

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 |
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| School name | Cayton School |
| Number of pupils in school | 204 |
| Proportion (%) of pupil premium eligible pupils (Taken from October 2021 Census) | FSM 22 = 10.78% FSM6 2 = 00.98% Service Children 4 = 01.96% PLAC 5 Children = 02.45% 33 Children = 16.17% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Mrs. C. Tindall |
| Pupil premium lead | Mrs. J. Monaghan |
| Governor / Trustee lead | Mrs. B. Petts |

Funding overview

| Detail | Amount |
|---|------------------------------------|
| Pupil premium funding allocation this academic year | £26,795 (From October 2020 Census) |
| Recovery premium funding allocation this academic year | £2,080 |
| 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 | £28,875 |

Part A: Pupil premium strategy plan

Statement of intent

At Cayton School, we have high aspirations for all our children and we believe no child should be left behind. We are determined to ensure all our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all. At Cayton School Pupil Premium funding represents a good proportion of our school budget and we are committed to ensuring it is spent to maximum effect.

Ultimate objective for our disadvantaged pupils

- Our key objective in using the Pupil Premium grant is to narrow the gap between pupil groups.
- Through quality first teaching, targeted interventions and increased opportunities we are working to eliminate barriers to learning and progress.
- To reduce the number of absences through close monitoring and action in relation to overall attendance.

How our current pupil premium strategy plan works towards achieving our objectives

- Staff are provided with CPD for specifies interventions to be run with targeted groups of children (NELI, First Number at Maths).
- We have a range of small group interventions to support progress in key areas.
- We provide a range of extra-curricular activities and before school sessions to support children
- All children take part in Forest School sessions to improve mental health and wellbeing.

Key principles

All stakeholders recognise that supporting the well-being and mental health of our children is equally as important as raising attainment. Our priorities are centred around meeting the needs of the whole child. High self-esteem and confidence prepares them for their learning journey at Cayton School and beyond.

- Improved reading offer throughout school, enhancing vocabulary and improving outcomes.
- Quality first teaching around 'behaviours for learning' will ensure children have the strategies to improve their own learning.
- Pupils will be able to access a wide range of enrichment experiences both in and out of school, thus impacting positively on their academic achievement and well-being.
- We will aim for disadvantaged pupils to improve their attendance (persistent absenteeism) at school, therefore closing the gap between themselves and non-disadvantaged pupils. Enabling them to experience the full learning experience at Cayton School.
- We will ensure disadvantaged pupils have access to a range if intervention in school to meet their SEND needs.
- We will provide an intensive pastoral support service for pupils and parents, identified as vulnerable or in need.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Poor speech and language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts at home (Reading). SDP Priority |
| 2 | Low levels of resilience, independence and retention difficulties. |
| 3 | Poor attendance and persistent absenteeism. SDP Priority PP Persistent Absenteeism July 2021 = 64% Non – PP Persistent Absenteeism July 2021 = 35% |
| 4 | Many of our PP children also fit into another vulnerable group such as having an additional special educational need. September 2021 = Y1-Y6 13/ 28 (46%) PP children have SEN |
| 5 | Children/ families identified as displaying Social, Emotional and Mental Health needs (evidenced due to two lockdowns). |

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 |
|--|---|
| <p>1. Identified children with poor language skills are identified and supported to improve language skills through a dedicated Language Links programme.</p> <p>1. Identified children are supported by speech and language therapist (SALT)</p> <p>1. Children are exposed to a greater amount of vocabulary and quality texts.</p> <p>1. Whole class guided reading leads to improved progress scores in Reading at the end of KS2.</p> | <ul style="list-style-type: none"> • Speech Link tool results in the number of children in need of in-school intervention (class based) reducing year on year. • Positive impact due to speech and language intervention (SALT) • Children have a wider vocabulary exposure which allows them to have greater understanding of and participation in the whole curriculum. • Children's confidence levels improve through access to pre-teaching of vocabulary and reading skills and exposure to texts. • Introduction of Reading spine throughout school to ensure exposure to different genre of high quality texts. |

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| | <ul style="list-style-type: none"> • Introduction to VIPERS style of teaching throughout school. • Increase in the % of PP pupils working at ARE or above across school in Reading. • Introduction of whole class reading throughout school. • Introduction of NELI in EYFS. |
| 2. Improved levels of resilience, independence and retention. | <ul style="list-style-type: none"> • Whole school understanding of Metacognition 'learning to learn'. • Staff trained in learning behaviours and classroom environments become 'self-learning'. • Children acquire strategies to choose from and the skills to select the most suitable strategy for a given task. • Children able to self-learn and support their own progress against end of year expectations. • Children able to retain information to use to progress in their learning and have an understanding of what their next steps are. • Children prepared for the next stage in their education. |
| 3. Improvements evidenced in the attendance and persistent absenteeism data (at least in-line with National Averages). | <ul style="list-style-type: none"> • Close monitoring of the attendance and persistent absenteeism register brings about an increase in attendance (Office Manager (Miss Clough) and Attendance officer (Mr M Vasey). • Implementation of robust system of response to absence. • Close monitoring of 'leave of absence' requests. • Incentives for high attendance children. |
| 4. A strong professional dialogue and communication will be ascertained between all class teachers/ SENDCo/ SLT | <ul style="list-style-type: none"> • Class teachers will keep an updated overview sheet regarding PP SEN Vulnerable children and the support they are receiving. • Half Termly Pupil Progress meetings with the Headteacher and SENDCo to discuss support and it's impact. |
| 5. Children to be supported to feel happy and safe at school and engage in their learning. | <ul style="list-style-type: none"> • Pupil voice/ Parent surveys and Gunny report evidence children feel happy and safe at school and feel comfortable to talk about their feelings, anxiety and worries. |

