


# Naburn Church of England Primary School

## Small School, Big Ideas!



### Pupil Premium Review Self-Evaluation Form

1. Summary information					
Staff member completing this form:	Jonathan Green	Signature:		Date:	17.8.23
Year:	2023-2024	Total PPG budget:	£2690	Date of most recent PPG review:	17.8.23
Total number of pupils:	49	Number of pupils eligible for PPG:	2	Date for next internal strategy review:	Monthly
2. Current attainment					
			Pupils eligible for the PPG in the school	National average	
% of pupils achieving expected standard or above in reading, writing, and mathematics			Due to the small cohort sizes at Naburn Primary, and the very small number of children eligible for the PP grant, this data is suppressed for confidentiality reasons		
% of pupils making expected progress in reading (as measured in the school)					
% of pupils making expected progress in writing (as measured in the school)					
% of pupils making expected progress in mathematics (as measured in the school)					

### 3. Barriers to future attainment

**Note: due to the very small number of children at Naburn CE Primary who qualify for this grant, some published details are kept as general as possible in order to ensure confidentiality.**

#### Academic barriers

**[Identify barriers that need to be addressed in-school, as well as external factors such as home learning environment and low attendance.]**

- |          |                                                                                                                   |
|----------|-------------------------------------------------------------------------------------------------------------------|
| <b>A</b> | Gypsy culture limits learning done out of school with home-learning and also in school with regard to attendance. |
| <b>B</b> | Parents are engaged and want their children to succeed but do not have the academic skill to support them at home |
| <b>C</b> | The children sometimes lack resilience and can be easily put off if they find their learning challenging.         |

#### Additional barriers

- |          |                                                    |
|----------|----------------------------------------------------|
| <b>D</b> | Lack of funding for such a small group of children |
|----------|----------------------------------------------------|

### 4. Intended outcomes

Outcome	Success criteria
All disadvantaged children make the progress identified in pupil progress meetings and reach the potential discussed.	Data will show aspirational targets set and achieved by disadvantaged pupils.
Pupils access extra-curricular and enrichment opportunities with funding not being a barrier to their involvement.	All pupils involved in activities.
Children joining the school will be well supported in terms of transition and unique issues	Pupil voice, parental voice
Parents will feel better supported, improved family engagement in school community	Headteacher meetings, Parental voice

## 5. Review of expenditure

### Quality of teaching for all

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)
<p>ALL children have access to excellent quality wave one teaching.</p> <p>Cost – from our core funding</p>	<p>Ensure that PP children are exposed to quality teaching every day and that differences between the outcomes for disadvantaged pupils and others diminish further</p>	<p>Good end of KS2 Test results (above National and LA for progress in Reading, Writing and SPAG – in line in Maths)</p> <p>Improving end of KS1 Assessments (generally in line with national and LA)</p> <p>Sound EYFS Profile re Early Learning Goals.</p> <p>Enormous improvement in Phonics from previous year – 100% Home Grown children in Y1 and 2 passed Phonics screening.</p> <p>Overall – improving picture</p>	<p>Much tighter monitoring to be carried out at PPP Meetings.</p> <p>Start of year staff meetings to ensure plan in place to support all children and ensure no learning/progress slippage</p>	<p>Cost from core funding</p>

Targeted support				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)
PP Children to benefit from extra-curricular Core and foundation subject activities (e.g. Maths Clubs and Sports Clubs)	Greater engagement and enthusiasm for school and learning	Attendance of Clubs was excellent. Children highly motivated	Will continue next academic year.	Activities led by Headteacher

6. Planned expenditure					
Quality of teaching for all					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?*	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
ALL children have access to excellent quality wave one teaching.  Cost – from our core funding	Ensure that PP children are exposed to quality teaching every day and that differences between the outcomes for disadvantaged pupils and others diminish further	EEF research highlights this as being the most effective approach	PPP Meetings, regular meetings with KS1 and KS2 leaders (every two weeks)	HT	July '24

Mastery learning in Maths through the use of the White Rose Maths resources Cost – from our core funding	Aspirational targets set and achieved	EEF research indicates +5 months learning gains	Track progress and attainment in maths with KS1 and KS2 leaders	HT	Regular progress meetings
Feedback to families – Headteacher meetings Cost - from our core funding	Parental engagement, families feel supported	EEF research indicates +4 months learning gains	Monitor parents attending meetings and insist on attendance within reason	HT	July 24
<ul style="list-style-type: none"><li>EEF research refers to <a href="#">EEF Teaching and Learning Toolkit</a>, where learning gains are estimated in terms of additional months progress you might expect pupils to make as a result of an approach being used in school.</li></ul>					
Total budgeted cost (£):			Core Funding – White Rose Maths Scheme/Test Base subscription		
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
PP Children to benefit from extra-curricular Core and foundation subject activities (e.g. Maths Clubs and Sports Clubs)	Greater engagement and enthusiasm for school and learning	Ongoing success of previous years. EEF research highlights impact.	Continued monitoring	HT	July 24
Total budgeted cost (£):			£2690		

## 7. Additional detail

[Use this section to annex or refer to additional information which you have used to support the sections above.]

NA