

Pupil premium strategy statement – Newby & Scalby Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2022-24
Date this statement was published	December 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Steve Owen
Pupil premium lead	Paul Davidson
Governor / Trustee lead	Louise Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,005
Recovery premium funding allocation this academic year	£8,990
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£107,995

Part A: Pupil premium strategy plan

Statement of intent

Objectives for your disadvantaged pupils

To use EEF Pupil Premium toolkit to support and review the report.

- *Behaviour Interventions (+4 months)*
- *Collaborative learning Approaches (Adaptive teaching) (+5 months)*
- *Feedback (+6 months)*
- *Metacognition and self-regulation (+7 months)*
- *Phonics (+5 months)*
- *Reading comprehension strategies (+7 months)*
- *Individualised instruction (+4 months)*

To use the Adaptive Teaching research and training to support highly effective teaching for all pupils. (7 step model and 5 a day principle (EEF SEND))

For all pupils to reach their full potential in line with National average.

To provide a high quality of education for all pupils through adaptive teaching approaches

To use EEF guidance to support teaching and learning through the tiered model approach throughout school.

To provide children with an enriched curriculum to support key skills in all subjects.

For all disadvantaged pupils to access and engage in extracurricular activities

To have improved attendance in line with their peers and National Average.

How does your current pupil premium strategy plan work towards achieving those objectives?

To ensure all staff are supported in all areas of learning to improve attainment and progress from reflective conversations on pupils' achievement strategy.

Providing regular CPD and targeted support for all staff members

Use Little Wandle, to ensure all staff have received regular Little Wandle training and coaching from the reading lead which impacts on pupils reading and writing.

Staff to receive additional support and coaching through a devised maths strategy to improve progress and attainment.

To use recommended mastery schemes of work for maths (White Rose) to improve progress and attainment in maths.

To ensure all staff members have up to date resources to support pupils' health and well-being (Boxhall, Compass Buzz, Nurture Project)

To develop middle leaders so they play an integral role in the schools PP strategy through their curriculum design, monitoring and evaluation. (Trust Wide) .

To regularly review attendance and follow the rigorous policy and guidance to support the improved attendance percentage.

To receive support from the DfE Attendance Hub to support increasing the attendance in line with National Average.

Ensuring all pupils in year 5 and 6 receive the opportunity to partake in additional learning hours through Children's University or in school equivalent (2022-23)

To experience the range of opportunities to support the learning of the curriculum through financial support on all clubs, trips and residential.

Previous actions:

(2021-22 = Regularly review the EEF tiered approach with all members of staff involved)

2022-23 = Regular coaching conversations (4 weeks) to discuss progress and attainment of pupils and pedagogical approaches CPD.

Key principles of your strategy plan

For all disadvantaged pupils in school to close the gap on nationally expected progress and attainment

To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.

For all disadvantaged pupils to access a broad and balanced curriculum that ensures progression of knowledge and skills that is revisited to embed learning and enables them to have experiences and make memories.

Challenges

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

Challenge number	Detail of challenge
1	46% of children eligible for PP have SEND (Including 10% with an EHCP)
2	Higher percentage of children eligible for PP with speech and language therapy (SALT) needs than the whole school cohort

3	Attendance for a small but significant group of children who are also eligible for PP
4	
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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
Develop the role of governors in holding school leaders to account.	<ul style="list-style-type: none"> A named governor to meet regularly with DHT to review and report.
Improve attainment and progress in Reading, Writing and Maths	<ul style="list-style-type: none"> Progress and attainment of disadvantaged pupils is in line or better with that of all pupils nationally.
Maintain national or above average score in Phonics Screening Check	<ul style="list-style-type: none"> Attainment of disadvantaged pupils in line or better than that of all pupils nationally
Improve attendance and persistent absence	<ul style="list-style-type: none"> Attendance and persistent absence in line with that of national average
To provide extended opportunities beyond the school day and through a broad and balanced curriculum	<ul style="list-style-type: none"> Increased number of disadvantaged pupils will attend residentials and after school clubs.
To support pupils with Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties	<ul style="list-style-type: none"> Increased engagement in classroom practice and focused learning. Adaptive teaching strategies <p>Fewer incidents on CPOMs</p>
Improve attainment and progress in Reading, Writing and Maths	<ul style="list-style-type: none"> Progress and attainment of disadvantaged pupils is in line or better with that of all pupils nationally.
Maintain above average score in Phonics Screening Check	<ul style="list-style-type: none"> Attainment of disadvantaged pupils in line or better than that of all pupils nationally.