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| | <ul style="list-style-type: none">• Teachers' development and pupil PSHE provision enables a whole school ethos for improving outcomes for PP children.• Children are more confident, have better attendance and approach their work positively. Parents support their children effectively at home. |
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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: £4,246

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>CPD – Whole class guided reading and vocabulary development throughout school (in school)</p> <p>CPD – Reading training (on-line training accessed through Scarborough Teaching Alliance)</p> <p>CPD – EYFS x3 Modules based on the new EYFS Framework (x3 staff) followed by in school CPD.</p> <p>£500</p> | <p>EEF – <i>Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language – activities which extend pupils' spoken and receptive vocabulary</i></p> <p>EEF – <i>Improving Literacy, supporting oral language development. 'A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period¹. Evidence indicates that success in literacy relies on the secure development of language², and that these skills are amongst the best predictors of educational success¹.</i></p> <p>EEF – <i>Improving Literacy in KS2 – 'activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes;...pupils articulating their ideas verbally before they start writing.'</i></p> <p>Rose Report – <i>highlights the importance of language development in order to access not only literacy but the whole curriculum.</i></p> | 1 |
| <p>CPD – Metacognition, self regulated learners and behaviours for learning.</p> <p>All teaching staff. High quality CPD is essential to follow EEF principles. This is followed up during staff meetings and PPD days with all staff.</p> <p>£500</p> | <p>EEF – <i>High impact for very low cost, based on extensive evidence.</i></p> <p><i>'Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.'</i></p> | 2 |
| <p>CPD support for improving attendance.</p> <p>Local Authority training and support. Office Manager to work with Attendance Officer to analyse attendance data and generate regular reports.</p> <p>Office Manager time</p> <p>£864</p> | <p><i>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism – www.Gov.uk/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</i></p> | 3 |

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| <p>SENDCo (BW/ LP) and PP lead (JM) will work together to identify any support staff who would benefit from further CPD (NELI, Language Links, Phonics)</p> <p>Leadership time £1000</p> | <p>Staff who feel skilled and confident leading an intervention will achieve better outcomes for children.</p> <p><i>EEF – Moderate impact for moderate cost based on limited evidence.</i></p> <p><i>‘Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.’</i></p> | 4 |
| <p>CPD – PP training for Governors</p> <p>X4 @ £40 = £160</p> | <p>Governors feel confident and able to hold the school to account regarding provision for PP children.</p> | 4 |
| <p>CPD – Jigsaw PSHE scheme and training for all staff</p> <p>£1000 Purchase of diversity books £222</p> | <p>Whole school culture and commitment towards PSHE outcomes for all children.</p> <p><i>EEF – Moderate impact for moderate cost, based on extensive research.</i></p> <p><i>‘On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.’</i></p> | 5 |

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

Budgeted cost: £13,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Language Links/ SALT (speech and language therapy)</p> <p>Leadership time ½ day per week £1800 plus SALT provision £6000</p> | <p><i>EEF – Moderate impact for very low cost, based on extensive evidence.</i></p> <p><i>‘Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.’</i></p> | 1,4 |
| <p>NELI</p> <p>Supply cover for training X3 TA’s and 1 Teacher £1000</p> | <p><i>EEF – Moderate impact for very low cost, based on extensive evidence.</i></p> <p><i>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children’s language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</i></p> | 1,4 |
| <p>1:1 Pupil Progress meetings with class</p> | <p>Time for ongoing professional dialogues regarding further support for these</p> | 3,4 |

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| <p>teachers/ SENDCo and Headteacher</p> <p>Supply cover</p> <p>X3 meetings per year – all class teachers</p> <p>£1000</p> | <p>children will ensure this is a priority. There is a collected responsibility for PP children's progress throughout school. Staff have a class overview sheet, which identifies who the child is, their barriers to learning and strategies needed to meet their educational and emotional needs.</p> | |
| <p>Support groups will run to accommodate a personalised curriculum.</p> <p>£2500</p> | <p>Small group work shows personalised gains (previous catch up impact evidenced this).</p> <p>EEF – Moderate impact for moderate cost based on limited evidence.</p> <p><i>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.'</i></p> | 4 |
| <p>Pastoral support teacher to provide support and guidance to vulnerable children and their families.</p> <p>HLTA x3 sessions per week</p> <p>£1000</p> | <p>Improved communication with parents. Support given to help families support children's needs.</p> <p>EEF – Moderate impact for moderate cost based on moderate evidence.</p> <p><i>'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.'</i></p> <p><i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in schools. They also have an average overall impact of four months' additional progress on attainment.'</i></p> | 5 |

