

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Grassington Primary School |
| Number of pupils in school | 58 |
| Proportion (%) of pupil premium eligible pupils | 13.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | C.Boxall |
| Pupil premium lead | C.Boxall/J.Oakes |
| Governor / Trustee lead | M McLellan |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £1,345 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £3,345 |

Part A: Pupil premium strategy plan

'Be the Light'

Our vision is to help each child flourish into a caring, confident and resilient young person who has a love of learning. We will do this through our shared values of Love, Kindness, Forgiveness, Thankfulness and Trust. We will uphold high aspirations for all our children, through our innovative and inspiring approach to teaching and learning.

'Be the Light' (underpins the federation development plan. The plan is centred around the principal aim that we want all our schools, all of our stakeholders to be the light – 'to be the best we can be'. We believe through the priorities which we aim to achieve over the coming year we will shine even brighter. This light is both intrinsic to our School communities and outward facing to the communities in we serve.

This year's strategy builds upon the pupil premium strategy of last year

Statement of intent

Grassington Primary School:-

- Is committed to raising the achievements for all pupils inclusive of those who are eligible for Pupil Premium. We recognise that Pupil premium children must make faster progress than non- eligible children
- Strives to ensure that eligible children achieve to their highest abilities from their starting point never confusing eligible children with low ability
- Aims to support all children by providing quality first inclusive teaching and learning for all.
- Ensures that everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations for all
- Aims to overcome barriers such as low attendance, behaviour, external factors and the rural location of the school(which can impact on learning opportunities), parental engagement, opportunities for first hand experiences and the development of literacy and numeracy skills
- Uses assessment systems and pupil progress meetings to track children's progress, enabling early identification of under achieving and why.
- Ensures that resources, small class sizes and interventions are used to accelerate learning. Interventions are tracked to evaluate the impact
- The Senior leadership team believe that all children should have access and opportunities beyond the school day which will help with self-esteem and enjoyment of school
- The Senior leadership team have a clear overview of the funding and how this is being spent and the impact it is having.
- The senior leadership team ensures that all staff are aware of which children are eligible for pupil premium funding so they can take responsibility for accelerating progress and targeting support
- The Upper Wharfedale Primary Federation governing body is ambitious for all children and closely monitors the school's effectiveness in closing the gap between different groups of children

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Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Children achieving higher standards in maths which impacts on attainment and progress out comes |
| 2 | Progress and attainment in reading. This impacts on progress in writing which is variable due to multiple vulnerabilities of some children |
| 3 | Vulnerable children need to have additional access and opportunities to promote healthy living and well being |
| 4 | Groups of children need additional access to extended opportunities within and outside the school day |

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 | Impact July 2022 |
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| <p>ALL VULNERABLE GROUPS MAKE BETTER THAN EXPECTED PROGRESS FROM THEIR STARTING POINT IN MATHS by:-</p> <ul style="list-style-type: none"> Identifying gaps in learning to ensure that good or better progress is made. To have smaller teaching groups within a mixed year classes to allow for targeted support from class teachers and TAs. Maths lessons incorporate oracy skills to develop reasoning and understanding of mathematics. Knowledge of key facts and mental strategies are embedded to aid efficient calculation throughout the school. | <ul style="list-style-type: none"> Through termly assessments children will make good or better progress based on their baseline assessment Aspirational end of year targets are being met using FFT 20 Staff will identify gaps in learning and will plan additional opportunities in learning to address these Rapid progress is made Profile of maths raised Book scrutinies identify challenge in lessons Improving 'number knowledge' so that outcomes improve for those working below expected standard, so that all children will have a good or better number sense and show good fluency | <p>KPIs and TA used to identify gaps in learning; class teachers work with subject lead to identify children who are not reaching targets and action plans put in place.</p> <p>Eg Jan 2022-Area of Concern-Progress of Math in Year 2, 3 and 4 particularly PP children. Actions - <u>Class 1</u> Base line assessment of where children are;1:1 support TA Monday to Thursday . Mastering Number with Class teacher Monday to Friday. <u>Class 2</u> Baseline arithmetic assessment – target pupils. Power of 2 intervention – for targeted daily. Pre teach Monday</p> |

