



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	North Ferriby CE Primary School
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021 updated plan 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs S Bond
Pupil premium lead	Head Teacher
Governor / Trustee lead	Jeffrey Boachi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37395
Recovery premium funding allocation this academic year	£0
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	£37395



Part A: Pupil premium strategy plan

Statement of intent

Our ambition is to ensure that disadvantaged pupils make the same progress as non-disadvantaged pupils.

At North Ferriby CE Primary School our ethos is wholly inclusive and based upon equal opportunity for all; we recognise that the route children take through school will be unique to them, and dependent upon a range of factors both in school and beyond.

We ensure that teaching and learning opportunities meet the needs of all our pupils and in doing so, have a variety of initiatives which are deployed to support children to 'overcome barriers' and accelerate progress. In addition, provide enrichment to extend learning further.

All pupils in receipt of the premium will be encouraged to achieve their own personal best. We will seek ways to find success and enjoyment in learning and thus allocate the Pupil Premium funding in ways which impact positively on achievement and progress in all aspects of school life.

The Pupil Premium plan works towards achieving the objectives by ensuring:

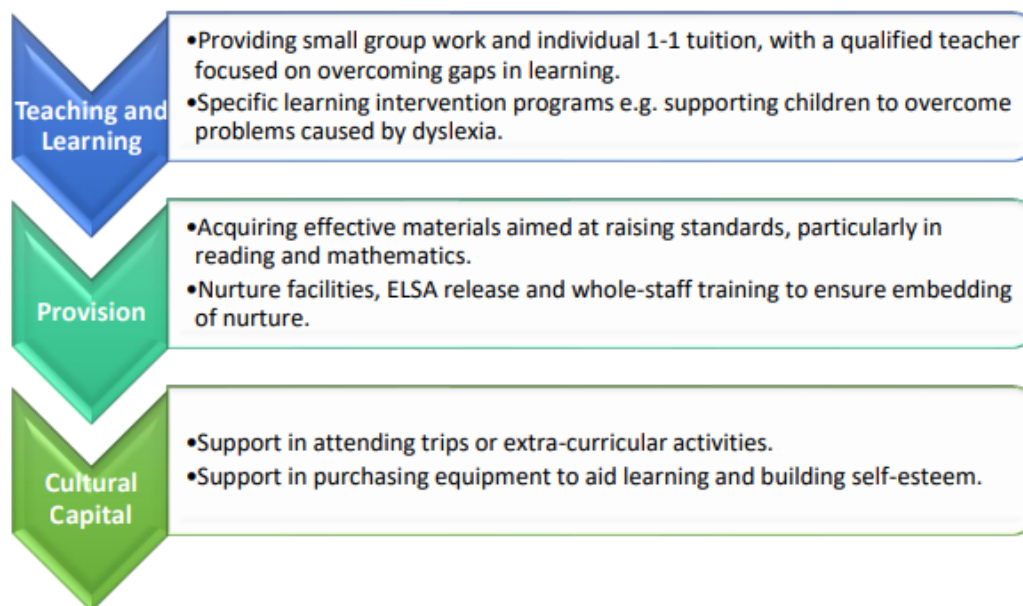
- A clear policy, agreed by the Governing Board.
- Pupil Premium spending is included in the SIP and linked to staff appraisal discussions as appropriate.
- Day to day 'Quality First Teaching' is monitored and meets the needs of all pupils.
- All staff are accountable for pupils progress with termly progress review meetings taking place.
- Outcomes are clear, tracked and monitored.
- Frequent use is made of attainment and progress data to check effectiveness of provision, and strategies are adjusted accordingly.
- Research based interventions are considered.
- Support staff are highly trained.
- Parents are fully involved.



The Pupil Premium Grant and will be utilised to provide:

- Quality First Teaching in the classroom environment for all children
- Raise aspiration through a variety of programmes and activities.
- Designated support for the pastoral needs of children.
- Additional teaching and learning opportunities provided through curriculum enhancement.
- Review same/next day intervention to ensure maximum impact.

Below are some examples of provision the school may use. Decisions on participation are made throughout each year based on assessment and capacity.



Challenges

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

Challenge number	Detail of challenge
1	The profile of PPhas been low in school historically
2	Low self-esteem impacts upon ability & ambition
3	Lack of resilience limits engagement and confidence and puts limitations on basic skills, inhibiting learning
4	Support for families to support learning-Lack of cultural capital limits experience and inhibits access to and engagement with the curriculum



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 classroom staff are aware of who the pupil premium children are and what role they play in improving their outcomes.	All classroom staff can talk about the barriers faced by their PP children.
An increasing proportion of consistently good/outstanding teaching is seen, resulting in high quality provision	Teaching staff have increased subject expertise and the confidence to assess the effect of their own teaching and adapt accordingly. All pupils have full and equal access to the curriculum. Curriculum enrichment activities are exploited across the school.
To ensure all disadvantaged children are provided with high quality nurture support. Self esteem of all pupil premium children is high. They are self-motivated, self driven and independent learners, demonstrating resilience.	Self-esteem of all PP children has been raised, indicated by pupil voice. All PP children are aware of their targets and know what resources they can draw on to reach those targets.
Pupils basic skills are improved, promoting accelerated progress across the curriculum	All PP children achieve at least ARE at the end of key milestones in all core subjects.
Parents / carers of pupil premium children have regular conversations with their class teachers, are fully aware of what support their child needs and they provide that support regularly at home.	All PP families are communicating regularly with the class teachers and all are supporting them with their homework.
Home learning has a positive impact on out of school learning and development.	Monitoring shows access and engagement in home study has increased. Teachers report positive impact of home study.

