

## 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	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 ( <b>4 year plans are recommended</b> )	2024-2028
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs S Bond
Pupil premium lead	Head Teacher
Governor / Trustee lead	Jeffrey Boakye

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36000

## 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.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. The range of provision includes: reducing class sizes, providing small group work, 1-1 support, additional teaching and learning opportunities provided through learning mentors, SENCo additional release time to plan and implement targeted support and Acre Heads support package

Our ultimate objectives are: • To close the attainment gap between disadvantaged children and their peers • To support our children's health and wellbeing to enable them to access learning at an appropriate level. We aim to do this through: • Ensuring that teaching and learning opportunities are a top priority, including professional development, training and support for early career teachers • Ensure disadvantaged pupils are challenged in the work that they're set • Act early to intervene at the point need is identified • Targeted support for struggling pupils • Developing strategies relating to non-academic factors, including improving attendance, behaviour and attitudes, and social and emotional support. • Support families needing additional support

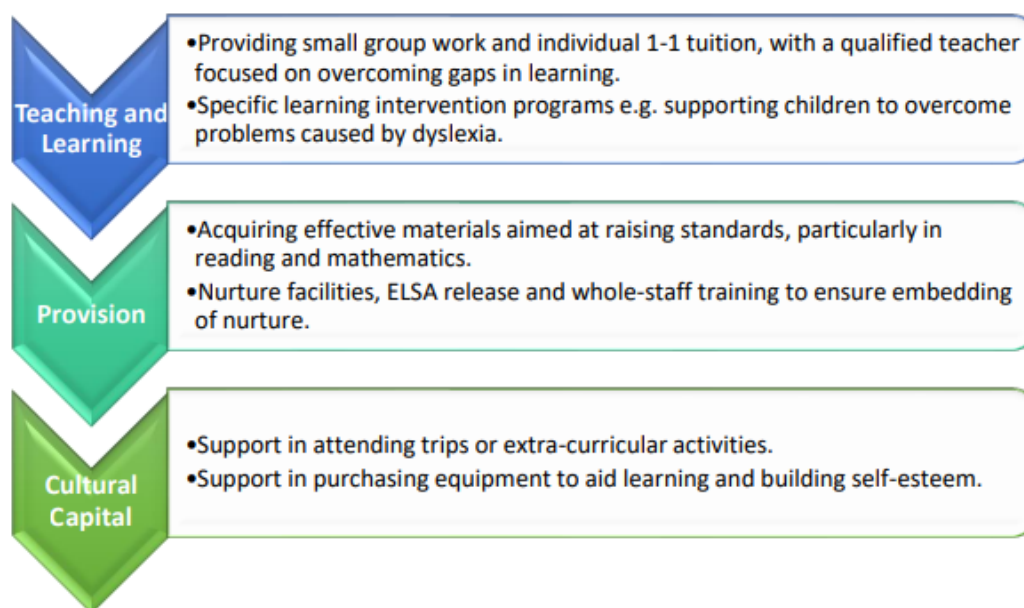
All of our aims have the objective of equitable educational outcomes. We ensure that all teaching staff are involved in the collection and analysis of data, so that needs are identified early, and support put in place quickly. Staff are fully aware of who their disadvantaged pupils are, and take time to forge strong

relationships with parents and families. This assists us to act early to intervene at the point that needs are identified.

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	Pupil's phonic knowledge is a key foundation to learning.
2	Reading. Lower competence/confidence in Reading will result in barriers to global dimensions in life (academic and life skill).
3	Writing. Attainment in Writing has been impacted nationally, most significantly, by the Covid19 interruption to education. For disadvantaged pupils, this barrier is exaggerated disproportionately.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Assessments, observations, and discussions with staff suggest some parents of disadvantaged pupils generally engage less with the school, and with home learning activities. Limited parental engagement in school and learning results in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.

