

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	Skelton Primary School
Number of pupils in school	103 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was first published	November 2021
Date it has been reviewed	February 2023
Date on which it will next be reviewed	September 2023
Statement authorised by	Andrew Watson Head of School
Pupil premium lead	Andrew Watson Head of School
Governor / Trustee lead	Elaine Boyes Governor Pupil Premium Lead.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,360
Recovery premium funding allocation this academic year	£2,316
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	£29,676

Part A: Pupil premium strategy plan

Statement of intent

Skelton Primary School's intention is that all pupils, irrespective of their background or the challenges they face, are mentally healthy, 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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	<p>disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>In Writing, data shows a difference in the attainment between disadvantaged and non-disadvantaged</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>On entry to Reception class in the academic year 2021/2022, between 50% of our disadvantaged pupils arrived below age-related expectations compared to 20% of non-disadvantaged pupils.</p> <p>In reading, data shows a difference in the attainment between disadvantaged and non-disadvantaged</p>
3	<p>Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below, in some cases significantly below, that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the academic year 2021/2022, between 50% of our disadvantaged pupils arrived below age-related expectations compared to 20% of other pupils.</p> <p>In Maths, data shows a difference in the attainment between disadvantaged and non-disadvantaged</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, writing and phonics.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased during and since the pandemic. 20 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs, with 20 (6 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils.</p> <p>Tracking since the start of the 2021 academic year has identified that attendance for disadvantaged pupils is inconsistent. During some weeks, attendance for disadvantaged pupils is -8.8% lower than disadvantaged pupils nationally. In other weeks, attendance for disadvantaged pupils is +11% higher than those nationally. This is a concern raised nationally.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Improved standards in EYFS, KS1 and KS2 will ensure, with targeted support, that children are meeting age related expectations. Improved pupil access to the curriculum.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Improved standards in EYFS, KS1 and KS2 will ensure, with targeted support, that children are meeting age related expectations. Improved pupil access to the curriculum.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● continued significantly low levels of bullying related behaviour recorded. ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Opportunities for vulnerable children to share their worries and concerns.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● Attendance levels for all children are inline or above national average. ● A reduction in the percentage of children who are persistently absent from school to be inline with national.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Read, Write, Inc) to secure stronger phonics teaching for all pupils.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(education endowment foundation.org.uk)</p>	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

be disadvantaged, including those who are high attainers.		
Recruitment of full-time teaching staff to allow the Head of School to teach across the whole school. Teaching will be focussed on the areas of most need and will support closing the gaps in learning by raising the quality of teaching.	Teaching Walk Thrus: Five Step guides to instructional coaching. Teaching Walk Thrus 2. Five Step guides to instructional coaching. https://www.walkthrus.co.uk/	1, 2, 3, 4, 5

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

Budgeted cost: **£4225**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Teaching Walkthrus: Five-step guides to instructional coaching. https://www.walkthrus.co.uk/	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Teaching Walkthrus: Five-step guides to instructional coaching. https://www.walkthrus.co.uk/	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to	All

	respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £24, 225

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review 1

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum in years 1, 4, 5 and 6. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Whole school attendance in 2020/21 (96%) was lower than in the academic year 2019/2020 (97%), it was inline with the national average. During the academic year 2019/2020, the attendance of disadvantaged pupils was 97%, which was above national average. During the academic year 2020/2021, the attendance for disadvantaged pupils was 96%. This is lower than the previous academic year, but still inline with national. Due to the gaps in learning due to the pandemic, children need to be in school to close these gaps. This is why attendance remains on our plan for this academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Review 2

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Schools are not required to publish the outcomes of the 2022 Key Stage 2 results as the DfE is not publishing the data. This is due to statutory assessment returning for the first year following the disruption in learning caused by the COVID-19 pandemic. This arrangement is for one year only with published data returning for 2022-2023.

Although the figures are not published, it has still been possible to analyse the performance of Skelton school's disadvantaged pupils for the academic year 2021-2022 and make comparisons with non-disadvantaged pupils to assess the impact of the current Pupil Premium strategy.

From assessing our internal data, it is clear that the pupil premium strategy has been successful in beginning to reduce the gap in reading attainment between disadvantaged and non-disadvantaged learners, this is also true in relation to writing. The data does show, however, that an attainment gap still exists in maths which is also reflected in Key Stage 2 outcomes. There is a gap of -20% between disadvantaged learners and non-disadvantaged learners when assessing which children have achieved ARE by the end of the academic year.

Therefore, the focus for the academic year 22-23 needs to be on securing good progress in maths for disadvantaged learners while continuing to provide the high quality reading and writing strategies already in place. In addition, we will continue to address the mental well-being needs of our pupils as defined in the strategy above.

