

Reeth and Gunnerside Schools – Pupil Premium Funding

September 2017 to July 2018

The Pupil Premium Grant allocation for the academic year 2017/18 was £23,482.

The staff and governors identified the following barriers to educational achievement among its pupils eligible for the Pupil Premium:

- Variable levels of parental engagement and out of school parent to pupil support
- Social and emotional needs that can have an impact on self-esteem, learning behaviour and behaviour more broadly.

The schools utilised the funding in the following ways:

- Part fund staffing to maintain reduced class sizes, with a smaller age range within each class, providing more focused learning and improved teacher to pupil ratios
- Dedicated, priority teacher time in every lesson, including enhanced feedback
- Teaching assistant hours to provide additional targeted support to pupils during lessons
- Small group intervention programmes for numeracy and literacy led by experienced teachers and higher level teaching assistants
- Small group after school tuition and homework club
- One to one pupil mentoring
- Funding of Mathletics computer programme, with free after school Mathletics club offered to all pupils
- Increase access to computing
- Learning beyond the classroom
- Provide increased physical education at break times

Impact of funding:

- All pupils eligible for Pupil Premium funding have continued to make progress in reading, writing and maths. Impact data is suppressed for specific year groups due to low cohort size. However, attainment for eligible pupils taught in our schools is summarised below.

Reading – Average attainment in PIRA reading assessments has increased from 97.7 in summer term 2017 to 99.3 in summer term 2018.

Writing – In summer term 2018, 4 of 10 pupils were working at age related expectations. 3 of 10 pupils were working above age related expectations. Over the course of the year, almost all pupils have made at least expected progress, with 40% of pupils making better than expected progress.

Maths – Average attainment in PUMA maths assessments in July 2017 was 106.1. In July 2018 average attainment was 105.2. When the attainment of pupils with SEND is not included, average attainment in maths has increased.

- Despite the progress detailed above, the attainment of pupils in receipt of the funding continues to be lower than the average for our schools. Further work is planned to reduce this gap.
- Strategies including priority teacher time, pre learning, reduced class sizes and intervention to close gaps in learning have benefited learners. Staff working with these pupils have directly observed this progress and impact. Pupil conferencing indicates benefits too:
 - ‘Yesterday we did science in the morning and I asked a question. The teacher explained the answer as fully as they could.’
 - ‘It’s useful to catch up before the lesson sometimes.’
 - ‘The SATs lessons helped to boost my confidence.’
 - ‘Sometimes I’ve had extra sessions in literacy and maths and they’ve been useful.’
- After school tuition has been well received by pupils:
 - ‘After school tuition has been really useful. I found the comprehension and problem solving useful.’
 - ‘They were really useful. I enjoyed the extra classes.’
 During the 14-week programme, all pupils that attended made at least expected progress in termly assessments.
- Mathematics has been valued by pupils in receipt of the funding. It has helped to improve their fluency in maths and has consolidated understanding developed in class. For some pupils it has also boosted self-esteem.
- Pupils have valued additional PE activities led by a specialist teacher at lunchtimes:
 - ‘We learn new techniques.’
 - ‘I like the structure of the sessions.’
 - ‘I like being active at lunchtime.’
- Learning beyond the classroom has been inclusive with 100% attendance.
- Additional access to computing was not required. Pupil feedback identified that this was no longer a development area.
- For several years, attendance of pupils in receipt of the funding has been very good (and better than the average for the schools). Attendance for eligible pupils dipped in 2017 – 2018 to 95%. We are working proactively with families to address this trend.