6	Assessments suggest that many of our disadvantaged learners are on track to achieve their expected outcomes by the end of their academic year, however we must ensure that these pupils do not fall behind and continue to experience a curriculum that is challenging for all. See latest school tracking data for updates.
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### 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
Pupils Phonic knowledge will provide a solid foundation to their learning which will consequently support them with their reading and writing skills	Half termly assessments in FS, Year 1 and Year 2 track progress on the Phonic tracker for decoding and encoding. + Children who have not passed their Phonic Screening check in KS1, or received a 'borderline' pass are also assessed regularly to monitor progress and inform intervention planning to continue with LW or LW Catch Up . + Interventions and 1:1 phonics tutoring are planned by the LWreading leader/class teacher based upon needs identified during ongoing assessments and grouping. + Pre and post assessment is used to evidence progress and any further interventions. LW is embedded.
Pupils are both (age appropriately) confident and competent in Reading.	Vast majority of children are at ARE within phonics within FS and KS1 See above 75% + Children's reading fluency is of an (age) appropriate standard. + Children's understanding (through reading) is of an age appropriate standard + Children are supported in reading, ensuring that the vast majority of children are reading to ARE by the end of Y2 + Children read for pleasure. Their access to reading is well resourced, scaffolded and equitable.
Pupils gain equitable outcomes in Writing when leaving Primary School, demonstrated by appropriate (or accelerated) progress from entry school baseline assessments.	+ Children's Writing is monitored through school as on track, and this progress is supported by appropriate strategies for support. + Clear expectations in Writing are broken down into year group key objectives, so areas for development are targeted with forensic understanding. + Children understand the purpose of writing and demonstrate with competence the writing process + Writing across the curriculum evidences pupil's confidence and ability to write for different purposes + End of Key Stage outcomes demonstrate excellent progress and alleviate the attainment gap of all others.
Pupils gain equitable outcomes in Maths when leaving Primary School, demonstrated by appropriate (or accelerated) progress from entry school baseline assessments	+ Children's Maths attainment is monitored through school as on track, and this progress is supported by appropriate strategies for support. + Clear expectations in Maths are broken down into year group key objectives, so areas for development are targeted with forensic understanding. + Children understand the application of maths and ability to apply to real life problems + End of Key Stage outcomes

	demonstrate excellent progress and alleviate the attainment gap of all others. Mixed Age WRM is embedded where appropriate
A holistic approach to education and a joined up approach to home and school will facilitate equal opportunities that reach further than the academic outcomes of school.	+ Our Family support and SENco team supports pupils with their mental wellbeing and liaises closely with teachers/parents to ensure a consistent joined up approach to sustain positive progress. + Teachers, SEDNco team and Teaching Assistants, liaise closely with parents to ensure that communication is clear regarding individual pupil's targets and strategies to support areas for development + Our curriculum
Pupils will have resources and support to become independent in their self-management of mental health & wellbeing. School curriculum and systems reflect the needs of pupils and outcomes demonstrate that pupils are accessing school and thriving.	Effective use of Family and SEDNCo support teams with individualised support that provides for both pupils and staff to break down barriers and develop confidence and independence. + Our 'Curriculum' and how the effective delivery evidences breadth and balance, broad and 'real' educational outcomes. + Our pupils are prepared to feel and be ready for secondary school through the wealth of opportunities they are given throughout school

### 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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Professional Development for all teachers to ensure quality first teaching. (Coaching programme for identified needs, moderation, courses)	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.	1,2, 3,4,5

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.	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.	
Nest 1 and 2	Additional Nurture group, smaller groups, higher ratio of staff to children. Focussed support. Personalised academic and emotional learning. Possibly including afternoons. Newly resourced rooms to meet the individual needs of the group and different learning styles.	

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

Budgeted cost: £25000

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	1,2, 3,4,5,6
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: £12,000

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	EEF toolkit provides evidence that Metacognitive and Self-regulation strategies provide good results.	2, 3

plan how to overcome their difficulties.		
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
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.	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.	1,2,3,4,5,6
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.	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.	
Technology support-All children have access to a school laptop/tablet if needed in the home.	Sir Kevan Collins, chief executive of the EEF: 'We live in a digital age. Technology has transformed how we do things, from communication with friends and family to learning about the world around us. The pupils we teach do not know a life without it.' Previous experiences within school validates this approach.	

**Total budgeted cost: £63038**

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 Rockstar's <a href="http://www.ttrockstars.com">www.ttrockstars.com</a>	<a href="http://www.ttrockstars.com">www.ttrockstars.com</a>
Tapestry Online Learning Journal	<a href="https://tapestryjournal.com">https://tapestryjournal.com</a>
White Rose Maths	<a href="https://whiterosemaths.com">https://whiterosemaths.com</a>
Numbots for KS1	<a href="https://play.numbots.com/#/intro">https://play.numbots.com/#/intro</a>
Charanga	<a href="http://www.charanga.com">www.charanga.com</a>
Complete PE	<a href="http://www.completepe.com">www.completepe.com</a>
ilanguages	<a href="http://www.ilanguages.com">www.ilanguages.com</a>
Jigsaw	<a href="http://www.jigsaw.com">www.jigsaw.com</a>
Little Wandle Phonics	<a href="http://www.littlewandlelettersandsounds.org.uk">www.littlewandlelettersandsounds.org.uk</a>



## 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.