

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 | Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation | |
| Number of pupils in school | Reeth (Rec to Y6) | 54 |
| | Gunnerside (Rec to Y6) | 22 |
| | Nursery (Reeth) | 11 |
| | Total | 87 |
| Proportion (%) of pupil premium eligible pupils | 20% (19% Reeth, 23% Gunnerside) | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 / 2022 2022 / 2023 2023 / 2024 | |
| Date this statement was published | December 2021 | |
| Date on which it will be reviewed | October 2022 | |
| Statement authorised by | Gordon Stainsby, Headteacher | |
| Pupil premium lead | Gordon Stainsby, Headteacher | |
| Governor / Trustee lead | | |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £26,175 |
| Recovery premium funding allocation this academic year | £4,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| School led tutoring (including 25% contribution from school funds) | £1,610 |
| Total budget for this academic year | £31,785 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that by providing high quality education, all learners, irrespective of background, achieve their full potential in all aspects of the school curriculum. We are ambitious in our intention that all learners reach or exceed the expected standard in reading, writing and maths, make good progress at all stages of their schooling with us and are ready for the next step of their education.

High quality teaching is fundamental to learning and progress and is recognised to have the greatest impact on closing the attainment gap between learners from different backgrounds. Excellent lessons benefit all pupils too. We also know that sometimes pupils need extra support both in the classroom and through additional provision. In our small schools staff know pupils very well and we carefully consider the needs of all learners, and particularly those that are disadvantaged and vulnerable. Our approach is therefore multi-layered to ensure maximum impact, as represented below:

High quality teaching – Support – Targeted interventions – Personalised provision

We are ambitious to make swift accelerated approach following school closures and our work to support disadvantaged learners dovetails with our plans for education recovery including use of school led tutoring.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The average attainment of disadvantaged pupils in reading, writing and maths is lower than the average attainment of other pupils in our schools. This gap had been reduced to its lowest level in years prior to school closures, but has since increased again. The gap is largest in reading. |
| 2 | Many pupils are well supported with home based learning tasks (e.g. reading at least four times per week), although some pupils receive much less support with learning beyond the school day. |
| 3 | Some pupils found learning at home more challenging than others or were not able to engage fully in the schools' home learning provision. |
| 4 | Some pupils have social and emotional needs that can impact on self-esteem, wellbeing, learning behaviour and behaviour more broadly. |

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| 5 | Although the attendance of pupils in receipt of the premium and those that are not is broadly similar, there is scope to improve the attendance of some disadvantaged pupils. |
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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 |
|--|--|
| Pupils read widely and often with fluency and comprehension appropriate to their age. | <p>At least 80% of pupils eligible for the pupil premium grant will be working at the expected standard in reading this year, and by the end of the current strategy plan that will increase to at least 90%. (Please note that 20% of pupils eligible for pupil premium have SEND, compared to 10% of all pupils.)</p> <p>100% of pupils in Year 1 will pass the phonics screening check.</p> |
| The attainment gap in maths and writing between disadvantaged pupils and pupils that do not receive the additional funding will decrease. | The attainment gap will decrease by summer 2022 and will be negligible by the end of the strategy plan. |
| Pupils that have social and emotional needs that impact on self-esteem, wellbeing, learning behaviour and behaviour more broadly are well supported, enabling them to make good progress and to be ready for the next step of their education. | Pupil support and mentoring records evidence improvements in self-esteem, wellbeing, learning behaviour and behaviour more broadly. |
| Attendance of pupils in receipt of the premium will improve. | Attendance of pupils in receipt of the premium will meet national targets and school targets (95%). There is no attendance gap between the children receiving pupil premium and those that do not. |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><u>Small class sizes</u></p> <p>We implemented a five class structure in September 2021 (increased from 4 classes), providing class sizes between 13 and a maximum of 20. The arrangement reduces the age and attainment range in 3 of our classes and enables teachers to work more flexibly, providing additional support for learners.</p> <p>For example, we currently have a Year 1 class rather than a mixed Year 1 & 2 class, providing focused learning for pupils that have had disrupted education during Early Years due to school closures.</p> <p>We initially introduced this arrangement for one year, although, if possible, we will consider extending this.</p> | <p>The evidence suggests that significant effects of reducing class size are not seen until the number of pupils has decreased substantially (to fewer than 20 or even 15 pupils).</p> <p>Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>Impact on reading is higher than mathematics.</p> <p>EEF guidance – reducing class size</p> | <p>1, 2, 3, 4</p> |
| <p><u>Teaching assistant support</u></p> <p>All our classes benefit from full time teaching assistant support. Some classes have two teaching assistants.</p> | <p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils.</p> <p>The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction</p> | <p>1, 2, 3, 4</p> |

