

## Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Embsay CE VC Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	3.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Tim Whitehead (Headteacher)
Pupil premium lead	Tim Whitehead (Headteacher)
Governor / Trustee lead	Marion Russell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,685
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,685

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### **In light of Covid and the Recovery Premium, we aim to:**

- Ensure that we address the curriculum gaps in reading, writing and maths particularly
- Focus staff CPD on subject leadership and the knowledge and skills taught across year groups in all areas of the curriculum (using Ofsted subject publications and training from HART)
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

#### **We aim to do this through**

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered to qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

### **Achieving these objectives**

The range of provision the Governors consider making for this group include and would not be limited to:

- Ensure that those identified pupils in need of gap closing are selected to attend intervention programs in school and before and after school small group tuition.
- Ensuring momentum is maintained in the teaching of early reading and phonics using CPD from the English Hub and the SSP program.
- That quality first teaching remains a priority in school with CPD matched to staff needs
- 1-1 support
- Additional learning opportunities provided by trained teaching assistants or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve at least age related expectations.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To utilise pastoral and welfare activities and SELFA referrals to support the wellbeing of children.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Identifying gaps in learning so that quality first teaching and intervention support can be targeted as precisely as possible
2	Emotional Well-being and behaviour regulation.
3	Lower Cultural Capital which means some of our children may lack opportunities to encounter a range of experiences outside of school.
4	Communication and Language and Personal, Social and Emotional Development – on entry and as a result of the Pandemic and other factors.

## 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
Progress in Reading	Achieve above expected progress
Progress in Writing	Achieve above expected progress
Progress in Mathematics	Achieve above expected progress
Progress in Phonics	Achieve above expected progress Achieve above national standard for the PSC
For all children to experience wider opportunities irrespective of background.	All pupils will be given access to a rich diet of school enhancement visits / visitors. Opportunities to promote a love of learning and enjoyment of the curriculum.
Staff subject knowledge is strengthened, and they are able to articulate knowledge and skills across key stages including EYFS.	Ensure that knowledge and skills mapping is complete for all subjects and CPD delivered to staff by subject coordinator / assisted by HART.
Reading / writing and maths pedagogy is strengthened throughout school.	Improved outcomes for all children.

## 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: £ 13,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring that the momentum is maintained in the teaching of reading using the Phonics program and reading across school. Further supplementary resources purchased and whole staff CPD following a reading audit in March 24.</p> <p>Training accessed through our subscription to Twinkl Phonics and the English Hub.</p>	<p>EEF (+5) Research has concluded that fidelity to a single phonics approach via a validated scheme raises standards in reading from an earlier age.</p> <p>The EEF Teaching and Learning toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. This is the only 5 padlock finding in the Toolkit, so we can be sure that it can make a positive contribution to pupils' reading ability. There are different ways of teaching phonics: the most common of which uses a synthetic approach. Systematic synthetic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships in a pre-planned sequence. There is extensive evidence that this benefits KS1 pupils' learning, and also older pupils who struggle to decode. Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>2</p>
<p>Staff CPD</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up in staff meetings and INSET. Using the English / Maths Hubs / NYCC / HART Alliance / Leeds Diocese, ADYS (SEN consultancy)</p>	<p>2, 3, 4, 5, 6</p>
<p>Progression Mapping for all subjects to ensure teachers and TAs subject knowledge is strengthened as a result of the Ofsted subject leader reports / HART / Yorkshire Causeway support / Collaboration with other schools and CPD.</p>	<p>(EEF) As Rauch and Coe (2019) explain, 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more of a difference to learning than any other factor within school. High quality teaching narrows the advantage gap. Crucially, it is something that can be changed: all teachers can learn to be better (William, 2016)'.</p>	<p>1</p>

	Maximising the quality of teaching through the effective deployment of teachers and teaching assistants will therefore be at the top of Embsay school's priorities.	
--	---	--