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| | <ul style="list-style-type: none"> • Children will be able to confidently talk about maths using correct vocabulary linked to speaking and listening. • Within the reasoning, allow talk opportunities and model examples to support children in doing so • Planning will feature key questions • Children’s knowledge/skills are embedded and revisited regularly through use of daily arithmetic/times table practise • Children will leave Primary School at the expected level or better in readiness for Secondary school | <p>to Thursday ;Post teach Monday to Thursday. Additional times table and calculations practice daily</p> <p>Impact – Y2 – in year progress in arithmetic; analysis of papers indicates more questions were attempted; some areas of the curriculum were not covered due to consolidation of key concepts. Y3There is evidence of good progress. Following interventions for vulnerable learners. Y4 Evidence of good progress for the majority of children. Arithmetic scores in double figures for all children . PP in Y5/6 either maintaining progress or making more progress .</p> <p>End of term and year assessments analysed to ensure good or better progress and attainment. Where there is a shortfall additional support put in place for following year</p> <p>Book scrutinies, lesson observations and visits by link adviser have happened; advice and support acted upon.</p> <p>Effective use of TAs across the school in maths to ensure progress made.</p> <p>CPD through staff attending courses -Maths mastery and White Rose/NCTEM and subject</p> |
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| | | lead leads staff meetings |
| <p>Ensure all vulnerable learners make good or better progress in reading which will influence writing by:</p> <ul style="list-style-type: none"> • Promoting a positive culture around reading. • Through regular reading comprehension, children develop their inference and retrieval skills, impacting on their understanding of the text designing a curriculum to motivate children and ensure they make progress. • Having smaller teaching groups within a mixed year class. • Improving the oracy skills of our children; embedding the extended writing model to improve outcomes; • Exposing children to a range of reading experiences on a daily and weekly basis, including independent reading for pleasure with a choice of high quality texts every day. | <ul style="list-style-type: none"> • Aspirational end of year targets are being met using FFT 20 • Children talk confidently about books they have read. Children report they enjoy reading. Reading logs indicate children reading a range of books and regularly. Children can confidently share views and opinions with a wider circle of children across the federation. • Creative curriculum in place in which a range of texts/books are used to engage all children. Writing improves, and children are creative in their ideas. Children use non-fiction texts as models for their own writing • Impact of pre and post teaching impacts on learning. Interventions delivered appropriately, evidencing progress from starting point • Children’s speaking and listening skills will improve • There will be a culture of talk in lessons • Talk will support the development of writing and embedding knowledge into long term memory • The process will be apparent in the children’s books/work: • There will be a discernible, systematic and planned ‘journey’ to a final, assessed piece of independent writing, over a period of time appropriate to the genre. This will include regular | <p>End of year outcomes show 100% expected and some at GD for Y6,4 and 3,2,1.</p> <p>Phonics screening 100%</p> <p>Where there is a shortfall additional support put in place for following year</p> <p>Smaller teaching groups in place due to having 3 classes; TAs deployed effectively to support reading.</p> <p>Little Wandle being used to teach phonics; school working with hub resulting in good outcomes.</p> <p>Extending writing model still embedding. Increase in oracy skills will have impact on reading and writing as children able to articulate ideas prior to writing.</p> |

