

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	98
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Andrew Watson
Pupil premium lead	Andrew Watson
Governor / Trustee lead	Paris Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£41,440

Part A: Pupil premium strategy plan

Statement of intent

As a fully inclusive school, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all.

In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focussing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.

In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise.

Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

Challenges

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

Challenge number	Detail of challenge
1	Academic Outcomes -to raise the attainment of disadvantaged students to at least in line with non-disadvantaged peers. Current data shows a significant gap in Combined RWM at both KS1 and KS2 both compared to non-disadvantaged and national pupil premium attainment data.
2	Attendance for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance. Data from 23/24 shows attendance was 91% for disadvantaged pupils and 95% for non-disadvantaged.
3	Access to enrichment activities . Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.
4	High levels of social, emotional and mental health difficulties.
5	Lower literacy levels for many disadvantaged students compared to their non-disadvantaged peers.

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>Improved attainment for disadvantaged students across the curriculum.</i>	We intend to see an improvement year on year in both literacy and numeracy and a reduction in the gap between age related expectations for disadvantaged students compared to their non-disadvantaged peers.
<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	Improved attendance year on year and reaching national average by July 2025.
<i>Disadvantaged students have improved participation in extracurricular events and trips</i>	All disadvantaged students, who wish to, participate in external trips and visits.

	<p>Similar proportions attending extra-curricular sessions when compared to non-disadvantaged students.</p> <p>Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.</p>
<p><i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i></p>	<p>All students identified as needing support with their SEMH have a care plan in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students.</p> <p>Improved dialogue between school and parents.</p> <p>Positive data from student voice, student and parent surveys and teacher observations.</p>
<p><i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i></p>	<p>Disadvantaged students have similar reading ages to non-disadvantaged students.</p> <p>KS2 reading outcomes in 2024/2025 show that more than 75% of disadvantaged students met the expected standard.</p> <p>KS1 reading outcomes in 2024/2025 show that more than 54% of disadvantaged students met the expected standard.</p> <p>Students tested regularly and results actioned by placing on correct interventions.</p> <p>Improvements seen in book scrutinies and engagement in lessons.</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: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	<p><i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools.</p> <p>EEF toolkit: collaborative learning + 5 months</p> <p>Feedback: + 6 months</p> <p>Metacognition and self regulation: + 7 months</p>	1
Trust Director support for English, Maths and Science	<p>EEF toolkit: Individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p>	1, 3

<p>To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions.</p> <ul style="list-style-type: none"> • Support for curriculum leaders • Cross Trust analysis of performance and sharing of good practice 		
<p>Train all middle leaders to enable them to empower their teams to support disadvantaged students.</p> <ul style="list-style-type: none"> • All middle leaders and senior links can clearly identify disadvantaged students and the support they require 	<p>Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes.</p> <p>EEF toolkit: individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum.</p> <p>Literacy tree</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment.</p> <p>EEF toolkit: Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5</p>
<p>Underperforming students identified and regular meetings with students and parents. Progress and attitude closely monitored.</p>	<p>EEF toolkit: Mentoring: + 2 months Parental engagement: + 4 months</p>	<p>1, 2, 4, 5</p>
<p>All students able to access curriculum and enrichment trips regardless of cost.</p>	<p>EEF toolkit: Arts participation : + 3 months</p>	<p>1, 3</p>

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

Budgeted cost: £ 10,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strong focus on attendance strategies and high level of support from school staff. Embedding principles of good practice as set out in DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>EEF toolkit: Parental engagement + 4 months</p>	<p>2</p>
<p>Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.</p>	<p>EEF toolkit: Behaviour interventions + 4 months</p>	<p>1, 2, 4</p>
<p>Rewards and incentives for sustained attendance and achievement- Bronze, silver and gold award badges, rewards for strong attendance.</p>	<p>EEF toolkit: Behaviour interventions + 4 months</p>	<p>1, 2, 4</p>
<p>Parental engagement - use of Spelling Shed, TT Rockstars, Class Dojo to support work at home</p>	<p>EEF toolkit: Parental engagement: + 4 months</p>	<p>1, 2, 3, 4, 5</p>
<p>Access to school based ELSA and School well-being worker</p>	<p>EEF Toolkit: Social, emotional learning: + 4 months</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £ 41,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for 23/24 indicate that overall outcomes for disadvantaged learners are below non-disadvantaged peers and in some cases below national disadvantaged attainment. While outcomes in Year 1 phonics, Year 4 MTC and KS2 Reading outcomes are above national average, there remains a discrepancy between disadvantaged pupils and non-disadvantaged pupils which is something we will continue to work to overcome.

	Non-PP	PP	National PP
EYFS GLD	73	50	52
Yr 1 Phonics	100	83	67
KS1 Reading	43	25	54
KS1 Writing	57	25	45
KS1 Maths	43	25	56
KS1 Combined	43	25	40
MTC Year 4	83	66	21
KS2 Reading	91	75	60
KS2 Writing	90	50	58
KS2 Maths	73	50	59
KS2 Combined	73	25	44

Attendance

2023/24 Attendance data

The data shows that attendance is broadly in line with national data, however, there remains a gap between disadvantaged pupils and non-disadvantaged pupils.

	Whole school	Disadvantaged	Non-Disadvantaged
Skelton	94%	90.7%	95.4%
National	94.3%	91.8%	95.2%

Externally provided programmes

Programme	Provider
Phonics	Read Write Inc
Writing	Literacy Tree
Maths	White Rose Maths
Reading	Reading Plus

Service pupil premium funding

*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***

Funding was allocated to supporting participation in school trips and extra curricular activities.
Funding allocated to training for in-school ELSA support.

The impact of that spending on service pupil premium eligible pupils

100% of SPP children attended at least one club last year.