National	Cohort	School
Reading, Writing & Maths combined	% of pupils achieving the expected standard	75%	~ 64%	79%	~ 53%	72%	~ 55%	17	59%
Reading, Writing & Maths combined	% of pupils working at greater depth	25%	~ 10%	14%	~ 5%	0%	~ 6%	17	18%
Reading	% of pupils achieving the expected standard	92%	75%	93%	67%	83%	68%	17	82%
Reading	% of pupils working at greater depth	42%	25%	36%	18%	28%	19%	17	35%
Writing	% of pupils achieving the expected standard	75%	69%	79%	58%	78%	60%	17	65%
Writing	% of pupils working at greater depth	42%	15%	14%	8%	11%	8%	17	18%
Maths	% of pupils achieving the expected standard	83%	76%	86%	68%	72%	70%	17	71%
Maths	% of pupils working at greater depth	42%	22%	29%	15%	28%	16%	17	29%
Science	% of pupils achieving the expected standard	92%	82%	93%	77%	83%	79%	17	94%

Year 4 Multiplication Check

Multiplication Tables Check (MTC)									
Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	-	0%	71% ●	27%	62% ●	29%	14	50% ●	34%
Average score (out of 25)	-	0.0	23.3 +	19.8	22.9 ●	20.2	14	22.1 ●	20.6

Year 6 SATs

Key Stage 2										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	65%	75% ●	59%	59% ■	60%	16	50% ■	61%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	11%	16% ●	7%	18% ●	8%	16	13% ●	8%
Reading	% of pupils achieving the expected standard	-	73%	75% ●	74%	88% ●	73%	16	63% ■	74%
Reading	% of pupils achieving the higher standard	-	27%	41% ●	28%	41% ●	29%	16	25% ■	28%
Reading	Average scaled score	-	104.0	105.0 ●	105.0	107.8 ●	105.0	16	104.0 ■	105.0
Writing	% of pupils achieving the expected standard	-	78%	75% ●	69%	71% ●	71%	16	63% ■	72%
Writing	% of pupils working at greater depth	-	20%	25% ●	13%	24% ●	13%	16	19% ●	13%
Maths	% of pupils achieving the expected standard	-	79%	83% ●	71%	76% ●	73%	16	50% ■	73%
Maths	% of pupils achieving the higher standard	-	27%	16% ■	22%	29% ●	24%	16	31% ●	24%
Maths	Average scaled score	-	105.0	105.0 ●	104.0	104.8 ●	104.0	16	100.8 ■	104.0
GPS	% of pupils achieving the expected standard	-	78%	75% ●	72%	71% ■	72%	16	56% ■	72%
GPS	% of pupils achieving the higher standard	-	36%	33% ●	28%	47% ●	30%	16	25% ■	32%
GPS	Average scaled score	-	106.0	107.0 ●	105.0	106.2 ●	105.0	16	101.4 ■	105.0
Science	% of pupils achieving the expected standard	-	83%	83% ●	79%	94% ●	80%	16	69% ■	81%

- + Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national

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

Within 2023-24, results in writing in Year 2 and Year 6 were slightly lower than in previous years. This was in small cohorts which can increase fluctuations in results. Internal tracking showed that children within these cohorts made good progress in writing based upon their starting points. Intervention was successfully provided to pupils where necessary in order to accelerate progress.

Ensure a secure understanding of phonics in order to support reading

Results in phonics fell slightly on previous years however were still broadly in line with national results. The percentage of pupils to have met the standard by the end of Year 2 was 100% which is above the national figure for previous years.

Improved fluency and comprehension within reading

Results in reading in Year 2 were once again strong, demonstrating the strong foundations provided by the school. Within Year 6, results were below national within a comparatively small cohort. Internal tracking shows good progress for these cohorts based upon starting points.

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

Results in maths were pleasing in KS1. Results fell slightly in Year 6 at the expected standard. The percentage of pupils exceeding the expected standard at the end of Year 6 was above national.

Improved resilience within learning.

Jigsaw and targeted interventions continue to have a positive impact. There remain a small number of pupils receiving additional intervention and support.

Improved social and emotional wellbeing

The ELSA programme continues to be successful within school and our ELSA provides valuable support in order to support emotional wellbeing. This is both through regular, planned support and through reactive support when necessary. This support is now being complimented by support from a MIND worker for half a day a week.

Externally provided programmes

Programme	Provider
Not applicable	