

# Pupil premium strategy statement – Skelton 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	70 FT 2.1FTE
Proportion (%) of pupil premium eligible pupils	4.28%
Academic year/years that our current pupil premium strategy plan covers.	Sept 2022-2025
Date this statement was published	31-12-23
Date on which it will be reviewed	October 2023
Statement authorised by	Sam King (Head Teacher)
Pupil premium lead	Sam King (Head Teacher)
Governor / Trustee lead	Victoria Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4475
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£6475

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.*
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers*
- Our approach will be responsive to common challenges and individual needs, informed by robust diagnostic assessment, observation and knowing the children and families, and 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're 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.*

*This plan also addresses the wider personal development of disadvantaged children by targeting their needs and specific interests as well as providing support for their well-being and pastoral needs.*

## Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged children would be supported with a robust assessment system to identify children not making good progress and their gaps.
2	Based on internal assessment as well as teacher assessment some disadvantaged children's reading age is below actual age or expected standard in reading.
3	Based on internal and external assessment as well as teacher assessment, some disadvantaged children's grammar, writing and spelling is lower than non-disadvantaged peers at end of KS1 and KS2
4	Some of our disadvantaged children have excellent attainment but could have enhanced personal development through wider opportunities offered.
5	Disadvantaged children with SEND need support to remember substantive knowledge and vocabulary across the curriculum.
6	Our assessments, observations and discussions with pupils and families indicate that some disadvantaged children need extra support with well-being, anxiety, self-esteem and social skills.
7	Based on internal assessment, as well as teacher assessment, some of our disadvantaged children need extra support in maths to ensure they make good progress.

## 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
<i>To implement an assessment system that identifies gaps in children's knowledge in Maths, Reading, Grammar and Spelling as well as performance against national averages and age related expectations.</i>	Staff will be able to identify gaps in children's learning, adapt teaching and plan interventions accordingly. School leaders will be able to closely monitor progress in core subjects across and within year groups.
To ensure excellent reading progress for all children by tracking closely their skills and providing personalised support and practise.	Children will make excellent progress and achieve at least age expected expectations at the end of Ks1 and Ks2. Reading outcomes in 24/25 show 100% of disadvantaged pupils are at least at the

	expected level for their age group. Average scaled score of all cohorts is increased.
To ensure excellent progress in spelling punctuation and grammar by providing a cohesive, consistent and progressive English curriculum.	Children will make excellent progress and achieve at least age expected expectations at the end of Ks1 and Ks2. SPaG outcomes in 24/25 show 100% of disadvantaged pupils are at least at the expected level for their age group. Average scaled score of all cohorts is increased.
To ensure excellent progress in reading by providing a cohesive, consistent and progressive Reading curriculum, which uses high-quality and diverse texts fostering a love of reading.	Children will make excellent progress and achieve at least age expected expectations at the end of Ks1 and Ks2. Reading outcomes in 24/25 show 100% of disadvantaged pupils are at least at the expected level for their age group. Average scaled score of all cohorts is increased.
To provide a football afterschool club with specialist coaches to target the interests, development needs and ambitions of disadvantaged children.	Children develop their footballing skills and develop a love for the sport as well as increased confidence and fitness.
To ensure all children remember more by giving time to retrieve knowledge previously learnt so that disadvantaged children, as well as non-disadvantaged children remember more.	Children can talk with confidence about all subjects they learn at school. Substantive knowledge is common to all pupils and vocabulary embedded.
To deliver targeted interventions to ensure children make good progress in maths.	Children will make excellent progress and achieve at least age expected expectations at the end of Ks1 and Ks2. Maths outcomes in 24/25 show 100% of disadvantaged pupils are at least at the expected level for their age group. Average scaled score of all cohorts is increased.
To ensure children have high quality support with their well-being and have strategies to become less anxious and boost their self-esteem.	Staff and parents report an increased confidence and positive outlook of children and how they talk about their selves. Children have the resilience to learn from mistakes and tackle challenges.
To provide high quality and timely feedback within a lesson ensuring teaching is responsive.	Use of technology to enhance feedback is a common feature of lessons impacted outcomes for all children in all subjects but particularly in writing. 100% of children in 24/25 at the end of KS1 are securely at the expected level in writing. A greater percentage of children are working at greater depth than in 2022 at the end of KS2

## 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: £ 3171.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase school membership of Literary curriculum. This also includes catch up planning sequences.</i>	Developing <b>high quality teaching</b> , assessment and a <b>curriculum which responds</b> to the needs of pupils –EEF The tiered model and menu of approaches. £350	2+3
<i>Purchase rising stars assessment system that provides tracking and analysis of PP and disadvantaged (3 year package)</i>	Developing high quality teaching, <b>assessment</b> and a curriculum which responds to the needs of pupils. EEF The tiered model and menu of approaches  £688.38 (year 1 cost)	1
<i>Purchase of airserver to enhance feedback in lessons.</i>	Technology and other resources focussed on supporting high quality teaching and learning EEF The tiered model and menu of approaches  £49.95	3
<i>Seesaw digital journal two-year subscription to be embedded over 24month period in order to enhance assessment of some foundation subjects, enhanced opportunities for feedback, support disadvantaged children through explicit instructions, re-watching stimuli and enhance home learning support.</i>	£2008.33 (2 year cost) Technology and other resources focussed on supporting high quality teaching and learning EEF The tiered model and menu of approaches. EEF: Using technology to improve learning guidance report 2019	1+5
<i>Purchase of Socrative pro to track knowledge of children in all</i>	£75	1+5

<i>subjects. Enhance retrieval practice across all subjects.</i>	EEF – cognitive science approach in the classroom: a review of the evidence.	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2003.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia adaptive learning software for English reading, spelling and vocabulary skills. (50 licenses for 31 month contract targeted at the children who need extra literacy support)</i>	£ 1,283.23 (year 1 cost) <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	2 + 3
<i>TA support for maths using Edgehill university 'Every child counts.'</i>	1.5hour per week £720 EEF: Teaching assistant deployment and interventions.	7

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

Budgeted cost: £ 1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well being and pastoral support groups for disadvantaged children.	EEF tiered model: Supporting pupils social, emotional and behavioural needs. 2 hours per week £960	6
<i>After school football coaching for half a term.</i>	£340.11 Wider strategies: Extracurricular activities, including sports, outdoor activities, arts, culture and trips. EEF	4

**Total budgeted cost: £ 6475**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Internal and external data showed good progress and outcomes at KS1 for all pupils at the end of 2021-22. Internal data from 2022-23 identifies some areas to still work on to continue to close the gap for some students in core subjects. Schools data compared favourably with national averages showing that the strategy had an impact on progress.*

*Children developed their well-being and resilience through the plan but this is still an area to continue to work on for some children.*

### 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.*

<b>Programme</b>	<b>Provider</b>
Every child counts (maths)	Edgehill university

### Service pupil premium funding (optional)

*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***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*The school is developing the overall quality of their curriculum including foundation subject's progression, a whole school approach to phonics teaching, embedding maths mastery approaches, inclusive questioning techniques and staff CPD in curriculum design, leadership and knowledge. There has been an £11,000 investment in technology in the form of 37 ipads for children and staff to use to enable enhanced support and adaptive learning software to further close the gap for specific groups and enhance the curriculum and learning for all. This impacts disadvantaged children but was not funded by the pupil premium funding.*