



# Pupil Premium Strategy Statement

## 2024-2025

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	91
Proportion (%) of pupil premium eligible pupils	12.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 - year plans are recommended</b> )	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2024, September 2025
Statement authorised by	Mr. L. Smith
Pupil premium lead	Mr. L. Smith & Mrs. C. Jordan
Governor / Trustee lead	Mr. T. Storrar

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13, 970
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0

<b>Total budget for this academic year</b>	£ 13, 970
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# Part A: Pupil premium strategy plan

## Statement of intent

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.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The percentage of our pupils eligible for Pupil Premium is significantly lower than the national average (Slingsby CP 12.1%, compared with National average 22.5% January 22).

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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Overcoming barriers to learning takes priority when utilising the Pupil Premium grant. Our approach will be responsive to common challenges and individual needs, and will ensure that all children will receive quality first teaching in every lesson, together with targeted support for pupils who are not making expected progress. Likewise, we will ensure that non-academic barriers to attainment such as attendance, behaviour and physical and mental wellbeing are addressed.

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 reach their potential. 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

## Challenges

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

Challenge number	Detail of challenge
1	A number of our PP learners may have additional needs and require intervention to ensure their learning, attainment and progress is in line with peers.
2	Financial barriers can prevent Pupil Premium children achieving full participation in school life, including extra- curricular and enrichment activities.
3	A number of our PP learners require access to emotional and social interventions to support Social Emotional Mental Health (SEMH) development; particularly following the lasting effects of the Covid-19 Pandemic and lockdowns of 2020 & 2021. This continues to be a focus for this academic year.

## 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
All PP children to enjoy school, have good attendance and make progress in line with their peers.	Children with PP have attendance of at least 95% and assessments show they make good progress in line with their peers which is evidenced in formative and summative assessments.
All pupils can access extra-curricular opportunities. All pupils take part in opportunities leading to wider development of a fully enriched curriculum offer.	Children with PP take part in a wide range of opportunities and are not disadvantaged. All pupils are able to take part in after-school clubs and visits.
All pupils have access to SEMH intervention as required.	Additional teaching assistant support recruited, trained and delivering high-quality SEMH support and intervention.
All PP children receive access to additional teaching assistant support during lessons to enable them to make progress in line with their peers.	Additional teaching assistant support recruited and assisting class teacher to deliver targeted classroom support and intervention. Children with PP make good progress in line with their peers.

## 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: £ 7,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of additional Teaching assistants to deliver in class support.	<p>High quality teaching and support.</p> <p><i>‘Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.’</i></p> <p><i>‘Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.’</i></p> <p><i>(EEF – Menu of approaches evidence brief and supporting resources)</i></p>	1

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

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to address individual needs; including purchase of resources.	<p><i>‘Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. You should think carefully</i></p>	3

	<p><i>about how you implement tuition, including how you will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact.'</i></p> <p><i>'Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. You should think carefully about how you implement tuition, including how you will assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact.'</i></p> <p><i>(EEF – Menu of approaches evidence brief and supporting resources)</i></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP pupils access school sporting events, before and after school clubs.	<p><i>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</i></p> <p><i>(EEF – Menu of approaches evidence brief and supporting resources)</i></p>	2
Wraparound care for all PP pupils; including: breakfast club and after-school clubs.	<p><i>'There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.'</i></p> <p><i>(EEF – Menu of approaches evidence brief and supporting resources)</i></p>	2 & 3
All PP pupils have access to additional music tuition and are not disadvantaged.	<p><i>'Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased</i></p>	2

	<i>engagement will be translated into improved outcomes.'</i> <i>(EEF – Menu of approaches evidence brief and supporting resources)</i>	
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**Total budgeted cost: £13, 970**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have continued to work hard to provide all pupils with the support they need in order to make progress in line with their peers and national expected standards.

Teachers formatively assess all children each term using NFER test materials for each year group. EYFS are assessed against the ELG descriptors.

Our assessments show that pupil premium pupils generally made progress in line with their peers for the 2023-2024 academic year.

For pupil premium pupils from Year 1 to Year 6, 88% achieved the expected age-related standard by summer 2024 in reading; 63% achieved the expected age-related standard by summer 2024 in mathematics; and in writing 50% achieved the expected age-related standard by summer 2024. Writing and mathematics support for pupil premium pupils in the 2024-2025 academic year. A number of pupil premium children in school are registered as SEND.

We have used pupil premium funding to deliver well-being interventions and support and we will continue to develop and build on activities detailed in this plan in the 2024-2025 academic year.

For the academic year 2023-2024, the average attendance for pupil premium funded children was 94.46% (last year - 95.6%). The average attendance for LAC pupils for the 2023-2024 academic year was 97.4%. We aim to continue to work closely with all families to attain the highest attendance figures possible.

### 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
n/a for 2023-2024	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
£24 allocated to swimming transport for Service Premium Children. Remainder of funding allocated to 'Wider Strategies' (mental health and well-being).
<b>The impact of that spending on service pupil premium eligible pupils</b>
Improved mental health and well-being.