

Reeth and Gunnerside Schools – Pupil Premium Strategy

Overview

Pupils in school federation (Rec – Y6)	67
Proportion of disadvantaged pupils (federation)	16%
Pupils on roll at Reeth (Rec – Y6)	50
Proportion of disadvantaged pupils (Reeth)	18%
Pupils on roll at Gunnerside (Rec – Y6)	17
Proportion of disadvantaged pupils (Gunnerside)	12%
Pupil premium allocation this academic year	£22,708 inc. £604 EYPP
Academic year or years covered by this statement	2019 – 2022
Publish date	November 2019
Review date	October 2020

Disadvantaged pupil attainment

Please note that due to low pupil numbers, data for specific cohorts is suppressed. This is to reduce the risk of individual pupils being identified. The cumulative data for the last 3 years is provided below.

Disadvantaged pupil attainment for the last 3 academic years

Total pupils (disadvantaged, 2017, 2018 & 2019)	7	
Reading – expected standard at KS2	57%	(National: 73%)
Reading – high score at KS2	57%	(National: 27%)
Writing – expected standard at KS2	71%	(National: 78%)
Writing – greater depth at KS2	43%	(National: 20%)
Maths – expected standard at KS2	71%	(National: 79%)
Maths – high score at KS2	43%	(National: 27%)

Strategy aims for disadvantaged pupils

- To ensure that all pupils read with fluency and comprehension that is appropriate to their age.
- To support all pupils to become ready for the next stage of their education, helping them to develop effective learning behaviours, commitment and motivation to learn, and perseverance in the face of difficulties.

Barriers to learning that these priorities address

- There are variable levels of parental engagement and out of school parent to pupil support.
- Some pupils are not fully 'learning ready'. Their social and emotional needs can have an impact on self-esteem, learning behaviour and behaviour more broadly.

Targeted support for the current academic year

Aim	Activity
<p>To ensure that all pupils read with fluency and comprehension that is appropriate to their age.</p>	<ul style="list-style-type: none"> ▪ Review reading material in Early Years and KS1 to ensure that the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the schools' phonics programme. ▪ Provide targeted support to enable pupils that have fallen behind with their phonics learning to catch up. ▪ Increase phonics input at KS2 for pupils identified as requiring additional support. ▪ Provide targeted support to enable all pupils in KS2 to read with fluency and comprehension. ▪ Purchase and implement IDL for KS2 pupils. ▪ Provide Alpha to Omega spelling intervention for upper KS2. ▪ Extend the range of banded books for upper KS1 and lower KS2. ▪ Include reading in all areas of the curriculum. ▪ Complete the library development project.
<p>To support all pupils to become ready for the next stage of their education, helping them to develop effective learning behaviours, commitment and motivation to learn, and perseverance in the face of difficulties.</p>	<ul style="list-style-type: none"> ▪ Continue to develop the schools' 'Learning to Learn' project. Introduce characters to support pupils develop effective learning behaviours, commitment and motivation to learn, and perseverance in the face of difficulties. ▪ Provide mentoring and pastoral support to pupils. ▪ Work closely with families. ▪ Review the school behaviour policy. ▪ Provide staff training.

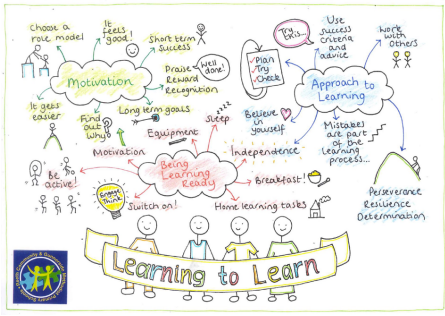
Targets for current academic year

- All pupils in Reception to achieve the expected standard in reading.
- All Year 1 pupils to achieve the expected standard in the phonics screening check.
- All KS2 pupils that need to make accelerated progress in reading do so over the course of the academic year.

Wider strategies for the current academic year

- Continue to fund educational visits for disadvantaged pupils.
- Continue to provide a comprehensive range of after school activities, including homework club
- Train Y6 pupils as part of the sport leader programme.

Review: last year's aims and outcomes

Aim	Outcome
<p>Progress in reading, writing and maths</p>	<p>In reading, average progress of pupils in receipt of the funding was broadly expected. 27% of pupils in receipt of the funding increased their scores in PIRA reading assessments between summer 2018 and summer 2019.</p> <p>In writing, 91% of pupils had made expected or better than expected progress over the course of the school year 2018 – 2019.</p> <p>In maths, average attainment of the pupils in receipt of the funding increased between summer 2018 and summer 2019. 72% of pupils in receipt of the funding increased their scores in PUMA maths assessments over the course of the year.</p> <p>73% of pupils attained age related expectations or better in reading, writing and maths in summer 2019.</p> <p>The difference between the attainment of pupils in receipt of the funding and those that do not reduced to the lowest level in recent years by summer term 2019. The gap was smallest in maths and is consistently greater in reading.</p>
<p>Learning to Learn</p> 	<p>The ‘Learning to Learn’ poster had a significant impact during autumn term 2018 when it was first introduced. This was observed by all members of the staff team.</p> <p>Monitoring during summer term 2019 indicated that pupils in all year groups were aware of the ideas on the poster and how they have impacted on their learning: “Looking at some of the things like perseverance helps me to push on with my long-term goals.” “I’ve done more home learning. It helps being on there as it motivates us to do it.” “The poster tells us what we need to do. Sleep, breakfast and choose a role model. I’ve chosen _____ because he’s sporty, listens and he’s good at learning.” “It encourages me to do the things on it. Now I go to bed earlier. The poster helped me.” “I’m more active. Now I play tennis. I eat more breakfast.”</p>
<p>Learning beyond the classroom</p>	<p>All disadvantaged pupils accessed our residential visits last academic year.</p>