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| | opportunities for extensive writing and use of drafting, editing and improving techniques. | |
| <p>ENSURE THAT ALL VULNERABLE GROUPS HAVE ACCESS AND OPPORTUNITIES TO PROMOTE HEALTHY LIVING AND WELL BEING BY-</p> <ul style="list-style-type: none"> • Promoting a healthy lifestyle as a key area within our school curriculum; promoting sports, food technology and growth mind-set, to help our children develop healthy bodies and minds. • Ensuring that all children have these opportunities, so that they make good choices in and out of school , impacting on good lifelong choices. • Developing a culture within our school whereby children are happy to talk and share their emotions within a safe environment; increasing oracy opportunities across the curriculum | <ul style="list-style-type: none"> • Increase opportunities for all groups to participate in physical activities within and outside the school day. • Free access to after school sports clubs • Free access to breakfast clubs • Cookery lessons in place • Positive well-being of children is promoted • Additional and different opportunities in place to ensure smooth transitions to next phases of education • Oracy opportunities are evident in all curriculum areas to encourage active listening, increased contributions and reasoning skills developed • Pastoral lead work with vulnerable children to support their mental health and well-being and to support them around any anxieties they may have | <p>All PP children access cookery lessons with huge emphasis on healthy eating and living.</p> <p>School achieved gold level Healthy Schools award</p> <p>School achieved gold Sports award</p> <p>Oracy, PSHE, class discussions all encourage children to share emotions, feelings concerns with others and know who to go to if they need to speak with an adult.</p> <p>School council, CW groups inclusive on Pp children who are given a voice</p> <p>Children have PE lessons and swimming lessons delivered by specialist teachers. Coaches for rugby come into school and all children included.</p> |
| Additional extended opportunities within and outside the school day to promote participation within vulnerable groups in order to give them additional experiences and improve their self-esteem and motivation. | <ul style="list-style-type: none"> • Planned curriculum opportunities to extend children’s experiences and opportunities within and outside their immediate localities • Funding is in place to allow all children to access school trips, residential visits and all curriculum activities | <p>All PP are included in all areas of the curriculum, inclusive of school trips and residential.</p> <p>PP children have free access to before and after school clubs . Signposted to holiday clubs where they can also access free</p> |

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| | <ul style="list-style-type: none"> • Invite all PP children and targeted children to attend before and after school in order to promote active life styles and additional opportunities to participate in sport, including summer clubs • Children to have access to learning a musical instrument. Instruments funded through PP funding. Any follow up musical tuition for those who show musical ability will be funded • Staff are aware that all children are to be included in curriculum and extra-curricular opportunities • Budgeting is in place to support this • Newsletter and letters to parents promoting clubs • Letters to be sent to parents informing them of free access to before and after school clubs • Engage with the outside provider about the intention of including vulnerable groups • Engage with NYCC music tutors/private music tutors | places |
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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: £ 600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------|--|-------------------------------|
| SEND support and | There is a need above and beyond the usual SEND expectation in school in | 1,2 |

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| CPD training £200 | order to support children within the PP group –due to medical, social and emotional and learning needs | |
| Maths mastery and White Rose/NCTEM training and appropriate resources £200 part share across the federation | Prior attainment demonstrates for a mastery approach for the teaching of maths across the school. The pedagogical approach of the White rose Scheme is very much in tune with the mixed age classes across the school. School are reviewing the NCTEM approach | 1 |
| Staff CPD £200 | Quality first teaching and high quality staff is advanced through quality CPD being essential to follow EEF principles. This is accomplished through regular planned staff meetings, internal and external CPD opportunities eg local network meetings, links with hub schools, links with specialist agencies and teachers | 1,2,3 |

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

Budgeted cost: £ 2,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| IDL spelling and maths interventions £100 part share across the federation | Proven specialist software program, designed to deliver highly effective literacy and dyslexia intervention | 2 |
| Whole school approach to the teaching of spelling- Transforming the Teaching of spelling- Jane Considine £100 part share across the federation | A whole school strategy with clear effective strategies to improve spelling; building on strong phonics teaching with a focus on teaching children words, sounds associations, etymology and patterns | 2 |
| TA interventions and 1:1 support in – reading and maths £1,500 TA support | Annual , termly assessments and pupil progress meetings evidence children who need additional interventions and post and pre teaching to support learning and through monitoring appropriate IPMs developed. Bottom 20% of readers supported in class with focussed intervention | 1,2 |
| Tutoring /catch up sessions £500 TA Support | After school catch up sessions to be arranged for later in the year to help improve learning and boost self esteem | 1,2 |