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: £8,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued Professional Development for all teachers to ensure quality first teaching. (Coaching programme for identified needs, moderation, courses)</p>	<p>EEF Toolkit: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. The most effective way of improving outcomes for children is through effective continued professional development opportunities. Staff meetings to share and discuss PP successes. Aspire document references the need to ensure PP children, their needs and their barriers remain high profile throughout the school.</p>	<p>1, 3</p>
<p>Making Pupil Premium a key aspect of the School Development Plan with the designated Pupil Premium lead given time to design, implement, monitor and evaluate strategies. Sharing key research with staff and ensuring our most vulnerable are receiving the very best teaching and learning opportunities.</p>	<p>Aspire document references the need to ensure PP children, their needs and their barriers remain high profile throughout the school. Research shows that senior leaders who provide teachers with time and support to make sure approaches are implemented consistently and effectively achieve the greatest impact on outcomes for pupils, both socially and academically.</p>	



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

Budgeted cost: £18,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily targeted 'catch-up' interventions delivered by teacher / teaching assistant e.g. targeted reading To develop pupil's reading fluency and written language skills.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support. E.g research shows that regular small group and 1:1 reading is important for fluency. Shining a Spotlight on Reading Education Endowment Foundation EEF	2, 3
Make use of ELSA support to provide high quality pastoral care.	Aspire document clearly states that increasing self-esteem of pupils will have a positive impact on outcomes.	
Offer more lunchtime and after school clubs targeted at PP children to increase their cultural experiences.	Aspire document clearly states that increasing self-esteem of pupils will have a positive impact on outcomes.	

Budgeted cost: £12,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific teaching of metacognitive approaches to learning with opportunities for pupils to monitor their strengths and areas of improvement and plan how to overcome their difficulties.	EEF toolkit provides evidence that Metacognitive and Self-regulation strategies provide good results.	2, 3
Providing appropriate levels of challenge.	EEF toolkit provides evidence that Metacognitive and Self-regulation strategies provide good results.	



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

Budgeted cost: £8,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent open events and online support documents for parents so that they can feel more confident in supporting children at home. SLT to access external support as required to work with families to ensure individualised support.</p>	<p>EEF Toolkit: Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>4</p>
<p>Children will not be hindered by lack of finances and be able to broaden their experiences by attending residential trips and participating in extracurricular activities to help build cultural capital and enhance opportunities.</p>	<p>Cultural Learning Alliance: Evidence suggests that the cultural capital passed on through family's helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal.</p>	

Total budgeted cost: £47,266



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
TT Rockstars www.ttrockstars.com	www.ttrockstars.com
Tapestry Online Learning Journal	https://tapestryjournal.com
White Rose Maths	https://whiterosemaths.com
Numbots for KS1	https://play.numbots.com/#/intro
Charanga	www.charanga.com
Complete PE	www.completepe.com
iLanguages	www.ilanguages.com
Jigsaw	www.jigsaw.com
Little Wandle Phonics	www.littlewandlelettersandsounds.org.uk



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.

During 2020/21 the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum, therefore the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully achieved. The impact of Covid-19 disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closures were detrimental to our disadvantaged pupils and they were not able to benefit fully from our pupil premium funded improvements to the degree we had intended.

Our assessments and observations indicate that 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 continuing to build upon these approaches with the activities detailed in this plan.

Nurture:

ELSA –targeted the correct children on a 6-week cycle and progress made in sessions with 1:1 TA. Ch. who received ELSA were more focussed and engaged in classroom learning. Additional ELSA TA trained up to ensure a Ks1 and KS2 group. Jigsaw delivered confidently by all staff. Language linked to Jigsaw is used regularly by the children. Due to covid ,data was not published for 2020/21. Internal tracking systems and pupil progress meetings are used to target children not on track for EXS

Attainment:

84% of children passed the Y1 phonics screening in summer 2022 (above national) Of these, 100% of PP children passed. 67% of DA children met the expected standard in Y6 as opposed to 62% of all pupils achieving the combined measure.

Internal tracking indicates that DA pupils across the school are keeping up with their peers across all subjects.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted TA support during core lessons. Same day interventions with the class teacher or TA, focussing on 4 Ops; sentence structure and times tables.
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence in core subjects according to pupil voice. 75% (3 out of 4) of pupils on track to reach expected levels.