

Pupil premium strategy statement – North Molton Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22 - 23
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A Fernyhough
Pupil premium lead	A Fernyhough
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31, 430
Recovery premium funding allocation this academic year	£ 2,465
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 33, 895

Part A: Pupil premium strategy plan

Statement of intent

At North Molton Primary School, we believe that every child has the right to succeed and be the best they can be. Children from a disadvantaged background can encounter specific challenges and by spending this funding, we seek to impact on the children who need the support the most.

At North Molton, speech and language is an identified area of needs, especially in the early years where pupils enter with low language skills. Reading and writing are also an area of need across the school and pupils also find it more difficult to access reasoning in mathematics because of poor literacy skills or poor vocabulary. The Pupil Premium is used to support children in the following ways:

Providing High Quality Teaching and Learning

We invest in high quality teaching resources to support whole school approaches to teaching and learning.

- investment in whole class readers are part of our school approach to reading
- investment in phonics resources (Little Wandle) and training for EYFS and KS1
- investment in high quality reading texts to inspire children's reading for pleasure
- Speech and Language link to identify children with language delay
- Participation in The Oracy Project to support the development of speaking and listening skills
- Investment in high quality maths scheme – White Rose

Targeted Academic Support:

- We have 1:1 tutoring for children who need additional support in reading working with a Specialist Literacy Teacher
- 1:1 tutoring and / or small group tutoring with a teacher
- Targeted maths intervention (Ready to Progress from Ark Curriculum) lead by an intervention teacher and supported by TA intervention
- TAs providing speech and language intervention in EYFS and KS1 (Talk Boost and NELI)
- TAs providing additional 1:1 reading and small group interventions

Wider Strategies

- Supporting families to access trips and visits
- TA support within classrooms to assist children to access learning
- Employment of an Early Help Lead within school to help families access support from other agencies
- Access to Breakfast Club for vulnerable children, as needed
- Yoga instructor for targeted support for children's mental health and well being
- Early morning settling session for children with anxiety (Colouring Club)

Challenges

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

Challenge number	Detail of challenge
1	<i>Literacy difficulties, including reading and writing</i>
2	<i>Speech and language difficulties – language comprehension difficulties</i>
3	<i>Reasoning in mathematics</i>
4	<i>Generalised anxiety</i>
5	

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
For children with specific difficulties in reading and writing to have accessed targeted support and shown improvement in attainment	Progress greater than expected in reading and /or an aspect of writing (e.g. spelling key words) Improvement in outcomes (across the school) in teacher assessment of writing attainment
To increase the variety of children’s vocabulary use and comprehension. To improve children’s knowledge of language to enable them to become more independent when working out word meaning	Improvements in reading comprehension in standardised tests.
To improve children’s comprehension of language and specifically mathematical language in order for them to access reasoning questions more successfully.	Improved outcomes in mathematics reasoning papers.
To provide access to support within school for pupils with generalised anxiety, including supporting attendance.	For pupils requiring support to access it, within school (where appropriate) or from other agencies

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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Ready to Progress intervention	Using a consistent approach to calculation and development of language throughout the school, support by high quality planning and resources and supporting the teachers to develop a Mastery approach to teaching maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3
Book purchase (whole class reading sets and reading for pleasure books)	Supporting pupils to develop fluent reading capabilities through whole class approaches to reading – teacher modelling and pupil reading. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
Annual Licence fee for Speech Link and Language link assessment software	Accurate assessment of pupil need allows us to target support more effectively and to create programmes of support that are specific to the child's needs.	2
Purchase writing programme 'The Write Stuff' to support teacher's planning and to provide CPD	This programme is composed of numerous small steps which support the teaching and learning of the writing process through modelling and supported composition. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> We have 1:1 tutoring for children who need additional support in reading working with a Specialist Literacy Teacher 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
<ul style="list-style-type: none"> 1:1 tutoring and / or small group tutoring with an intervention teacher 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 and 3
<ul style="list-style-type: none"> Targeted maths intervention (Ready to Progress from Ark Curriculum) lead by an intervention teacher and supported by TA intervention 	https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence This intervention has structured resources (including video), lesson plans and assessments. An intervention teacher supports the delivery of the programme by delivering the first session.	3
<ul style="list-style-type: none"> TAs providing speech and language intervention in EYFS and KS1 (Talk Boost and NELI) 	Small group language intervention for EY and KS1 https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention https://ican.org.uk/media/2003/early-talk-boost-evaluation2015.pdf	2
<ul style="list-style-type: none"> TAs providing additional 1:1 reading 	https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency Our 1:1 reading focuses on reading fluency.	1

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Lead to support families to access support from different agencies	Many more families are experiencing challenges within our community and seeking support. A dedicated Early Help Lead enables the school to support families at an early stage to seek and get any support that is available.	1, 2, 3 and 4 (depending on needs of child)
TA support to help children access learning		
Supporting families to access trips, experiences and residential visits	The school will support families whose children are pupil premium to access trips, experiences and residential visits by subsidising the cost of events. This may also include subsidising the cost of music tuition as well.	
Early morning colouring club	Mindfulness activities are widely recognised as a way of helping children manage anxiety by anchoring them in the moment as well as providing a predictable and low demand start to the day. This can also support children who are finding it difficult to transition into school.	4
Access to Breakfast Club as needed	Access to Breakfast and a positive start to the day can be provided as needed for families in specific circumstances.	4
Yoga club (Yoga for Anxiety)		4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Performance

We have 23 pupils who are Pupil Premium in 2021 - 22, so it is necessary to look across the school at PP performance, rather than at individual year groups. 3 pupils are in EY, so they are excluded from the data due to a separate assessment system. The data in the table below shows 20 pupils from Years 1 - 6.

	Below ARE	At / above ARE
Reading	5 / 20 25%	15 / 20 75%
Writing	8 / 20 40%	12 / 20 60%
Maths	2 / 20 10%	18 / 20 90%

Writing is an area of development across the school and this is reflected in the data for PP pupils as well.

PP performance in EYFS Profile

GLD for 2022 is 93%

14 out of 15 students achieved a Good Level of Development

2 / 3 PP children achieved GLD

2 / 3 FSM children achieved GLD

Children that are not PP or FSM - 14 /14 achieved GLD

Phonics Screening

100% PP children passed their phonics screening in Year 1

No retakes in Year 2 for PP children

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Teaching assistant support in classroom.

The impact of that spending on service pupil premium eligible pupils

The teacher and teaching assistant provided ongoing support as needed.

