



**The Ribblesdale Federation of Schools**

**Pupil Premium Strategy Statement 2024 – 2025**

**Giggleswick Primary School**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Giggleswick Primary
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	6.77% (5 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Catherine Maddocks (1/9/23 onwards)
Pupil premium lead	Erin Jones SENDCo
Governor lead	Carl Shuttleworth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
Recovery premium funding allocation this academic year	£1000
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	£8400

# Part A: Pupil premium strategy plan

## Statement of intent

***Across our federation, and within our caring Christian community, we understand that each child travels through our schools only once yet always remains a part of our school family. Their journey is rooted in love, kindness, friendship and respect.***

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 is also integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class in the last 2 years, 33% of our pupils (including disadvantaged) arrive below age-related expectations. This gap remains steady to the end of KS2.
3	Our 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.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.  15% of disadvantaged pupils have been absent compared to 4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 50% 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 from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils,	Sustained high attendance from 2024/25 demonstrated by:

particularly our disadvantaged pupils.	<ul style="list-style-type: none"><li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li></ul>
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## 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: £5313

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Purchase of new reading materials (phonetically decodable) to support Little Wandle scheme.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educa-</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	3

<p>tional practices and supported by professional development and training for staff.</p> <p>Staff to attend SEMH training delivered by the SEMH Hub</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>Increase SENDCo time (Half a day extra) to support SEMH needs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: **£2028**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

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

Budgeted cost: £3166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	3

developing our school ethos and improving behaviour across school.	<a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff (attendance leader) to develop and implement new procedures and appointing attendance/support officers to improve attendance (Mr Wiseman)</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Access to enrichment activities (school trips, including residentials), wrap around care and clubs after school.	All children benefit from enrichment activities and increased physical activity.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £10,507**

**Contingency: £0**



## 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.

There was 1 disadvantaged pupil in Year 6 at the end of the academic year 2023/2024.

Outcomes for Disadvantaged group at the end of KS2: Combined 100%, Reading 100%, Writing 100%, Mathematics 100%.

**Progress: Reading +5.23, Writing +9.98, Mathematics +7.19**

There was one disadvantaged child in Year 1 when the PSC was carried out.

Outcomes for Disadvantaged Group: 100% achieved PSC standard.

There was 1 disadvantaged child in Year 2.

Outcomes: Combined 100%, Reading 100%, Writing 100%, Mathematics 100%.

In EYFS there were no disadvantaged pupils.

The outcomes we aimed to achieve in our previous strategy by the end of 2023/24 were therefore were fully realised.

We used pupil premium funding to provide wellbeing support for all pupils (including provision of wrap around care and purchasing school uniform for disadvantaged children) and targeted interventions, where required. We are building on that approach with the activities detailed in this plan.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.