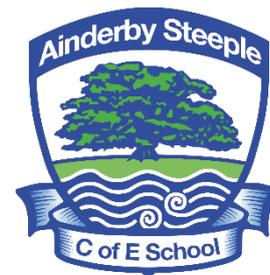


Pupil premium strategy statement



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	Ainderby Steeple CE Primary School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	16.12.2021
Date on which it will be reviewed	September 2022
Statement authorised by	F.Sharp
Pupil premium lead	F.Sharp
Governor / Trustee lead	J.Walker and R.Peacock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,520 (16 x £1345)
Recovery premium funding allocation this academic year	£2,320 (16x £145)
Tutor Led Tutoring Grant	£1,620
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	£ 25,460

Part A: Pupil premium strategy plan

Statement of intent

All members of staff, and governors are responsible for socially disadvantaged pupils and are responsible for supporting them in their pastoral, social and academic needs at school.

Our objective is to close the gap between disadvantaged pupils and their peers through identifying their barriers to learning, ensuring they make good progress and supporting them to thrive in our school.

It is recognised that not all pupils who receive free school meals will be socially disadvantaged, and not all pupils who are socially disadvantaged are registered or qualify for free school meals. Governors reserve the right to allocate funding to support any pupils the school identifies as socially disadvantaged.

We will:

- identify common challenges and individual needs using our assessment procedures.
- Facilitate access to all aspects of education
- Provide intervention and support where needed

Challenges

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

Challenge number	Detail of challenge
1	Some children have less parental engagement and support for home learning e.g. reading, spellings, maths etc.
2	Emotional behaviour of some children is a challenge and they struggle with peers. This has been greatly impacted by partial school closures with the covid pandemic
3	Weaker language skills, on entry to school, including limited range of vocabulary, linked with limited life experiences and sometimes availability of quality texts in the home.
4	Some children are falling behind their peers and therefore a gap is highlighted in literacy and numeracy.
5.	Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.

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
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1. Parents feel confident in supporting their children with home learning	<p>Children are able to complete homework including reading, spellings and specific homework e.g. maths and ensure that it is returned to school.</p> <p>Children feel a sense of achievement completing things that their peers are doing.</p> <p>Instructions for homework are clear so parents feel confident in supporting children.</p> <p>Resources needed to support home learning are sourced to enable productive home learning.</p>
2. Children are more able to manage their behaviour and show more resilience and care towards others and themselves	<p>Lower percentage of incidents of behaviour on CPOM's.</p> <p>Children are happy and calm finding yoga helpful in regulating their emotions.</p> <p>The use of zones of regulation helps children better regulate their emotions.</p>
3. Children become confident speakers with a wide range of vocabulary enabling them to succeed more in reading and phonics.	<p>Following assessment for the NELI, identified children will have targeted support.</p> <p>Attainment in reading and phonics by 2024 will increase and be well above National Average.</p> <p>Higher number of children make good progress in reading and phonics.</p> <p>Children develop a love of reading, making full use of the school library.</p> <p>Children are confident in phonics to aid their reading comprehension.</p>
4. The gap between disadvantaged children and other children is diminished in maths and literacy	<p>Children with pupil premium funding will attain age related expectations in line with peers.</p> <p>Termly assessments show the gap narrowing in core subjects with an increase in standardised scores each year.</p>
5. All children have opportunities to attend residential activities and other aspects of the curriculum	<p>Activities will be subsidised so that all disadvantaged children take part in curriculum days, educational visits, including residential.</p>

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: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to carry out NELI language project.	<i>Ensure all staff have the necessary pedagogical skills and content knowledge.</i>	3

Time to prepare resources for the intervention program	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
Quality first teaching and effective feedback from teachers, ensure children know how to improve their work	<i>A variety of methods should be used to assess children's mathematical understanding and practitioners should check what children know in a variety of contexts. Information collected should be used to inform next steps for teaching.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	4
Curriculum design advice sought and bought in to help with the difficulty of year on year changing class structures	<i>Enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4months impact (EEF toolkit)</i>	2,4

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

Budgeted cost: £ 10,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for Phonics - small group intervention for targeted children	<i>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</i> https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	3,4
Tutoring for maths – small group intervention for targeted children	<i>Interventions should start early, be evidence based and be carefully planned.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3,4
NELI for identified children	<i>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3,4
Other targeted intervention as needed during the year following assessments	<i>Assessment should be used not only to track pupil's learning but also to provide teachers with information about what pupils do and do not know. This should inform planning of future lessons and the focus of targeted support.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3,4

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yoga to support children in 2 classes.	<p><i>Where schools targeted the funding well, they: considered a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	1, 2
Purchase of My Maths to support home learning and school learning	<p><i>Where schools targeted the funding well, they: considered a range of barriers to pupils' learning, including attendance, behaviour, family circumstances and resources to support learning at home or at school (EEF)</i></p>	1, 4
All children have opportunities to attend residential activities and other aspects of the curriculum	<p><i>Enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact (EEF toolkit)</i></p>	5

Total budgeted cost: £ 25,460

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account

Pupil Premium funding for 2020-2021 was used in the following ways:

- Additional adult support for intervention groups and pastoral/social interaction groups
- Purchasing of school uniform for some children
- Supplementing the cost for visits or events in school
- Provision of resources on loan for home learning

Impact:

- Using internal data, 60% of children were at expected attainment in reading, 66.6% expected attainment in grammar, punctuation and spelling and 53% in maths.
- 73% of children made expected or better progress in reading during the year, 67% in maths, 53% in GPS
- Only 33% of children engaged with learning in the first lockdown and therefore were invited to be in school during the second lock down.
- Good quality pastoral support

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
My Maths	My Maths
Purple Mash	2Simple
Hit the Button	Top marks
Squeebles	Key Stage Fun
Nuffield Early Language Intervention	Elklan (funded by the DfE)