

Masham C of E (VA) Primary School



Pupil Premium Strategy 2024-2027

‘One Body, Many Parts (1 Corinthians 12)

Each of us has a special talent and role we can use for God, like the different parts of a body working together.

At Masham, we work together under God’s guidance to grow minds, spirits and bodies to learn, care and share together.

At Masham, we want everyone to flourish. We cherish our values as we promote the flourishing of all.

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	62
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	June 2024 – June 2024
Date this statement was published	September 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Matthew Boyle Headteacher
Pupil premium lead	Matthew Boyle Headteacher
Governor / Trustee lead	Barry Khan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1,955
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: £5,420

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
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

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

Budgeted cost: £984

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
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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: £10,874

Impact - Teaching

Activity	Impact																																																																																				
Providing a broad curriculum for all pupils across school.	<p>School leaders have:</p> <ul style="list-style-type: none">Created a broad and balanced curriculum on a two-year rolling cycleCreated a monitoring cycle that monitors the quality of teaching, books and pupil voiceEnsured that external agencies such as the LA, Diocese and IEB are part of the monitoring cycleCreated assessment systems alongside Pupil Progress Meetings to monitor the progress of all pupils. <p>Whole School Attainment July 2024:</p> <table><tr><th>Subject</th><th>EXS</th><th>GDS</th><th>PP/FSM</th><th>SEND pupil</th><th>Boys</th><th>Girls</th></tr><tr><td>Reading</td><td>75%</td><td>30%</td><td>40%</td><td>53%</td><td>75%</td><td>76%</td></tr><tr><td>Writing</td><td>33%</td><td>4%</td><td>20%</td><td>7%</td><td>30%</td><td>38%</td></tr><tr><td>Maths</td><td>71%</td><td>22%</td><td>20%</td><td>30%</td><td>72%</td><td>69%</td></tr><tr><td>Phonics</td><td>83%</td><td>N/A</td><td>N/A</td><td>50%</td><td>75%</td><td>100%</td></tr><tr><td>GLD</td><td>100%</td><td>N/A</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table> <p>Whole School Attainment Spring Term 2024/2025</p> <table><tr><th>Subject</th><th>EXS</th><th>GDS</th><th>PP/FSM</th><th>SEND pupil</th><th>Boys</th><th>Girls</th></tr><tr><td>Reading</td><td>63%</td><td>25%</td><td>50%</td><td>31%</td><td>57%</td><td>74%</td></tr><tr><td>Writing</td><td>53%</td><td>10%</td><td>50%</td><td>23%</td><td>46%</td><td>61%</td></tr><tr><td>Maths</td><td>63%</td><td>14%</td><td>50%</td><td>31%</td><td>64%</td><td>50%</td></tr><tr><td>Phonics</td><td>100%</td><td>N/A</td><td>N/A</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>GLD</td><td>73%</td><td>N/A</td><td>N/A</td><td>0%</td><td>62%</td><td>100%</td></tr></table> <p>In a monitoring visit from Ofsted in January 2025, the impact of the curriculum was commented on:</p> <p><i>This academic year, the school has introduced a more structured and ambitious curriculum across all subjects. The school has invested in commercial curriculum schemes that provide breadth and well-sequenced lessons. The school has given careful thought to lesson structure to provide pupils with opportunities to revisit prior learning. (Ofsted Monitoring Visit, January 2025).</i></p>	Subject	EXS	GDS	PP/FSM	SEND pupil	Boys	Girls	Reading	75%	30%	40%	53%	75%	76%	Writing	33%	4%	20%	7%	30%	38%	Maths	71%	22%	20%	30%	72%	69%	Phonics	83%	N/A	N/A	50%	75%	100%	GLD	100%	N/A	100%	100%	100%	100%	Subject	EXS	GDS	PP/FSM	SEND pupil	Boys	Girls	Reading	63%	25%	50%	31%	57%	74%	Writing	53%	10%	50%	23%	46%	61%	Maths	63%	14%	50%	31%	64%	50%	Phonics	100%	N/A	N/A	100%	100%	100%	GLD	73%	N/A	N/A	0%	62%	100%
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	Further work is needed on the implementation of the curriculum, especially in the foundation subjects to ensure consistency across all areas of the curriculum. Also, in September 2025, a new long-term plan for the Maths curriculum will be in place following the NCTEM materials.																																																																																				
