

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 | Gargrave CE VC Primary School |
| Number of pupils in school | 99 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2019-2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mrs Sarah Peel Head Teacher |
| Pupil premium lead | Mrs Sarah Peel |
| Governor / Trustee lead | Mrs Jane Ellis, Lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £31,935 |
| Recovery premium funding allocation this academic year | £3335 |
| 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 | £35,270 |

Part A: Pupil premium strategy plan

Statement of intent

Our 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. The focus for our pupil premium strategy is to support disadvantaged pupils including progress for those who are already high attainers.

We shall also consider the challenges faces by vulnerable pupils, including those who have social worker or young carers.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit all the pupils.

Our strategy is also integral to wider school plans for educational recovery, notably in it's work with School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged.

We shall sue robust diagnostic assessment. To ensure they are effective we shall:

- Ensure disadvantaged are challenged in the work they're set
- Act early to intervene at the point need is identified
- All staff to take responsibility for disadvantaged outcomes.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Well-being and education impacted by partial school closures- led to less knowledge in core subjects, especially maths |
| 2 | Regular reading including learning to read and reading to learn, vocabulary knowledge |
| 3 | Retaining phonics sounds. |
| 4 | Engaging the families facing challenges in their lives, including attendance. |

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 knowledge in core subjects. | <p>Achieve national average progress scores in KS2 Reading (0)</p> <p>Achieve average KS2 Mathematics progress score Maths (0)</p> |
| Pupils read for Pleasure | <p>Greater percentage achieve each of the Raving Reader targets.</p> <p>2022: 37% achieved 250 reads this year, including 5 pupil premium</p> |
| Know phonics sounds. | <p>Achieve national average expected standard in PSC</p> <p>Although below national % there are no pupil premium pupils. Intensive catch-up has support accelerated progress which needs to continue.</p> |
| Sustain improved attendance | <p>Improve attendance of disadvantaged pupils to school average (97.5%)</p> <p>This is now 91.9%. There are 5 out of 18 pupils below 90% and there are several just above 90%.</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: £ 10,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of standardised diagnostic assessments Plus training to ensure delivered correctly | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instructions. | 1 2 3 4 |
| Purchase DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy fo word reading, particularly for disadvantaged pupils. | 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidelines. Access maths hub resources Mastering Number Rec, Y1, Y2 White Rose Jigsaw Maths (Reception). | EEF guidance is based on a range of the best available evidence. | 1 |
| Reading for Pleasure | Evidence is that pupils reading for pleasure is the greatest indicator of success at age 16. | 2 |

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

Budgeted cost: £ 19,450

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

| | | |
|--|--|-------------|
| Purchase, training and delivery of NELI Scheme Rec Y1 | Good early years training and learning will ensure all pupils language is developed. | 3 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in line with the English Hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over period up to 12 weeks. | 3 |
| School led-tutoring to provide a blend of tuition, mentoring and school led-tutoring for 14 pupils. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind both one-to-one and in small groups. | 1 2 3 |
| TTRS club IDL support | Fluency of basic number facts is essential to progress. Dyslexia support additional time. | 1 2 |
| Engagements and promotion of SELFA | Good value for money as this resource support a range of pupils in and beyond the taught curriculum. | 1 |

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

Budgeted cost: £ 5,950

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Attend Triangle Club, holiday clubs, daily milk scheme | Enrichment to develop and build self-esteem and positive mindset. | 1 4 |
| Contingency fund for acute issues | Based on our experiences and those of similar schools to ours we have identified a need to set a small amount of funding aside to respond quickly to needs that have not been identified. | |

Total budgeted cost: £ 35,220

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In 2020-2021 year the gap between pupil premium pupils and non-pupil premium pupils increased. The gap is greatest in maths at 44%. In reading it is 31% and writing 35%.

In KS1 the data is similar, with a gap of 37% in maths and reading and 33% in writing.

(Optional) Times Table Check- 14/23 scored above 21. Of the 9 below- 4 are pupil premium.

There has been a negative impact of school closure on the pupil premium pupils.

Average attendance in March 2021 for pupil premium pupils was 96.6%.

7 out of 20 pupils achieved 100% attendance. There were 6 pupils whose attendance was below 90% in the school and all are pupil premium.

SELFA provided support for 15 pupils in term time- emotional support. Mentoring one pupil. Holiday support- 5 pupils.

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 |
|--------------------------|--|
| National Tutor Programme | White Rose Hub and Third Space Learning. |
| | |