

Masham CE VA Primary School Pupil premium strategy statement

This statement details Masham Church of England Primary 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	Masham CE VA Primary
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Matthew Boyle Head teacher
Pupil premium lead	Matthew Boyle Head teacher
Governor / Trustee lead	????

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,360
Recovery premium funding allocation this academic year	£ 685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 11,045

Part A: Pupil premium strategy plan

Statement of intent

Masham Church of England (VA) Primary School is committed to ensure that all pupils achieve well and make rapid progress from their starting points irrespective of their background. The focus of our Pupil Premium Strategy is to support pupils to overcome barriers to learning so that they can achieve well, this includes disadvantaged pupils who are already high attainers. A key aim of our strategy is to address the challenges faced by vulnerable pupils, such as those who have a social worker, and to meet their needs irrespective of whether they are disadvantaged or not. High quality teaching and learning is at the heart of our school improvement, with a particular on developing the strongest early reading and phonics practice.

At Masham we know that strong readers become strong learners and that this will have a clear impact on closing the attainment gap for disadvantaged pupils as well as benefitting non-disadvantaged pupils. Our strategy is also aimed at providing the strongest levels of guidance for pupils with additional needs, for example: speech and language difficulties, social and emotional needs, so that they can overcome barriers to learning and be successful.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data at the end of 2023/2024, evidences that reading, writing and maths attainment and progress is below the national average at the end of KS1 and is low across LKS2.
2	Pupils who on the PP register, do not achieve well across school. Only 40% achieve the expected standard in reading and only 20% achieve the expected standard in writing and maths.
3	Pupils who are on the SEND register, do not achieve well across school. Only 53.8% achieve the expected standard in reading, 7.7% achieve the expected standard in writing and only 30.8% achieve the expected standard in maths.
4	Many our pupils have limited life experiences and do not engage in diverse cultural activities outside of school.
5	Absence rates for the majority of our disadvantaged children are below non-disadvantaged pupils. Attendance data from June 2024 shows wholes school attendance was 95.22%, SEND pupils' attendance was 92.2%, PP pupils' attendance was 90.45%. Combined attendance of SEND and PP pupils was 94.03%.

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
Strong levels of attainment	<ul style="list-style-type: none"> ▪ Achieving national expectations by the end of KS2 (R,W,M). ▪ Achieving national expectations by the end of KS2 (R,W,M). ▪ Maintain the proportion of pupils who pass Y1 Phonics check (80%+).
The highest quality of support provided for pupils with SEND needs.	<ul style="list-style-type: none"> ▪ SEND pupils receive the support they needs, both internally and externally, to ensure that they make strong progress from their relevant starting points.
The highest quality of support provided for pupils who are on the pupil premium register.	<ul style="list-style-type: none"> ▪ Achieving national expectations by the end of KS2 (R,W,M). ▪ Achieving national expectations by the end of KS2 (R,W,M).
Improved attendance for DA pupils.	<ul style="list-style-type: none"> ▪ DA attendance closes the gap on non-DA attendance. ▪ Persistent absence closes the gap to national average.
Pupils engage in a range of diverse cultural activities	<ul style="list-style-type: none"> ▪ Strong programme of enrichment activities in place linked to the Swinton Estate and the Bedale mini-bus scheme. ▪ Pupils have access to a wide range of enrichment activities linked to the Swinton Estate and the Bedale mini-bus scheme.

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: £6,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a broad curriculum for all pupils across school.	High-quality teaching for all — There's an emphasis on 'quality teaching first.' High teaching standards are set and performances are monitored. At Masham, we have an ethos of high attainment for all pupils, no matter their background. There is a complete avoidance of stereotyping disadvantaged pupils. Therefore, by providing all pupils with a broad and rich curriculum, we are promoting high quality first teaching for all pupils.	1,2,3,4,5
SEND/Inclusive Practice training with ADHD foundation.	SEND/Inclusive Practice training with ADHD foundation. This training will support the inclusive practice in classrooms and ensure that the correct provisions and adaptive teaching are in place. The EFF toolkit highlights how a focus on an inclusive classroom environment 'removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.'	1,2,3.
External SEND support.	External SEND support to identify key areas of improvement through a SEND audit and action plan. Support teachers to implement provisions and learning targets because The EFF toolkit highlights how scaffolding learning and adapting teaching through provisions, provides SEND and DA pupils with access to high quality teaching.	1,2,3
Embed a system for challenging and supporting families with attendance issues and those at risk of persistent absence.	The EFF Toolkit highlights a focus on parental engagement has 'moderate impact for very low cost based on extensive evidence'. It details how it has a positive impact overall (+4 months).	3
Provide release for small group interventions for pupils who are falling behind age related expectations.	The EFF Toolkit highlights how a focus on small group tuition has a 'moderate impact for low cost based on moderate evidence'. It details how small group tuition has a positive impact overall (+4 months). Research suggests that small group tuition is effective; the smaller group the better.	1,3

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

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

Budgeted cost: £ 4,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA time to deliver Compass Phoenix (Children’s Mental Health) interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3,5
Enrichment to the curriculum.	At Masham we recognise that pupils need to take part in all activities to expand their cultural capital.	4
Disadvantaged pupils are funded for all curriculum events, music tuition, trips and activities.	At Masham we recognise that pupils need to take part in all activities to expand their cultural capital.	4

Total budgeted cost: £10,890

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 2023 to 2024 academic year.

Intended outcome	Outcome			
Targeted GTA support to improve academic achievement and well-being.	2023-2024 data for phonics and end of KS1 and end of KS2:			
		Outcome:	Send:	DA:
	Phonics Y1	83.3%	50% 2children	N/A
	Phonics Y2	50%	0% 1 child	N/A
	End of KS1 Reading	66%	0% 1 child	N/A
	End of KS1 Writing	44.4%	0% 1 child	N/A
	End of KS1 Maths	55.5%	0% 1 child	N/A
	End of KS2 Reading	92.8%	100% 1child	N/A
	End of KS Writing	64.2%	0% 1child	N/A
	End of KS2 Maths	85.7%	100% 1child	N/A
Assessment outcomes in phonics and the end of key stage evidence that pupils under perform in writing. The end of KS1 data shows pupils are underperforming compared to the national average in reading, writing and maths. The data and wider school data shown evidences that DA and SEND children are underperforming.				

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.

Intended outcome	Outcome
Strong levels of attainment	
The highest quality of support provided for pupils with SEND needs.	
The highest quality of support provided for pupils who are on the pupil premium register.	
Improved attendance for DA pupils.	
Pupils engage in a range of diverse cultural activities	