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

Budgeted cost:

£50,000 (Leadership time, inclusion, including training, outdoor and adventurous activities)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attainment and progress. All teaching good and outstanding.</p> <p><i>Chosen Action/Approach:</i> Pupil Achievement Meetings (PAMs) used for early identification of need. Bespoke CPD for all staff. Further developing a successful approach</p>	<p>EEF Guide to supporting school planning: A tiered Approach to 2021 Kevan Collins quotes: "50% of school budget to be spent on CPD".</p> <p>EEF Effective Professional Development EEF Improving Mathematics EEF Improving Literacy EEF SEND in mainstream schools</p>	1
<p>Accurate performance data enabling effective identification of need and teaching.</p> <p><i>Chosen Action/Approach:</i> Further develop refined graduated response to need and CPD necessary to meet targets. Continuing successful approach from previous year. Standardised testing introduced</p>	<p>EEF Effective Professional Development EEF Improving Mathematics EEF Improving Literacy EEF SEND in mainstream schools</p>	1,2,3
<p>Embed phonics and early reading scheme (Little Wandle)</p>	<p>NY Reading hub EEF Improving Literacy</p>	1,2
<p>Increased responsiveness on the basis of need of the</p>	<p>An established part of provision that was reviewed in the previous academic year.</p>	1,2,3

Inclusion Team and inclusive provision <i>Chosen Action/Approach:</i> An already proven provision.	Changes to systems will be supported through CPOMs to efficiently enable appropriate support and referrals to other agencies. Fewer children and families requiring pastoral support within KS2 Swift referral to appropriate provision Teaching staff employing a range of strategies to support children with any form of disadvantage.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000 (Inclusion and Leadership time. ATA and GA deployment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Graduated response that is focused and shaped through PAMs, coaching conversations and CPD	EEF Making the most of teaching assistants	1,2
Additional keep up phonics sessions	EEF Literacy NY Reading Hub	1,2
Development of language skills <i>Chosen Action/Approach:</i> SALT Seaside SALT	EEF oral language report.	1,2

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

Budgeted cost: £8,000 – training, redeployment,

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased attendance and punctuality for pupils eligible for PP	DfE Attendance hub DfE report on attendance	3

<p><i>Chosen Action/Approach:</i> Developing a specific role within the Inclusion Team to monitor and respond- regular contacts by phone, letter and app</p>	<p>Reduced percentage of families whose children have persistent attendance issues.</p>	
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Teaching Budgeted cost: £50,000

Targeted academic support Budgeted cost: £50,000

Wider strategies Budgeted cost: £8,000

Total budgeted cost: £ 108,00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2020-23 performance outcomes.

Phonics Screening Check Y1

2022/23		
ALL	PP	Nat
83%	64%	79%

KS1 outcomes

	All	PP	Nat
Reading	73%	55%	68%
Writing	62%	55%	60%
Maths	83%	73%	70%
RWM	56%	53%	59%

KS2 outcomes

	All	PP	Nat
Reading	71%	55%	73%
Writing	77%	44%	71%
Maths	76%	78%	73%
RWM	56%	44%	59%

Attendance

2022-23

Whole school – 93.78%

Pupil premium – 91.01%

Attendance of disadvantaged pupils was below all pupils and slightly below National average at 92.7% for all children in primary schools.

SLT regularly reviewed the persistent absence pupils and offered support for those with barriers to their individual attendance or referred to alternative agencies where needed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Hub
T T Rockstars	Maths Circle
Little Wandle	Letters and Sounds Revised (North Yorkshire Reading Hub)

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.