

# Masham CE VA Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium, recovery premium for the 2021 to 2022 academic year, catch-up funding and national tutoring programme 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	Masham CE VA Primary
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Fiona Lawson-Ross Head teacher
Pupil premium lead	Fiona Lawson-Ross Head teacher
Governor / Trustee lead	Sarah Webster Miranda Rennie Finance Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£54.35
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12,314.35

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas; in some cases, particularly those foundation subjects which the less academic may show a preference for. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or are affected by bereavement or loss. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress or their disadvantaged peers.

Our strategy is also integral to wider schools plans for education recovery including targeted support through the National Tutoring programme.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set and recognise low aspirations and opulent neglect as disadvantages that should also be considered.
- Act as quickly as possible to intervene when needed
- Adopt a whole school approach, in line with our Christian Vision, where staff have high expectations of children and what they can achieve.
- Recognise the strive to be exceptional.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations have identified high level of concern around mental health and well-being in some of our pupils and families. This negatively impacts their development across the curriculum.
2	Teacher assessments have shown a lack of progress due to lockdowns and remote learning. This is particularly evident in writing.
3	A small percentage of children in our school have specific additional needs/circumstances which have a direct impact on behaviour and social and emotional interaction.
4	We are aware that some families may not have the financial means to access the wide range of enriching activities we provide to enhance our curriculum.
5	A third of our disadvantaged children have attendance levels which are less than 90% meaning there are further gaps in their knowledge and curriculum coverage in addition to the time and content missed due to the Coronavirus pandemic.

## 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
Improved well-being amongst children and clear support available where needed.	Fewer children to be affected by anxiety/worries therefore impacting on well-being and academic progress/achievement.
Writing standards to improve across the school.	More children making good or better progress in writing towards age related expectations.
Specific behavioural needs to be managed to avoid disruption in school and promote the school's Christian Vision.	Fewer behaviour incidents which affect pupil's learning and that of their peers.
All children to have the opportunity to take part in a wide range of activities which enhance and enrich the curriculum we offer.	No child excluded due to lack of financial contribution

## 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)

Budgeted cost: £ 5690 (PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support and booster groups.	One to one interventions and small booster groups give more opportunity to identify and address factors which may be impacting on well-being and achievement. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2
Teaching cover to allow multi-agency communications and meetings,	Joined up conversations between all agencies lead to best outcomes overall for children and families.  <a href="https://www.gov.uk/government/speeches/social-care-commentary-multi-agency-safeguarding-arrangements">https://www.gov.uk/government/speeches/social-care-commentary-multi-agency-safeguarding-arrangements</a>	1,3
Targeted CPD to meet specific needs of our pupils and families.	Staff have a good level of understanding of children's needs meaning they are in a good position to provide initial interventions.  <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/#:~:text=CPD%20programmes%20generally%20produce%20positive,of%20staff%20turnover%20and%20dissatisfaction.">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/#:~:text=CPD%20programmes%20generally%20produce%20positive,of%20staff%20turnover%20and%20dissatisfaction.</a>	2, 3
High interest lower skill reading materials for KS2 children.	Children who are still developing reading skills in Key Stage 2 have age appropriate texts at their level.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>	1,2,3
Maths manipulatives to enable the Ready to Progress criteria to be delivered.	Gaps in mathematical understanding are addressed.  <a href="https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</a>	1

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

Budgeted cost: £3540 (CUF) £891 plus schools additional 25% contribution

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of IDL programme, subscription, resources and GTA support to deliver intervention. Table and chairs for intervention area.	Regular IDL intervention will have a positive impact on children's writing and spelling. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2, 3
12 hours per child of tutoring with Third Space Learning.	EEF Trial on affordable online maths tuition.	1

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

Budgeted cost: £ 5120 (CUF)

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA time to deliver Compass Phoenix (Children's Mental Health) interventions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
Participation in Visits such as Cinderella, Bewerley and London visit. Music and Stimulation resources.	All children have the opportunity to benefit from these experiences.  An Unequal Playing Field – Extra Curricular Activities, soft skills and social mobility.	4

**Total budgeted cost: £15,241.00**

## 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.

For children in receipt of PPG 2020 -2021

Progress in reading – 76% Expected, 14% more than.

Progress in writing – 76% Expected, 14% more than.

Progress in mathematics – 76% Expected, 14% more than.

Enrichment: Music, Access Art, Year 6 Leavers.

### 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
IDL Cloud	idlsgroup
Cheranga	Cheranga YUMU