

Pupil premium strategy statement

This statement details our school's use of pupil premium 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)	55
	Gunnerside (Rec to Y6)	31
	Nursery (Reeth)	7
	Total	93
Proportion (%) of pupil premium eligible pupils	26% (29% Reeth, 19% Gunnerside)	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 / 2025 2025 / 2026 2026 / 2027	
Date this statement was published	Autumn term 2024	
Date this statement was last reviewed	Autumn term 2025	
Next review	Autumn term 2026	
Statement authorised by	Gordon Stainsby, Headteacher	
Pupil premium lead	Gordon Stainsby, Headteacher	
Governor / Trustee lead	Sadie Bainbridge	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,095

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

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.
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 2025, and by the end of the current strategy plan that will increase to at least 90%. <i>Please note that in autumn 2024 we increased the threshold for expected to a standardised score of 100.</i></p> <p>100% of pupils in Year 1 will pass the phonics screening check, each year.</p>
The attainment gap in maths and English 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.
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 **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 and reading</u></p> <p>Refine use of 'Little Wandle Revised' a DfE validated Systematic Synthetic Phonics programme to secure high quality phonics teaching for all pupils, working with the Burley Woodhead English Hub to evaluate and develop practice.</p> <p>Monitor and evaluate use of our school reading system:</p> <ul style="list-style-type: none"> * <i>Collins Big Cat reading scheme</i> * <i>Reading tree reward scheme</i> * <i>Guided reading 3x per week</i> * <i>Reading intervention</i> * <i>Daily catch up reading</i> * <i>Reading in all areas of the curriculum</i> <p>Increase use of the school libraries, particularly at Gunnerside School.</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
<p><u>Writing</u></p> <p>Continue teacher collaboration with a focus on implementing the recommendations of the writing framework.</p>	<p>EEF guidance recognises the importance of high quality teaching, assessment and a broad and balanced, knowledge based curriculum.</p> <p>EEF guidance – tiered approach</p>	1, 2
<p><u>Maths</u></p> <p>Embed use of the maths target system with new exemplification materials.</p>	<p>EEF guidance recognises the importance of high quality teaching, assessment and a broad and balanced, knowledge based curriculum.</p> <p>EEF guidance – tiered approach</p>	1, 2

<p><u>Key assessment points</u></p> <p>Building on the impact of the phonics screening and tables check, we have introduced additional key assessment points, including times tables at Y2 and Y3, summer spelling assessment (Y2 to Y6) and exemplification of writing that is securely at the expected standard.</p>	<p>EEF guidance recognises the importance of high quality teaching, assessment and a broad and balanced, knowledge based curriculum.</p> <p>EEF guidance – tiered approach</p>	<p>1, 2</p>
<p><u>Evaluating class sizes</u></p> <p>We offer small class sizes throughout school and often use this strategy to support pupils and close attainment gaps. For example, we implemented a 5 class structure for 4 terms to close the gap after school closures.</p> <p>We regularly review the effectiveness of class sizes and structures and will adjust accordingly as the school year progress.</p> <p>This year our average class size is 23 pupils. Our largest class (Y5&6) larger benefits from two teachers for some lessons and from three staff each morning.</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.</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. The profile of pupil premium is raised through staff training.</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.</p> <p>EEF guidance – teaching assistant interventions</p>	<p>1, 2, 3, 4</p>
<p><u>Mentoring and coaching for teachers</u></p> <p>Our teaching staff work very closely and benefit from knowledgeable and well trained subject specialists that lead their subject areas and offer expertise to others.</p>	<p>EEF guidance recognises the importance of high quality teaching, assessment and a broad and balanced, knowledge based curriculum.</p> <p>EEF guidance – tiered approach</p>	<p>1, 2</p>
<p><u>Enhanced focus on the needs of pupil premium learners</u></p> <p>The profile of pupil premium is raised in staff training.</p>	<p>EEF guidance recognises the importance of high quality teaching, assessment and a broad and balanced, knowledge based curriculum.</p>	<p>1, 2</p>

	EEF guidance – tiered approach	
<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>	1, 2, 3, 4

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</p>	1, 2, 3

	support pupils to overcome barriers to learning and increase their access to the curriculum. EEF guidance – small group tuition	
<u>One to one and small group after school tuition</u> We continue to offer before and after school tuition.	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: EEF guidance – one to one tuition And in small groups: EEF guidance – small group tuition	1, 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Mentoring and behaviour intervention</u> We provide mentoring for those pupils that have social and emotional needs that impact on self-esteem, wellbeing, learning behaviour and behaviour more broadly.	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. EEF guidance – mentoring EEF guidance – behaviour interventions	3, 4
<u>Residential visits</u> By providing fully funded places for those in receipt of the premium, residential visits are inclusive for all families. A comprehensive range of free after school clubs is provided for all pupils.	EEF guidance recognises the importance of wider strategies, including supporting pupils' social, emotional and behavioural needs, and providing extracurricular activities. EEF guidance – tiered approach	3, 4

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 2024 to 2025 academic year.

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

School assessments show that 75% of the pupil premium group were working at the expected standard or at greater depth in reading in summer 2025 (81% in summer 24, 80% in summer 23 and 64% in summer 22).

In summer term 2025, 100% of Y1 pupils passed the phonics screening check. All of the pupil premium group passed the check. Attainment in phonics is secure; 100% of pupils passed in the last three years.

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

We have been, and continue to be, ambitious to close the gap as quickly as possible. The table below demonstrates progress in recent years in NTS assessments for reading and maths. The numbers reflect the difference between the average standardised scores of pupils in receipt of the premium compared to figures for the wider school. The gap is still present although it has decreased over time. Please note that the number of pupils with SEND is higher in the pupil premium group than the wider school.

	2022		2023			2024			2025	
	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
Reading	-10	-6	-5	-8	-1	-3	-5	-6	-3	-3
Maths	-9	-4	-6	-2	-4	-4	-4	-3	-5	-5

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.

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. Pupil engagement in extracurricular activities is excellent and all pupils in receipt of pupil premium have been involved.