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| | <p>and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>EEF guidance – small group tuition</p> <p>The average impact of the deployment of teaching assistants and of small group tuition is about an additional four months' progress over the course of a year.</p> <p>EEF guidance – teaching assistant interventions</p> | |
| <p>Phonics</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF guidance – phonics</p> | 1, 2 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><u>Timetabled small group interventions</u></p> <p>A timetable of intervention sessions is scheduled for each class on a termly basis and in response to pupil needs identified through assessment.</p> | <p>Small group tuition has an impact by providing additional support that is targeted at pupil needs.</p> <p>The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils.</p> <p>The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole</p> | 1, 2, 3 |

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| | <p>class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>EEF guidance – small group tuition</p> | |
| <p><u>One to one and small group after school tuition</u></p> <p>In order to make best use of the DfE School Led Tutoring grant, we will be deploying teachers and teaching assistants to undertake 1:1 to 1:3 teacher to pupil regular sessions during the 2021/22 academic year.</p> | <p>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:</p> <p>EEF guidance – one to one tuition</p> <p>And in small groups:</p> <p>EEF guidance – small group tuition</p> | 1, 2, 3 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><u>Mentoring and behaviour intervention</u></p> <p>We provide mentoring for those pupils that have social and emotional needs that impact on self-esteem, wellbeing, learning behaviour and behaviour more broadly.</p> | <p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Regular meetings of once a week or more frequently appear to be most effective. It is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>EEF guidance – mentoring</p> <p>EEF guidance – behaviour interventions</p> | 4 |

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| <p><u>Attendance monitoring, guidance and support</u></p> <p>Regular monitoring of the attendance percentage of disadvantaged pupils will be completed by the headteacher Any concerns will be communicated with parents.</p> | <p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p><u>Department for Education – School attendance – Guidance for maintained schools, academies, independent schools and local authorities</u></p> | <p>5</p> |
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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.

By autumn 2019, the gap between the attainment of those in receipt of the premium and those that were not was lower than it had been for the previous three years. Our latest internal assessments (NTS Assessments, GAPS, and teacher assessment) show that the attainment gap has increased since the start of national school closures. Despite the progress made by autumn 2019, the outcomes we aimed to achieve by the end of 2020/21 have not been fully realised. The gap is largest in reading.

While we are disappointed that the gap has increased and ambitious to reduce it as swiftly as possible, we know that our schools' work to support pupils in the last two years has mitigated the impact of Covid on education. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain high quality provision, detailed below:

Provision during spring and summer terms 2020:

- 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 provided 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 Yorkshire Primary PE and Sport Premium Awards in summer term 2020.

Provision during academic year 2020 – 2021:

- We were fully operational by Wednesday 6th January with lessons and learning materials shared using Microsoft Teams.
- By Thursday 7th January we delivered over 30 laptops to pupils' homes, along with resource packs that were delivered to all families.
- We provided live lessons each day, largely following the school timetable as usual. Learning materials were also shared on Teams for those learners that were unable to access a lesson or whose parents preferred to work with them offline.
- Class teachers and all school staff were based in school. Teachers provided the live content to both pupils at home and also to the children that were school based. The high staff to pupil ratio in school helped to facilitate this arrangement.
- 29% of pupils in Reception to Year 6 attended school as either vulnerable pupils or those of key workers and 80% of nursery pupils attended school during the national school closure. 100% of pupils with an EHCP and those with a social worker attended school.
- Whole school assemblies were offered each week. A successful series of assemblies explored the book 'The Boy, the Mole, The Fox and The Horse,' supporting pupils' wellbeing.
- Parent meetings were offered to all families after the spring half term. Feedback indicates that this was a useful opportunity to review home learning and to discuss the transition back to school. The SENCO maintained contact with all families of pupils with SEND while they were working from home.

We provided intervention during autumn term 2020 and summer term 2021 to help pupils to catchup as quickly as possible. We also delivered small group after school tuition during summer term 2021. Our internal data shows uplift in pupil attainment in both of these terms.

Other progress includes the introduction of a new whole school reading scheme, reading reward system and text centred approach to writing, its planning and assessment. We have also introduced a new research based approach to behaviour management that has benefitted all pupils, including those in receipt of the premium.

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 |
|----------------|----------|
| Not applicable | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|----------------|---------|
| Not applicable | |
| | |