

# Pupil premium strategy statement – Naburn CE 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	41
Proportion (%) of pupil premium eligible pupils	4.87%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	24 - 27
Date this statement was published	4.9.24
Date on which it will be reviewed	4.9.25
Statement authorised by	Mrs Kate Durham
Pupil premium lead	Mrs Kate Durham
Governor / Trustee lead	Mrs Anne Clark

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,548.75
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£3,548.75

# Part A: Pupil premium strategy plan

## Statement of intent

Naburn CE Primary School is committed to ensuring that all pupils make good progress across all curriculum areas, irrespective of their background or challenges they may face. This ensures that all pupils have the opportunity to work towards their best possible outcomes. As a school, a high focus is placed upon high quality teaching which we believe has the greatest impact on closing the disadvantaged attainment gap whilst at the same time benefiting non-disadvantaged pupils within the school. By continually focusing upon high quality teaching, the school believes it will raise attainment for all. We recognise that in order for all children to make good progress and to achieve the best possible outcomes, it is necessary to provide a climate that supports their social and emotional wellbeing. We therefore provide a focus upon a child's pastoral needs and ensure that support is provided if necessary. We also ensure that all children have access to the same opportunities. 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 excel.

To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment in reading, writing and maths. This is evident through evidence in books and other learning outcomes, such as the results of assessments.
2	Lack of resilience limits engagement and confidence within lessons. This is particularly evident when facing new challenges or new blocks of learning.
3	Concerns over social and emotional wellbeing. This can present in a number of forms, such as anxiety, low self-esteem and other learning behaviours that may slow the pace of a child's learning
4	Children not having the same level of access to additional, extra-curricular opportunities

## 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
To improve attainment in writing	Evidence of writing shows that pupils are able to use and apply the skills of writing in a range of genre more effectively. This includes improving children's handwriting, spelling, structure of writing and also use of grammar. Tracking of attainment in writing, based upon teacher assessment, shows good progress based upon starting points.
To improve fluency and comprehension within reading	Children demonstrate greater fluency and comprehension within their reading. This is evidenced through observing fluency and assessing comprehension when listening to children read and discussing text with them. It is also evidenced through - Attainment in teacher assessments of reading, informed by periodic assessments - Improved standardised scores in testing - For year 6 pupils, improved scores from baseline testing in practice SATs tests. Tracking of attainment in reading, based upon teacher assessment, shows good progress based upon starting points.
To improve the recall and application of number facts in order to aid computation	Children show a quicker and more accurate recall of basic facts of number (such as number bonds and tables facts) and are able to apply these accurately within their work. Pupils demonstrate more confidence in applying these facts to more complex problems within lessons. Tracking of attainment in maths, based upon teacher assessment, shows good progress based upon starting points.
To improve the children's resilience within learning	Children show improved resilience in their learning and are more determined to complete tasks when these are challenging. Greater resilience is evidenced through work within their books, learning outcomes and conversations with pupils.
To improve the children's social and emotional wellbeing.	Pupils identified present as less anxious and demonstrate greater self-esteem. Conversations with pupils, parents and staff report improved attitudes to learning and that children show a greater understanding of their own thoughts and feelings and have strategies to cope with these
To ensure all pupils have equality of access to extra-curricular activities. Lack of cultural capital limits experience and inhibits access to and engagement with the curriculum	All pupils, including those eligible for Pupil Premium funding, have equal access to extra-curricular activities including visits and additional music lessons. No child is unable to take part in such activities as a result of financial limitations.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exposure to quality texts both independently and in guided reading sessions	In order to teach the skills of reading effectively, it is vital that the children continue to have access to a range of high quality texts.  The school subscribes to the school library service (Library bus) in order ensure that children have access to a wide range of high quality reading material. The school has also built its own library and all children within the school have regular access to this. Within the website, information is shared to support reading with access to online reading material to raise the profile of reading.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies</a>	1
Whole school training in Little Wandle Phonics Scheme	Professional development to support the implementation of, and investment in, a phonics and reading scheme for KS1 and 2 in order to improve early reading skills - including the delivery of intervention for those in need.  <a href="#">Tiered model and menu of approaches</a> EEF	1
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. £550	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>	2,3
Develop a 'tool kit' of key skills which can be applied across the curriculum.	Staff have worked collectively to identify the key skills within each subject, and from this identify the key skills that can be applied in different subject areas. This will continue to be developed this year in order to support pupils in recognising key transferable skills and the ways in which these can be applied.  <a href="#">Tiered model and menu of approaches</a> EEF	3
New assessment timetable, tracking procedures and implementation of new tracking software	During the last academic year, the school implemented Insight in order to support the recording and tracking of pupils' attainment. This has made it easier to identify children falling behind and in need of intervention or adapted provision. It has also allowed for closer tracking of those children classed as 'disadvantaged'. This information informs Pupil Progress Meetings. The school are continuing to develop the use of Insight alongside other Trust schools this year. Alongside the other primary	1,2,3

	schools within the Trust, the school has also implemented a new assessment timetable this year which allows for schools across the Trust to benchmark against each other. <a href="#">Tiered model and menu of approaches</a>	
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Budgeted cost: £1,550

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programmes to support emotional wellbeing	Through the use of a planned programme, the school will teach social and emotional skills explicitly in order to support self-awareness, self-regulation, social awareness, relationship skills and responsible decision making. Additional, targeted support will be provided for pupils needing this. Across the school, much of this support is provided through Jigsaw which provides a consistency in approach. In addition to this, targeted programmes are being run by a trained MIND worker to address issues such as emotional resilience.	4

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund music lessons and educational visits for current FSM children and menu of approaches	In order to ensure equality of opportunity, the school will fund visits, both day and residential, for pupils in receipt of FSM. In addition, the school will also assess accessibility to these opportunities, particularly for any child classed as disadvantaged, to ensure that all children have equality of access to these. <a href="#">Tiered model and menu of approaches</a>	4

**Total budgeted cost: £3,550**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Data has been suppressed as small group numbers.

#### Improved attainment in writing

Evidence in writing showed that pupils across the school made good progress in writing based upon their starting points. Results in writing in KS2 were above both local and national measures in terms of the percentage of pupils meeting the expected standard (100%) or writing at greater depth.

Where necessary, intervention was targeted towards pupils, including those in receipt of pupil premium funding, in order to ensure that they made good progress based upon starting points.

#### Improved fluency and comprehension within reading

Results in statutory testing showed that reading attainment and progress across the school was improving with 'home grown' children. Phonics intervention and embedded practice needs to continue to ensure that most pupils have a good phonic knowledge and are able to apply this to read fluently and with understanding.

#### Improved recall of number facts and application of basic skills in number.

School results were above national results at the expected standard and higher standard in KS2.

Evidence within school shows that pupils are continuing to develop strong skills in the recall of basic number facts and are able to apply these to more complex calculations with increasing accuracy.

#### Improved resilience within learning.

Pupils are showing greater resilience within their learning. A small, targeted group still require additional support in order to help them with problems that they find difficult.

### Externally provided programmes

Programme	Provider
Not Applicable	