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Verbo – Speech, Language and Communication (This is a free resource)	<p>EEF (+6) -- Verbo addresses health inequalities in the face of increasing communication needs and recruitment challenges across health and education, by providing <b>instant access</b> to support.</p> <p>Speech, language and communication skills are crucial for the well-being, academic attainment and overall development of all Children and Young People (CYP).</p> <p>Approximately 1.4 million UK CYP have speech, language and communication needs (SLCN) – this can only have been exacerbated since COVID-19. These difficulties can have severe long term impacts on:</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Mental health and emotional well-being</li> <li>• Employment prospects</li> <li>• Life outcomes</li> </ul>	6
Colourful Semantics	<p>EEF (+6) Colourful semantics is a psycholinguistic approach that is often used to develop children's <u>speech</u> and writing abilities. The technique was developed by Alison Bryan and was first published in a case study [1997] with the child Alison was working with. Colourful Semantics has been described as “a theory that explains how people understand language”. The basic idea behind colourful semantic analysis is simple: we can learn about what someone means when they use words or</p>	6

	sentences simply by <u>looking for patterns</u> in their speech.	
Nessy – For 30 children (Y1-5) in year groups for 20 minutes x 2 weekly (£300 per year)	EEF (+6) Nessy programs are developed in collaboration with specialist teachers and the world’s leading academic researchers. Our programs are research-proven and designed to follow the Orton-Gillingham principles of structured, multi-sensory learning. Unlike the whole language approach, this works for all children, especially those with dyslexia.	2, 3
Part-Funding of HLTA posts	Allows significantly greater amount of support during core lessons and rapid intervention or pre teaching where concepts identified as needing reinforcement.	2

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego Therapy Starving the Anxiety Gremlin Socially Speaking	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  These interventions are targeted at small groups / individuals with particular social and emotional needs with the aim to promote greater engagement with learning.	6
To ensure that all PP pupils gain access to trips, visits, visitors, extra-curricular activities.	In the 1970’s Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu defined cultural capital as ‘familiarity with the legitimate culture within a society’; what might be called ‘high culture’. He saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatre, galleries, and historic sites and by talking about literature	3

	and art regularly at home. Evidence suggests that the cultural capital passed on through families, helps children to do better in school. The education system values the knowledge and ways of thinking, developed by acquiring cultural capital, both abstract and formal	
Contribution to SELFA	Outstanding service in Skipton area for disadvantaged and vulnerable children	1

**Total budgeted cost: £ £14,407**



# **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 2022 to 2023 academic year.

**KS2 Disadvantaged pupil progress scores for last academic year (Progress figures from Perspective Lite, August 2023)**

<b>Measure</b>	<b>Score</b>	<b>Progress of whole cohort</b>
<i>Reading</i>	<i>+2.07</i>	<i>+1.65</i>
<i>Writing</i>	<i>+0.59</i>	<i>+0.26</i>
<i>Maths</i>	<i>+2.42</i>	<i>+1.23</i>

**KS2 Outcomes 2023**

	<b>% Kildwick Children achieving National Expectations</b>	<b>% Kildwick Children achieving Greater Depth</b>	<b>% of children nationally achieving national expectations</b>	<b>% of Children achieving greater depth</b>
<b>Reading</b>	86%	36%	73%	29%
<b>Writing</b>	77%	18%	71%	13%
<b>Maths</b>	86%	36%	73%	24%
<b>Grammar, Punctuation and Spelling</b>	82%	41%	72%	30%
<b>Reading, Writing and Maths Combined</b>	64%	18%	59%	8%

Comparison Data showing %PP children working at Age Related Expectations (ARE) from Y1-Y6. This also indicates progress data based on our internal assessment system.

Subject	Baseline Sept 2022	Summer 2023	Difference	% of PP working at GD (Greater Depth)	Progress	Whole school Summer 23	Average progress of whole school Summer 23
Reading	64%	73%	+9%	27%	6.2	82%	6.3
Writing	64%	73%	+9%	18%	5.8	73%	6
Maths	64%	73%	+9%	36%	6.3	81%	6.4

Intended outcome	Success criteria	Review July 2022
Progress in Reading	Achieve above expected progress	PP children achieved above expected progress in reading. The impact of our revised reading approach and timely interventions is having an impact
Progress in Writing	Achieve above expected progress	PP children have made broadly expected progress in writing although writing across the school remains a priority.
Progress in Mathematics	Achieve above expected progress	PP children have made above expected progress in maths
Progress in Phonics	Achieve above expected progress Achieve above national standard for the PSC	Phonics Progress in school is good. There PSC score is below NA (22-23) but s cohort specific.
Increased participation in Extra Curricular	All PP attend at least one extracurricular club per term	All PP children have participated in at least one extracurricular club across the year and 50% of pupils have taken part in inter school competition.

## 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*

<b>Programme</b>	<b>Provider</b>
Twinkl Phonics	Twinkl
Dynamo Maths	Dynamo Maths
Nessy	Nessy Learning
Lego Therapy	Lego-based Therapy
Starving the Anxiety Gremlin	CBT Workbooks
Clicker	Cricksoft
Verbo	NHS