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

Budgeted cost: £ 700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Pastoral support lead works with vulnerable learners on 1:1 sessions or small group £300 | Pastoral needs of children and some parents of vulnerable families are significant and challenging. Evidence suggests that this additional input and support impacts positively on attendance, behaviour, self esteem | 3,4 |
| Lego therapy | Increase in communication, speaking and listening. Aids self-confidence and increases vocabulary to aid writing | 1,2,3 |
| Art therapy training and delivery £100 part share across the federation | Therapeutic approach to talking through drawing to help with creativity and self esteem | 1,2,3 |
| Specialist sport teachers deliver specific games and coach children to lead playtime activities £100 part share across the federation | Specialist teachers promote challenge and rigour to sport activities. Children lead on activities during playtimes to help with behaviour and ensure children are active. | 3,4 |
| After school club £200 | Provide child care for vulnerable families; allowing children to mix with larger cohorts of children and additional opportunities | 4 |
| Music opportunities and other enrichment opportunities £100 part share across the federation | Evidence suggests that PP children can be excluded from additional opportunities including residential, visits and instrumental tuition as parents can not afford or access these. Children are therefore included in all activities | 4 |

Total budgeted cost: £ 3,500

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. This formed the initial part of our strategy.

- Attendance remains good – average for the year 98 %
- Behaviour and social and emotional concerns on CPOMS remains low
- Revised rolling programme of PSHE curriculum in place. This is inclusive of age- appropriate learning around RSE and children's emotional well-being.
- Pastoral lead has increased the number of sessions in schools, targeting those children who have needed additional support. CPD has continued remotely and she has accessed additional training in relation to emotional needs of children during/following the pandemic. Her work has been supported by Compass Buzz and Early Help
- Staff ensure parents/carers are fully informed of children's well-being. This is a two way process and school is contacted by parents if they have concerns at home.
- Children began the year by participating in additional activities; this was variable for the remainder of the year due to lockdown etc. A planned schedule of activities needs to be established for next academic year
- All children whilst in school received at least 2hours PE delivered the majority by specialist teachers.
- PSHE, cookery lessons and wherever possible in all curriculum areas and beyond promoted healthy lifestyle choices. Evidence of this formed part of the Federations application for NYCC Healthy Schools Award which resulted in achieving the Gold Award
- Physical activities promoted helped with gross motor skills but more work needs to be done around this. PE leads observations suggest that stamina of children is not as strong as before the pandemic
- SENDCO and Pastoral lead delivered sessions with children prior to transfer and children listed questions and concerns they may have. Staff produced a virtual tour of UWS to prepare the children for transfer and increase familiarity with the school building and staff, this was as a result of children not being able to attend the school in person due to Covid restrictions.
- All children are exposed to a range of reading experiences on a daily and weekly basis, including independent reading for pleasure with a choice of high quality texts every day.
- Staff meetings and CPD has had a huge focus on reading
- End of term and year assessments analysed by EHTs and discussions with staff at pupil progress meetings inclusive of challenges of class teachers, areas for development
- Challenging reading comprehension exercises every week with success strategies specifically taught. An age appropriate class reading book to listen to everyday. Writing linked with and taught through a text or texts linked to the topic. Regular exposure to high quality texts to use as models for their writing.
- QFT is promoted throughout the school and the SENDCO empathises that this needs to be in place before suggesting any intervention etc
- Positive attitude to learning
- Assessments used to identify strengths and areas for development. Subject lead scrutinizes data and question analysis to provide staff for specific areas for development especially around inference and retrieval questions on assessment units
- Post and pre teaching in place – staff identify individual children who need additional support. This is given by class teacher and TA
- Work continues on the use of high quality texts to support the writing process. Children need to continue to articulate their views and knowledge of texts read to help them with the writing process
- Additional TA support in the classroom to support groups and individuals. Monitoring of this support informs next steps. Due to periods of lockdown further work needs to be done in school and this will help to identify gaps and aim for more children achieving GD
- Areas of mathematics identified through analysis that will require an extra focus
- Children recapped learning missed in previous year as part of their curriculum
- End of term and year assessments analysed to ensure good or better progress and attainment. Where there is a shortfall additional support put in place for following year
- Children taught efficient mental maths strategies in order for them to work more quickly through these questions – impact over time to be measured

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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 |
|-----------|------------|
| Boxall | Boxall |
| IDL | IDLSystems |

Further information (optional)

Where ever possible budgeting has been shared across the schools within our Primary Federation when we have been able to negotiate prices based buying into schemes of work, interventions, CPD opportunities etc as a federation.