

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2025 academic year 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 | Temple Sowerby CE Primary |
| Number of pupils in school | 45 + 9 pre-school |
| Proportion (%) of pupil premium eligible pupils | 5.5% (2 children) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/25 to 2026/27 |
| Date this statement was published | Nov 24 |
| Date on which it will be reviewed | Nov 25 |
| Statement authorised by | Karl Laithwaite |
| Pupil premium lead | Karl Laithwaite |
| Governor / Trustee lead | Jenny Hollando |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | £2,960 |
| 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 | £2,960 |

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.

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 also reflects wider school plans for education recovery, providing targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, based on ongoing 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

Note: Due to the size of our school and the small number of disadvantaged pupils, there is no clear trend in terms of the challenges to achievement that these pupils face.

However, typical issues include:

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Communication and language difficulties – observations and assessments have identified some gaps relating to reading comprehension and vocabulary amongst disadvantaged children |
| 2 | Lack of cultural enrichment – due to the mono-cultural nature of rural Cumbria, it is particularly important that our pupils have access to opportunities for cultural enrichment, especially those that are disadvantaged. |
| 3 | Social and emotional issues – to address the wellbeing of children (including the impact of lockdowns) |

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 reading attainment among disadvantaged pupils. | KS2 reading outcomes in each year show that 100% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in each year show that 100% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• pupil and parent surveys and teacher observations• a high level of engagement in enrichment activities (including clubs and trips) among disadvantaged pupils |
| To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils. | High levels of pupil attendance, with no attendance gap between disadvantaged pupils and their non-disadvantaged peers. This has consistently been the case in recent years (21/22 and 22/23). However, disadvantaged absence in 23/24 was lower than whole school due to 1 pupil who was absent for a prolonged period for health reasons. |

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: £1,000 (includes CPD and associated resources and supply costs)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>To improve the quality of maths teaching and resources through the Maths Mastery Development Programme and greater focus on mental arithmetic in KS1 and KS2.</i></p> | <p>Work with the North West Maths Hub to continue the Maths Mastery Development programme (Year 4), including regular staff meetings to share best practise and staff to attend CPD.</p> <p>Also, employment of a specialist maths teacher to promote mental arithmetic in both Key Stages, through regular whole class sessions (as well as group and individual support – see targeted support below).</p> <p>Evidence from EEF suggest the Mastery learning approach has a high impact on learning: Mastery learning EEF (educationendowmentfoundation.org.uk)</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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> | <p>2</p> |
| <p><i>To further develop our new Little Wandle phonics programme to enhance high quality teaching of reading in EYFS and KS1.</i></p> | <p>To continue to develop our provision of phonics teaching using our Little Wandle programme, particularly to provide high quality keep-up sessions (for those children who struggle with the pace of lessons) and catch-up sessions (for those children who did not pass the Year 1 Phonics Screening Check). Build on previous years' training and establish a programme of monitoring and evaluation to ensure consistency of approach.</p> <p>Evidence from EEF suggests that effective Phonics programmes and oral language interventions both have a high impact on children's learning. Phonics - educationendowmentfoundation.org.uk Oral language interventions - educationendowmentfoundation.org.uk</p> | <p>1, 2</p> |

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

Budgeted cost: £1,000 (staff costs - including 1 half-day per week of HLTA support (£2,000) plus additional booster group work with HT)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Small group and 1 to 1 intervention programmes to boost mental arithmetic to meet the specific targeted needs of PP pupils (as identified through assessment) | <p>Evidence from EEF suggests that 1 to 1 and Small Group Tuition approaches have a positive impact on learning.</p> <p>“small group tuition has an average impact of four months’ additional progress over the course of a year...it is most likely to be effective if it is targeted at pupils’ specific needs using diagnostic assessment”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1, 2 |

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

Budgeted cost: £960

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Providing access to curricular enrichment activities to promote engagement and wellbeing, including:</p> <ul style="list-style-type: none"> - specialist instrumental music teaching, - PE enrichment – climbing, horse riding, fell walking - broader range of after school activities – art, gardening, theatre skills, sports clubs - trips and residentials - Emotional Literacy Support Assistant (ELSA) 1 to 1 sessions - nurture groups, activities and assemblies to promote wellbeing and school values - Junior Dukes and Forest Schools programmes to promote independence, responsibility and life skills | <p>EEF evidence on life skills and enrichment states that “all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education”. It also states that evidence suggests that, they “have an identifiable and valuable impact on attitudes to learning and social relationships in school” and acknowledges that enrichment approaches can also directly improve pupils’ attainment.</p> <p>Arts Participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Outdoor Activities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Physical Activity</p> | 3, 4 |

| | | |
|--|---|--|
| | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Social and emotional learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | |
|--|---|--|

Total budgeted cost: £5,960

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 2023 to 2024 academic year.

Aim 1 and 2 - Improved reading and maths attainment among disadvantaged pupils.

Outcome - there were no Pupil Premium children in Year 6 in 2024; however, in the previous year (2023), there was one PP child who achieved the Greater Depth level in both maths (112) and reading (SS 114). The child was also working at Greater Depth in writing; based on teacher assessment and externally moderated by the Local Authority (June 23). Given that this child was at the expected level in all areas in KS1, this represents strong progress.

In 24/25, there is one PP child in Year 6 who is currently working at the expected standard in all areas and making good progress.

Aim 3 - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Outcome - in 23/24 we provided a wide range of enrichment activities to promote engagement and well-being. This included PE enrichment (climbing, fell walking, life-saving sessions in swimming), as well as our Junior Dukes and Forest Schools programmes to promote confidence, independence and responsibility. We extended our after-school club provision to include activities to appeal to children's interests, including art, gardening, music and sports clubs. We also provided a range of trips and residentials, established a weekly nurture group to address social and emotional needs and worked closely with local secondary schools and supported Year 6 through the transition process (trips to meet other Y6 children, visitors from secondary schools).

We write to parents of PP children each autumn term to make clear that their children qualify for PP and that this money can be used to support their access to the above opportunities - as a result, PP children regularly attend clubs, trips and residentials. Recent surveys indicate that 100% of children feel safe and cared for, believe the school helps them to solve friendship problems, encourages them to be kind and caring and teaches them how to behave. Similarly, our parent survey indicated that 100% of parents feel that their children are happy in school, that staff understand their children's need and are quick to address any concerns parents may have and that their children have opportunities to take part in a wide range of activities inside and outside of school.

Aim 4 - To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils.

Average attendance for pupil premium children in 23/24 was 87.6%. This is lower than our pupil premium attendance for the previous year (96.5%) and our whole school attendance of 95.9% for the year. However, this was due to one child (out of 2 PP children) having a significant period of hospital attendance.