External SEND support.	<p>School leaders have:</p> <ul style="list-style-type: none">Provided external SENDCO support completed a SEND audit and action plan for the academic year 2024/2025 to highlight the key areas of development and strengths.The external support worked alongside the interim SENDCO to provide training and support up until Easter 2025.Purchased the Edukey Provision Mapping tool. This ensures that all pupils on the SEND register have appropriate Learning Plans and SMART targets and provisions are in place.Training for staff has been provided and as a result, staff are able to write clear and purposeful SEND learning plans and judge the impact of these plans. Training for staff has also been provided on adaptations across the curriculum and monitoring visits from the LA evidence adaptations happening in the core subjects. <p>Whole School Attainment July 2024:</p> <table><tr><th>Subject</th><th>EXS</th><th>GDS</th><th>PP/FSM</th><th>SEND pupil</th><th>Boys</th><th>Girls</th></tr><tr><td>Reading</td><td>75%</td><td>30%</td><td>40%</td><td>53%</td><td>75%</td><td>76%</td></tr><tr><td>Writing</td><td>33%</td><td>4%</td><td>20%</td><td>7%</td><td>30%</td><td>38%</td></tr><tr><td>Maths</td><td>71%</td><td>22%</td><td>20%</td><td>30%</td><td>72%</td><td>69%</td></tr><tr><td>Phonics</td><td>83%</td><td>N/A</td><td>N/A</td><td>50%</td><td>75%</td><td>100%</td></tr><tr><td>GLD</td><td>100%</td><td>N/A</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table> <p>Whole School Attainment Spring Term 2024/2025</p> <table><tr><th>Subject</th><th>EXS</th><th>GDS</th><th>PP/FSM</th><th>SEND pupil</th><th>Boys</th><th>Girls</th></tr><tr><td>Reading</td><td>63%</td><td>25%</td><td>50%</td><td>31%</td><td>57%</td><td>74%</td></tr><tr><td>Writing</td><td>53%</td><td>10%</td><td>50%</td><td>23%</td><td>46%</td><td>61%</td></tr><tr><td>Maths</td><td>63%</td><td>14%</td><td>50%</td><td>31%</td><td>64%</td><td>50%</td></tr><tr><td>Phonics</td><td>100%</td><td>N/A</td><td>N/A</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>GLD</td><td>73%</td><td>N/A</td><td>N/A</td><td>0%</td><td>62%</td><td>100%</td></tr></table> <p><i>The provision for pupils with SEND has developed since the previous inspection. With external support, the school has improved how it identifies pupils’ needs and manages their support plans. As a result, there is a clearer understanding of the precise support pupils with SEND require. (Ofsted Monitoring Visit, January 2025).</i></p>	Subject	EXS	GDS	PP/FSM	SEND pupil	Boys	Girls	Reading	75%	30%	40%	53%	75%	76%	Writing	33%	4%	20%	7%	30%	38%	Maths	71%	22%	20%	30%	72%	69%	Phonics	83%	N/A	N/A	50%	75%	100%	GLD	100%	N/A	100%	100%	100%	100%	Subject	EXS	GDS	PP/FSM	SEND pupil	Boys	Girls	Reading	63%	25%	50%	31%	57%	74%	Writing	53%	10%	50%	23%	46%	61%	Maths	63%	14%	50%	31%	64%	50%	Phonics	100%	N/A	N/A	100%	100%	100%	GLD	73%	N/A	N/A	0%	62%	100%
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	<p><i>The school now prioritises supporting pupils, including those with special educational needs and/or disabilities (SEND), to learn and remember the knowledge set out in the curriculum. (Ofsted Monitoring Visit, January 2025).</i></p> <p>Visits from the Local Authority evidence that SEND pupils are well supported in Reading, Writing and Maths.</p> <p><i>Staff training has centred around the ‘EEF Five a Day for SEND’ framework, combined with a new scaffolding toolkit that offer practical strategies such as ‘Word Blast’ visual cues, and structured sentence stems. (Senior Education Advisor visit, January 2025).</i></p> <p><i>SEND pupils were well supported through sensory tools such as wobble cushions, fidget spinners, and drawing for sensory relief. Teaching assistants (Tas) played an active role in supporting pupils during independent work. (Senior Education Advisor visit, January 2025).</i></p> <p>Further work is needed on:</p> <ul style="list-style-type: none"> ▪ Providing necessary training for all staff to ensure they can support SEND pupils across school. ▪ Provide training and support staff with the assessment of pupils using B-Squared. ▪ Ensure that SEND pupils are supported and adaptations are made, following the EEF Scaffolding Toolkit, in all areas of the curriculum (foundation subjects).
<p>Embed a system for challenging and supporting families with attendance issues and those at risk of persistent absence.</p>	<p>School leaders have:</p> <ul style="list-style-type: none"> ▪ Created clear systems for managing attendance that include monthly attendance meetings, discussions regarding pupil absence such as holidays, holiday requests, lates etc. Wellbeing meetings are in place for pupils that have attendance of under 90%. ▪ Written a new attendance policy has been introduced that identifies procedures for penalties and fines. ▪ Provide parents of pupils, whose attendance is below 90% and is not improving after meetings with the Headteacher, with Notice to Improve letters.

