

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	Thornton-in-Craven Community Primary and Nursery School
Number of pupils in school	93 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	6% (4% in last census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st November 2021
Date on which it will be reviewed	Mar/July/November
Statement authorised by	Katie Smith
Pupil premium lead	Katie Smith
Governor / Trustee lead	Martyn Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4035
Recovery premium funding allocation this academic year	£2000
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	£6035

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weaker language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” and the school recognises that not all children who are eligible for pupil premium will be facing any of these challenges.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils
We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

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 any one time.

Demography and School Context

Thornton-in-Craven Community Primary and Nursery school is situated in the rural village of Thornton-in-Craven. Its surroundings are affluent and countryside and amenities such as the Pennine Way and the Leeds Liverpool Canal are on our doorstep. Our pupils however live in a variety of areas causing a clear difference in demography. In the deprivation scale - decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings) – 58% of our pupils live in decile 4 or higher while the 42% live in the least deprived areas of the country. This combined with small cohorts per year group means that there can be variations in our attainment data year on year.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus be better placed to achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Teaching Assistant Support for small groups and 1: 1 work to close the gap in attainment in Maths and English in line with the Education Endowment Foundation research findings on effective interventions.
- Teaching Assistant support to release the class teacher to support individuals and small groups.
- Providing a broad and balanced curriculum with high quality teaching in core and foundation subjects
- Resources to support learning
- Subsidising the cost of educational visits and out of school clubs and activities
- Contributing to SELFA (Skipton Extended Learning for All) to provide out of school clubs and holiday activities.

Challenges

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

Challenge number	Detail of challenge
1	Weaker Language and Communication skills.
2	Lower attainment on entry to the Early Years Foundation Stage in communication/language and specific areas this follows through to KS1 attainment.
3	More frequent attention and/or behavioural difficulties.
4	Attendance and Punctuality issues.
5	Very small number of PP per class

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
Reading	Progress in reading improves
Writing	Progress in writing improves
Maths	Progress in math improves
Access to extended care to assist working low-income families	Our PP families have access to high quality extended care
Enrichment opportunities	Our PP children have access to all extra curricular activities and trips
Attendance	The attendance of our PP chn to be above 95%

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI training (additional to the one provided by the gov) plus TA time to deliver in EYFS and Y1	Weaker language and communication skills on entry. Allows for screening of children and intervention at the point it is needed most.	1,2

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy subscriptions	For use at home and at school with targets in reading and spelling at the child's level.	1,2
TT rock stars	For use at home and at school to develop times tables knowledge in a fun way – will also assist in Year 4 times table check.	3
TA time for support and interventions	Covid has had a further impact on pupil attainment and progress. Time to deliver reading interventions, plus one, power of 2 and handwriting interventions is needed.	1,2,3
Resources	Additional reading books and guided readers to supplement for pupils who are struggling with reading and need additional new texts	1,2

Wider strategies

Budgeted cost: £ 1417.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended care £500	Access to extended care allows some of our PP parents to work when otherwise this would be very difficult. It also addresses attendance and punctuality as children are in school on time. A higher percentage of PP children were historically arriving late than other non-PP children. Breakfast club is offered for free for all PP children.	4,6
Enrichment activities £500	Cost should never be a barrier to PP children accessing school trips, clubs and residential activities. It is essential for the well being and for all children to access different settings and activities to widen their knowledge of the world around them.	5
Music £200	Y3 to Y6 accessing guitar tuition.	
Contribution to SELFA £217.25	Over the last nine years schools from across Craven have made a 5% annual contribution to SELFA from the Pupil Premium funding to ensure children have access to out-of-school and holiday activities at SELFA which encourage independence, support positive relationships, give children a sense of belonging, promote aspirations and build self-esteem and resilience.	

Total budgeted cost: £ 7417.25

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.

Internal Data only

Meeting expected outcomes at end of Y6

Reading 50%

Writing 50%

Maths 50%

Making expected progress at end of Y6

Reading 100%

Writing 100%

Maths 100%

Making more than expected progress at end of Y6

Reading 100%

Writing 100%

Maths 50%

Engagement in enrichment opportunities such as bushcraft, camp out, Shakespeare workshops

100%

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
Times tables rock stars	TT Rockstars
Nessy reading and spelling	Nessy
Testbase	Testbase
Online reading books KS1 and KS2	Rising stars
DB Primary	New ERA
Tapestry	Tapestry
CPOMS	CPOMS
White rose resources	White Rose hub

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	