

Reeth and Gunnerside Schools – Pupil Premium Strategy

Please note that this document also details our plans for use of catchup premium.

Overview

Pupils in school federation (Rec – Y6)	76
Proportion of disadvantaged pupils (federation)	17%
Pupils on roll at Reeth (Rec – Y6)	54
Proportion of disadvantaged pupils (Reeth)	20%
Pupils on roll at Gunnerside (Rec – Y6)	22
Proportion of disadvantaged pupils (Gunnerside)	9%
Pupil premium allocation this academic year	£22,634 inc. £302 EYPP
Catchup premium allocation for this year	£6,000
Academic year or years covered by this statement	2019 – 2022
Published	November 2019
Reviewed	October 2020
Next review	October 2021

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. Please note that there was no assessment data in 2020.

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 (and for those that have fallen behind during school closure 2020)

- To close the gap between both the attainment of pupils in receipt of the funding and those that have fallen behind during school closure, and other pupils that are making good progress at our schools.

- 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, not only academically but socially and emotionally and with learning behaviours – commitment, perseverance and motivation to learn – that will secure further progress in years to come.

Teaching priorities and targeted academic support for the current academic year

Aim, rationale, barriers and targets	Activity
<p>Aim</p> <ul style="list-style-type: none"> ▪ To close the gap between both the attainment of pupils in receipt of the funding and those that have fallen behind during school closure, and other pupils that are making good progress at our schools. <p>Rationale</p> <ul style="list-style-type: none"> ▪ Some pupils (both those in receipt of the premium and others) have not reached age related expectations in core subject areas of reading, writing and maths. <p>Barriers</p> <ul style="list-style-type: none"> ▪ Some pupils found learning at home more challenging than others. ▪ Variable levels of parental involvement during school closure 2020. <p>Target</p> <ul style="list-style-type: none"> ▪ Pupils that have fallen behind make accelerated progress. ▪ 	<ul style="list-style-type: none"> ▪ An increased staff to pupil ratio from September 2020 will provide additional learning support to pupils that have fallen behind. For example, in Y5/6 24 pupils benefit from 3 or 4 staff during all lessons. ▪ A comprehensive programme of intervention has been implemented from autumn term 2020, focusing on phonics, reading, writing and maths. Strategies include: <ul style="list-style-type: none"> ○ before school target time ○ target time during the school day (this includes IDL, spelling practice, catch up reading and times tables practice) ○ small group interventions led by both experienced teachers and teaching assistants ○ After school tuition ▪ For further detail on reading intervention, please see below.
<p>Aim</p> <ul style="list-style-type: none"> ▪ To ensure that all pupils read with fluency and comprehension that is appropriate to their age. <p>Rationale</p> <ul style="list-style-type: none"> ▪ Some pupils (both those in receipt of the premium and others) have not reached age related expectations in reading. <p>Barriers</p> <ul style="list-style-type: none"> ▪ Variable levels of parental support with reading ▪ Variable levels of interest in reading <p>Targets</p> <ul style="list-style-type: none"> ▪ All pupils in Reception achieve the expected standard in reading. ▪ All KS1 pupils achieve the expected standard in the phonics screening check, 	<ul style="list-style-type: none"> ▪ Increase the selection of phonetically decodable reading books in EY and KS1. ▪ Review reading material across all year groups. Explore and consider implemented a reading scheme that extends to Y6. ▪ Provide targeted intervention to enable pupils that have fallen behind with their phonics learning to catch up. ▪ Develop a catch up phonics programme that can be implemented consistently and regularly as pupils progress through school, as required. ▪ Provide targeted support to enable all pupils in KS2 to read with fluency and comprehension. Increased staff to pupil ratios will facilitate this from September 2020. ▪ Purchase and implement IDL for KS2 pupils.

<p>either in autumn term 2020 or summer term 2021.</p> <ul style="list-style-type: none"> ▪ All KS2 pupils that need to make accelerated progress in reading do so over the course of the academic year. 	<ul style="list-style-type: none"> ▪ Utilise Alpha to Omega spelling intervention for pupils in KS2, when appropriate. ▪ Include reading in all areas of the curriculum. ▪ Re-establish the school library at Gunnerside following the building work in summer 2020.
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Wider strategies for the current academic year

Aim, rationale and barriers	Activity
<p>Aim</p> <ul style="list-style-type: none"> ▪ To support all pupils to become ready for the next stage of their education, not only academically but socially and emotionally and with learning behaviours – commitment, perseverance and motivation to learn – that will secure further progress in years to come. 	<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 and provide staff training. ▪ Continue to fund educational visits for disadvantaged pupils. ▪ Continue to provide a comprehensive range of after school activities, including homework club

Review: last year’s aims and outcomes (2019 - 2020)

By autumn 2019, the gap between the attainment of those in receipt of the premium and those that are not was lower than it had been for the last three years.

The school libraries were refurbished by autumn 2019.

In 2020, we implemented an ambitious plan to enable all learners to achieve the expected standard in phonics, mindful that a larger than usual proportion of pupils were ‘emerging’ in reading at the end of their Reception year. Unfortunately, we were not able to complete the intervention due to school closure.

School development, including our work to support disadvantaged pupils was reduced in 2020 due to school closure. However, the schools did all they could to maintain and provide continuity of education, a sense of community, pastoral support, provision for vulnerable pupils and provision for pupils of key workers. Key aspects of provision are detailed below:

- A comprehensive home learning offer was available from the first day of closure through to the end of the summer term. A full programme of lessons developed by our staff team was emailed

to families on a daily basis. Support, guidance and feedback was available to all pupils via email and telephone discussions.

- Regular contact was maintained with all families. Telephone calls were completed by the headteacher, the SENCO and the classteachers, with the most vulnerable contacted every week and often more frequently on a daily basis.
- The schools remained open during the Easter and half term holiday for vulnerable pupils. Easter holiday activities were provided daily via the school blog.
- School laptops were offered to all families and free stationery items were provided too, with approximately 40% of pupils utilising these services in total.
- The schools reopened for pupils in Nursery, Reception, Y1 and Y6 on 1st June. This offer was extended to all year groups for the last four weeks of the summer term. By the end of the summer term, over 75% of pupils were accessing school based education.
- A programme of weekly Y6 outdoor days was provided during the second half of the summer term. Pupils completed hillwalking, mountain biking and solo navigation. These days helped to prepare pupils for secondary school transition as staff were able to discuss the next step of education informally during the activity days. This provision formed the basis of our winning application for the North Yorkshire Primary PE and Sport Premium Awards in summer term 2020. We have been put forward to compete against other schools in the regional final and look forward to hearing from former Olympian, James Kirton, on 13th October 2020 when the winning school will be announced.