Attendance 7th May 2024:

Attendance		Whole school %		93.15%
Up to May 1st 2024				Authorised Unauthorised
	Whole school	Authorised	Unauthorised	
EAL % Pupils	96.45%	3.55%	0%	
SEND % Pupils	92.88	6.89%	0.24%	
FSM % Pupils	90.90%	8.51%	0.59%	
FSM/SEND % Pupils	94.50%	4.61%	0.89%	
Persistently Absent	10.8% (8 pupils)	5 pupils under 90% (6.7%) 3 pupils under 85% (4%)		

Attendance 5th June 2025:

Attendance		Whole school		96.94% (same as last month)
02.09.24 – 23.05.25				Authorise  Unauthorised
	Whole school	Authorised	Unauthorised	
EAL % Pupils	96.77% ↑	0.00%	3.23%	
SEND % Pupils	95.99% ↑	3.38%	0.63%	
FSM % Pupils	94.19% ↓	4.58%	1.23%	
FSM/SEND % Pupils	96.45% ↑	1.51%	2.04%	
Persistently Absent	1.61% (1 Pupil)	This pupil's attendance has risen from 85.71% to 87.93%.		

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

Activity	Impact																																																																																				
Provide release for small group interventions for pupils who are falling behind age related expectations.	<p>Leaders have ensured that:</p> <ul style="list-style-type: none">▪ Systems are in place to track pupils’ progress through assessments, Pupil Progress Meetings and a two-week rolling intervention timetable (so pupils are not taking out of the same lessons each week) to a higher percentage of pupils are gaining the age-related expectations.▪ NTS assessment tools have been purchased to provide in depth Pupil Analysis data for Reading, SPaG and Maths that generate specific intervention programmes for pupils.▪ Teachers have received Writing moderation training to ensure that their teacher assessments are correct and there are able to identify gaps in children’s writing and support accordingly.▪ Release time has been provided for TAs so they are trained in delivering Little Wandle phonics and the catch-up programme for Little Wandle.▪ Training has been provided for TAs so they have the knowledge and skills to deliver interventions. <p>Whole School Attainment July 2024:</p> <table><tr><th>Subject</th><th>EXS</th><th>GDS</th><th>PP/FSM</th><th>SEND pupil</th><th>Boys</th><th>Girls</th></tr><tr><td>Reading</td><td>75%</td><td>30%</td><td>40%</td><td>53%</td><td>75%</td><td>76%</td></tr><tr><td>Writing</td><td>33%</td><td>4%</td><td>20%</td><td>7%</td><td>30%</td><td>38%</td></tr><tr><td>Maths</td><td>71%</td><td>22%</td><td>20%</td><td>30%</td><td>72%</td><td>69%</td></tr><tr><td>Phonics</td><td>83%</td><td>N/A</td><td>N/A</td><td>50%</td><td>75%</td><td>100%</td></tr><tr><td>GLD</td><td>100%</td><td>N/A</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table> <p>Whole School Attainment Spring Term 2024/2025</p> <table><tr><th>Subject</th><th>EXS</th><th>GDS</th><th>PP/FSM</th><th>SEND pupil</th><th>Boys</th><th>Girls</th></tr><tr><td>Reading</td><td>63%</td><td>25%</td><td>50%</td><td>31%</td><td>57%</td><td>74%</td></tr><tr><td>Writing</td><td>53%</td><td>10%</td><td>50%</td><td>23%</td><td>46%</td><td>61%</td></tr><tr><td>Maths</td><td>63%</td><td>14%</td><td>50%</td><td>31%</td><td>64%</td><td>50%</td></tr><tr><td>Phonics</td><td>100%</td><td>N/A</td><td>N/A</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>GLD</td><td>73%</td><td>N/A</td><td>N/A</td><td>0%</td><td>62%</td><td>100%</td></tr></table>	