

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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)	51
	Gunnerside (Rec to Y6)	26
	Nursery (Reeth)	9
	Total	86
Proportion (%) of pupil premium eligible pupils	23% (22% Reeth, 27% 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 this statement was last reviewed	December 2022	
Next review	Autumn term 2023	
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	£28,220
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 40% contribution from school funds)	£3,780
Total budget for this academic year	£36,000

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.
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 have social and emotional needs that can impact on self-esteem, wellbeing, learning behaviour and behaviour more broadly.
4	Some pupils experience instability and challenge in their living circumstances.

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.

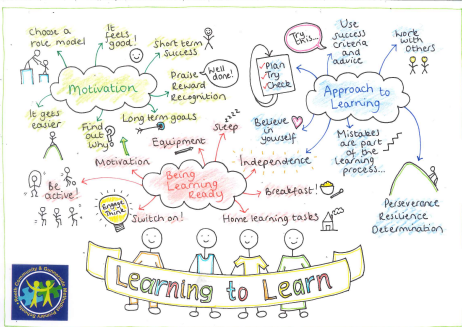

Intended outcome	Success criteria
Pupils read widely and often with fluency and comprehension appropriate to their age.	<p>At least 80% of pupils eligible for the pupil premium grant will be working at the expected standard in reading by summer term 2022, and by the end of the current strategy plan that will increase to at least 90%. (Please note that at the beginning of this strategy plan, 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, each year.</p>
The attainment gap in maths and reading between disadvantaged pupils and pupils that do not receive the additional funding will decrease.	The attainment gap will decrease each year 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.	Record keeping and staff evaluation reflects improvements in self-esteem, wellbeing, learning behaviour and behaviour more broadly.
Attendance of pupils in receipt of the premium will improve.	There is no attendance gap between the children receiving pupil premium and those that do not.
All pupils experience a rich curriculum unhindered by home finances.	All disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need for additional financial commitment from parents.

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>Phonics</u> Embed 'Little Wandle Revised' a DfE validated Systematic Synthetic Phonics programme to secure high quality phonics teaching for all pupils. CPD and resources support delivery of both the regular lessons and the rapid catch up programme.</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. EEF guidance – phonics</p>	<p>1, 2</p>
<p><u>Evaluating class sizes</u> 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 reduced the age and attainment range in 3 of our classes and enabled teachers to work more flexibly, providing additional support for learners. In September 2022, pupils in Year 3 and Year 4 benefitted from separate classes (9 pupils and 12 pupils, respectively). These year groups will be taught together from January 2023, with additional teaching staff to support this transition.</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). Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. 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. Impact on reading is higher than mathematics. EEF guidance – reducing class size</p>	<p>1, 2, 3, 4</p>
<p><u>Teaching assistant support</u> All our classes benefit from full time teaching assistant support. Some classes have two teaching assistants.</p>	<p>The average impact of teaching assistants and of small group tuition is about an additional four months' progress over the course of a year. EEF guidance – teaching assistant interventions</p>	<p>1, 2, 3, 4</p>

<p><u>Learning to learn</u></p> <p>Our learning to learn characters and associated posters will be refreshed and relaunched to support pupils' learning behaviours.</p>  <p><u>Remembering learning</u></p>  <p>Our classrooms all have a display that staff and pupils use to support long term knowledge retention.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>EEF guidance – metacognition and self-regulation</p>	<p>1, 2, 3</p>
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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 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>1, 2, 3</p>

<p><u>One to one and small group after school tuition</u></p> <p>We will continue to schedule before and after school tuition, utilising the DfE School Led Tutoring grant.</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>	<p>1, 2, 3</p>
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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.</p> <p>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>	<p>4</p>
<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>Department for Education – School attendance – Guidance for maintained schools, academies, independent schools and local authorities</p>	<p>5</p>

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 2021 to 2022 academic year.

Pupils read widely and often with fluency and comprehension appropriate to their age.

School assessments show that 64% of pupil premium group were working at the expected standard in reading in summer 2022. Please note that in the 2021 to 2022 academic year, 20% of pupils eligible for pupil premium have SEND, compared to 10% of all pupils.

In summer term 2022, 94% of Y1 pupils passed the phonics screening check. All of the pupil premium group passed the check.

The attainment gap in maths and writing between disadvantaged pupils and pupils that do not receive the additional funding will decrease.

By autumn 2019, the attainment gap (between the pupil premium group other pupils) was smaller than it had been for the previous three years. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils.

We have been, and continue to be, ambitious to close the gap as quickly as possible. The table below demonstrates progress since school closure in NTS assessments for reading and maths. The numbers reflect the difference in between the average standardised scores of pupils in receipt of the premium compared to others.

Gap	Summer 21	Autumn 21	Spring 22	Summer 22	Autumn 22
Reading	-14	-13	-9	-10	-6
Maths	-6	-13	-8	-9	-4

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.

Behaviour records, staff reflection, parent feedback and learning walks indicate that pupils are making good progress in terms of wellbeing, learning behaviours and behaviour more broadly.

Attendance of pupils in receipt of the premium will improve.

	Spring and summer terms 21	All terms 21 - 22
Reeth	97.1	94.4
Reeth pupil premium	95.9	93.5
Difference	-1.2	-0.9
Gunnerside	95.9	95.1
Gunnerside pupil premium	94.9	94.5
Difference	-1	-0.6

All pupils experience a rich curriculum unhindered by home finances.

By providing fully funded places for those in receipt of the premium, curriculum visits were inclusive for all families.