

Pupil premium strategy statement – Skidby CE VC 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	78
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mr S Richardson
Pupil premium lead	Mr S Richardson
Governor / Trustee lead	Mr G Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16,940
Recovery premium funding allocation this academic year	£ 1,400
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>	£ 18,340

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Skidby CE VC primary school we make decisions and support our pupils with our vision front and centre. We are 'a Christian school, in a small community, making a big difference' taking our inspiration from the Thessalonians 5:11 'Encourage one another, build one another up'. We live out this vision with a focus on our key values of building respect, being responsible and developing resilience in all we do.

Due to this, our pupil premium strategy considers the barriers our disadvantaged and vulnerable pupils face and contemplates carefully how we can encourage these pupils, build up their confidence and self-esteem and make the biggest difference to their academic and personal development to give them the best life chances.

At the core of our strategy is the development of phonics, early reading and the sustained development of reading skills through to key stage two. Reading is the key that unlocks all other aspects of learning and therefore it is vital to ensure that all pupils, but particularly those from a disadvantaged or vulnerable background cement these core skills. This is to be achieved through high quality first teaching as well as astute identification and intervention with pupils requiring additional support and the development of a culture that promotes and celebrates reading both for learning and for enjoyment. It is our responsibility that every child at Skidby becomes an adept reader.

Further to the need to develop reading fluency and comprehension, the school will also focus on the social and emotional barriers that are hampering the progress of pupils both disadvantaged and vulnerable. During and following the pandemic the school have identified a marked increase in pupils requiring support with mental health, emotional and social work as well as the number of families requiring further support. This includes children whose attendance has been in decline with a current trend of pupils classed as disadvantaged and vulnerable.

Challenges

Challenge number	Detail of challenge
1	School monitoring, ongoing assessment and pupil discussions indicate that disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. Negatively impacting the percentage of pupils achieving expected standard by year 6. Further to this the latest research by the NLF (National literacy foundation) concluded that 20% of pupils aged 5-8 years old, do not have any book of their own in their home.
2	School monitoring, observations, pupil records and discussions with families and individuals shows that the education and wellbeing of pupils, during and following the pandemic, has been negatively impacted by illness, closures and the lack of face to face social interaction. The impact of this has been disproportionately worse for those classed as disadvantaged or vulnerable as has been seen on a national scale.
3	Current attendance rates for pupil premium children fall below the expected 95+% figure, currently at 93%. Although this is relatively close to the non-pupil premium attendance rates, this has been a marked increase in absenteeism which will be negatively impacting pupil progress.

Intended outcomes

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes by 2024/25 to show that more than 90% of disadvantaged pupils to meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in school with a particular focus on the disadvantaged and vulnerable.	<p>Sustained high levels of pupil wellbeing by 2024/25, shown by;</p> <ul style="list-style-type: none"> • Reducing number of individual pupil records in relation to social and emotional issues. • An increase in pupil participation in enrichment activities both after school and through the offsite activities.
Improved attendance for all pupils, particularly those who are disadvantaged or vulnerable.	<p>Sustained high attendance by 2024/25 shown by;</p> <ul style="list-style-type: none"> • Overall attendance rates for all pupils to be above 96% • Disadvantaged and vulnerable pupil absence to be above 96% • The percentage of pupils classed as persistent absentee to be below 5% (4 pupils) with disadvantaged pupils to be in line with non-disadvantaged.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing purchase of DFE validated phonics materials and teacher resources.</p> <p>Ongoing training and CPD for staff in the use of these resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Purchase of KS2 reading materials and teacher resources.</p> <p>Purchase of additional reading materials.</p> <p>Ongoing training and CPD for staff in the use of these resources.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Reading comprehension approaches have a strong evidence base that indicates a highly positive impact on reading ability and wider learning of pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of licenses for pupils to access targeted phonics intervention for reading and spelling in KS2.</p> <p>TA led sessions supporting pupils with phonics based online work.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p>
<p>One to One and small group tuition.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p>

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

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Financial support for planned enrichment activities within the curriculum including emersion in the arts and adventures activities.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>The relationship between child health, wellbeing and education demonstrates that healthier and happier children achieve higher educational attainment. An engaging curriculum that facilitates children in achieving their academic potential has strong implications for educational outcomes, future employment prospects, and health and wellbeing during adulthood. Outdoor learning is a pedagogical approach used to enrich learning, enhance school engagement and improve pupil health and wellbeing.</p> <p>https://journals.plos.org/plosone/article?fbclid=IwAR0w1Gmoui7Xedp_ghVxBvXEMre2-0314-CLmLWuVKHxzCGY7E0puD5qVis&id=10.1371%2Fjournal.pone.0212242&utm_medium=email&utm_source=govdelivery</p>	<p>2,3</p>
<p>Breakfast club offered for all pupils but a significant proportion of the pupils who use breakfast</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF)</p>	<p>1, 2, 3</p>

club are disadvantaged.	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	
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Total budgeted cost: £ 21,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

The other caveat that requires thought in the analysis and publication of data in such a small school is the potential to identify individuals from such a small data set with often one or two pupils in each year group in receipt of the pupil premium funding.

However, standards last year show that at the end of EYFS 100% of disadvantaged pupils met their early learning goal, this was in excess of their non-disadvantaged peers and in KS1 100% of disadvantaged pupils also met RWM combined at expected standard. However, in KS2 disadvantaged pupils were behind their peers in RWM.

In school, records show that an increase in support has been required for mental health & wellbeing of pupils, particularly those classed as disadvantaged, alongside a decline in pupil attendance, these present significant barriers to pupil achievement.

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