

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	Skelton Primary School
Number of pupils in school	504
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22- 24/25
Date this statement was published	October 21
Date on which it will be reviewed	October 22
Statement authorised by	S Walker
Pupil premium lead	Mr A Woolf
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,610
Recovery premium funding allocation this academic year	£21,500
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	£207,110

Part A: Pupil premium strategy plan

Statement of intent

At SPS our aim is to close the academic gap for our most vulnerable learners by identifying challenges they face in accessing learning. Once these internal and external challenges have been identified, we will research and use evidence based strategies to address learners needs. This includes internal and external challenges such as attendance and punctuality and resilience. At the heart of our strategy lies quality teaching and bespoke nurture care.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing of families
2	Resilience and independence
3	Limited Speech, language and Vocabulary
4	Attendance and Punctuality

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
To improve quality of teaching and learning.	Teachers improved understanding of pedagogical practice. Quality, progressive and targeted CPD.
Raise academic achievement for our most vulnerable pupils	Internal and external attainment and progress data. Progression visible through the children's work.
Skelton curriculum meets the needs of current learners	Children show resilience and independence in their learning and have the language and vocabulary skills to be effective learners.

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: £ 95000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Lead release time – Review of phonics and Whole Class Reading (WCR) Phonic fails review and interventions Phonic teaching CPD and support	Reading comprehension EEF Toolkit +6mths AR EEF +3mths WCR- reciprocal reading approach- EEF +2 months Phonic teaching EEF +5 mths	3
CPD programme planned to improve classroom pedagogy	Feedback EEF Toolkit +6mths Collaborative learning EEF Toolkit +5mths In class attainment groups EEF +2mths	2,3
Deliver bespoke lifeskills curriculum	EEF Social and Emotional Learning +4mths	1,2
Teacher released to observe best practice	What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis October 2021	3
Subject leaders released to evaluate and work alongside senior leaders to improve the curriculum and teaching and learning in their subject.	What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis October 2021	3

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

Budgeted cost: £ 22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA delivery of BLAST a Speech and language intervention for EYFS children.	EEF – Oral Language Intervention +6m	3
<i>1:3 tuition – class teachers working with the most vulnerable children who are below academically – delivering to their specific needs in collaboration with the class teacher about gaps in their knowledge / skill.</i>	EEF 1:1 Tuition +5 months (adapted for needs – children more likely to attend when others there)	3
Magical maths Lexia- EEF +2 months Socially speaking Touch type Time to Talk	<i>TA Intervention- academic EEF +4</i>	2,3

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

Budgeted cost: £25500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop attendance officer role with cpd and develop family relationships to support vulnerable families attendance. .	Attendance and punctuality data	4
Thrive Nurture intervention to meet SEMH needs such as: Bereavement, attachment, prison, Deployment (Forces Premium), ASC support,	Social and emotional learning- EEF +4mths	4

Breakfast support daily for all	Magic Breakfast EEF Toolkit +2mths	1
Wider curriculum offer- After school clubs, lunch clubs, breakfast club.	Developing wider curriculum and cultural capital Arts participation +3mths	1,2

Total budgeted cost: £ 142,500

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.

Due to Covid, PP impact was limited. Our funding was refocussed to develop Technological and digital access to learning for all to prevent the learning gap from increasing whilst lockdown was in place and to future proof the school against any further online learning gaps opening.

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
Lexia dyslexia phonics programme	Lexia
Thrive- SEMH	The Thrive Approach
Times Tables Rockstars- Maths	Maths Circle Ltd
Read Write Inc.- Phonics	Ruth Miskin

Service pupil premium funding (optional)

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?	Nurture Support for attachment
What was the impact of that spending on service pupil premium eligible pupils?	Emotional Support for attachment issues when parents on deployment allowing children to access learning within the classroom more easily.

Further information (optional)

CPD is focussing on the delivery of Quality First Teaching for all pupils. Our Big Ideas curriculum develops opportunities for an enriched, broad and balanced curriculum with the appropriate resources to support.

Our Nurture Intervention Team provide bespoke academic and SEMH support to all our pupils focussing on those most in need.

Ethos of whole child/family within school looks at how we can support our wider school family so that our learners make the most of their learning opportunities.