Subject	EXS	GDS	PP/FSM	SEND pupil	Boys	Girls	Reading	75%	30%	40%	53%	75%	76%	Writing	33%	4%	20%	7%	30%	38%	Maths	71%	22%	20%	30%	72%	69%	Phonics	83%	N/A	N/A	50%	75%	100%	GLD	100%	N/A	100%	100%	100%	100%	Subject	EXS	GDS	PP/FSM	SEND pupil	Boys	Girls	Reading	63%	25%	50%	31%	57%	74%	Writing	53%	10%	50%	23%	46%	61%	Maths	63%	14%	50%	31%	64%	50%	Phonics	100%	N/A	N/A	100%	100%	100%	GLD	73%	N/A	N/A	0%	62%	100%
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	<p>Further work is needed on:</p> <ul style="list-style-type: none"> ▪ Provide training and support staff with the assessment of pupils using B-Squared. ▪ Ensure that SEND pupils are making rapid progress to close the gaps on their peers.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Impact
HLTA time to deliver Compass Phoenix (Children's Mental Health) interventions.	<p>Compass Phoenix sessions have been in place for the academic year of 2024/2025 with 18 (29%) pupils accessing Compass Phoenix sessions. This has had a direct impact on:</p> <ul style="list-style-type: none"> ▪ A marked improvement in pupil's behaviour across school. ▪ A positive atmosphere in school. ▪ Attendance across school has improved dramatically. ▪ Pupils are regulating their emotions independently which has caused a marked reduction in the amount of low-level disruption in lessons. ▪ Pupils are engaged in lessons. <p><i>There is a marked improvement in pupils' behaviour throughout the school. There is a positive atmosphere in school. Pupils are confident that any poor behaviour will be addressed. Pupils are engaged in lessons and respond well to routines. Attendance has also improved. (Ofsted Monitoring Visit, January 2025).</i></p>
Enrichment to the curriculum.	<p>Trips, visits and enrichment activities have been planned into the school calendar. Trips, visits and enrichment activities include:</p> <ul style="list-style-type: none"> ▪ Swinton Estate activities (cooking, climbing, writing walks, falconry,) ▪ Himalayan Gardens visit (linked to DT curriculum) ▪ Wensleydale Tournament of Song choir competition ▪ Wensleydale Tournament of Song Bible Reading competition ▪ York Minster 'Grand Georgian Christmas' concert (Gabrieli Roar initiative) ▪ Crucial Crew training (KS2 safety programme) ▪ Imam visit to support learning in RE and cultural understanding of Islam. ▪ Y6 residential to Bewerly Park ▪ Sports Day with the Long Course Weekend (LCW) team. ▪ Open day of the Forest Area which includes children taking part in Forest School, planting/gardening and a mini-triathlon with the LCW team. ▪ Thorpe Perrow trip (linked to Science curriculum).

	An enrichment calendar has been created for the academic year of 2025/2026, to further support the enrichment of the curriculum.
Disadvantaged pupils are funded for all curriculum events, music tuition, trips and activities.	<ul style="list-style-type: none"> ▪ Masham is committed to ensure that no child misses out. As a result, we support the funding of trips and curriculum events for children on the PP register.