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

Budgeted cost: £11,329

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Attendance Officer to monitor attendance and persistent absenteeism.</p> <p>Communication with parents to support them in ensuring children are at school.</p> <p>Celebrating attendance during awards assembly.</p> <p>¼ day per week</p> | <p><i>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism – www.Gov.uk/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</i></p> | 3 |

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| £2000 Plus supply costs - £1080 | | |
| <p>Educational visits, residential (Y4 and Y6), first hand experiences - Forest Schools/ Beach Schools and visitors to school planned to enhance the curriculum and improve vocabulary opportunities.</p> <p>TLR3 – Beach School set up £1757 plus £2000 set up costs Supply costs £1080</p> | <p>Children who are exposed to these experiences have an enhanced knowledge and understanding of the world.</p> <p><i>EEF – ‘Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.’ Moderate impact for moderate cost, based on moderate evidence.</i></p> | 1 |
| <p>Re-establish the library to include soft furnishings, ensuring it is a comfortable area, which encourages reading for pleasure.</p> <p>£500 Librarian costs £412 Purchase of new books - £1000</p> | <p>Children who enjoy reading are motivated to read more frequently and make better progress.</p> <p><u>The reading framework Teaching the foundations of literacy July 2021 - Rt Hon Nick Gibb MP, Minister of State for School Standards</u></p> <p><i>‘Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child’s future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment’.</i></p> | 1 |
| <p>Development of a bespoke ‘Nurture Room’ to support children with Social, Emotional and Mental Health needs.</p> <p>£1500</p> | <p>Children who feel safe and secure are more able to talk about their feelings and accept support.</p> <p><i>EEF – Moderate impact for moderate cost based on moderate evidence.</i></p> <p><i>‘Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.’</i></p> <p><i>‘On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in schools. They also have an average overall impact of four months’ additional progress on attainment.’</i></p> | 5 |

Total budgeted cost: £28,875

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.

Covid from March 2021 – February 2021 led to the National tests being cancelled in July 2020 and July 2021. There is therefore no National Data available. Internal assessments show pupils progress and attainment.

Before Covid-19 and National Lockdowns, pupils were fully engaging in a wide range of educational visits and experiences. Contributions for these activities were voluntary, therefore, supporting families with children receiving FSM.

FSM children engaged in sports activities (see sport's funding)

November 2019 – school were awarded the Bronze 'Healthy Schools' award

June 2020 – school was awarded the Silver 'Healthy Schools' award

As a school we worked with many families during lockdown. We carried out weekly telephone conversations and supported families with accessing food banks and food hampers. Staff offered well-being support.

Speech and Language interventions were carried out by 'Chatterbugs' via a combination of face-to-face and on-line communication. Follow up work continued in class with TA's.

(A) Speech and Language

- Continue with whole School initiative with a focus on early intervention to improve and expand children's language skills.
- Continuing additional TA support to screen and implement intervention programmes using Speech Link. *Children were screened (EYFS) and re-screened if they had been already identified the previous year. Support plans were implemented by TA support and overseen by the link teacher and S&L therapist on their weekly visits. The number of S&L children continues to reduce since we first started and referrals are fewer.*

(B) Self-esteem, resilience and independence(mental health)

- Pastoral support teacher to continue to provide support and guidance to vulnerable children and their families.
- For PP children to attend residential and day trips by subsidising the cost.

Children were more confident around School. Children had greater resilience to their work. Improving evidence, prior to Covid of improved attendance. Covid has impacted in this area and more support has been identified. All PP children in Year 6 had the opportunity to attend a residential visit with subsidised costs. It is believed that adventurous activities can have moderate impact on PP outcomes although this is hard to measure. Due to the Covid pandemic, the planned residential for Year 4 was cancelled in-line with Government

guidelines. PP children have actively been encouraged to participate although take-up improving from 37% to 58%. Free extra-curricular activities at lunch times and after school.

(E) Higher rates of progress across KS2 for vulnerable pupils eligible for PP in Maths, Reading and Writing

- Through robust monitoring, continue to provide additional Teaching support implemented as soon as a pupil is identified as not achieving their trajectory.
- Continue the Reading Club staffed by SLT and TA at lunchtimes for 30 minutes to accelerate reading progress. Unable to go ahead due to 'bubbles'.

Children in need of additional support were identified quickly with support put in place. No external data available due to children not taking National tests due to Covid. In-house data to March showed that PP children that had been identified as being behind their non-PP peers were making progress towards closing the gap.

(C) Lack of nutritious food and sleep

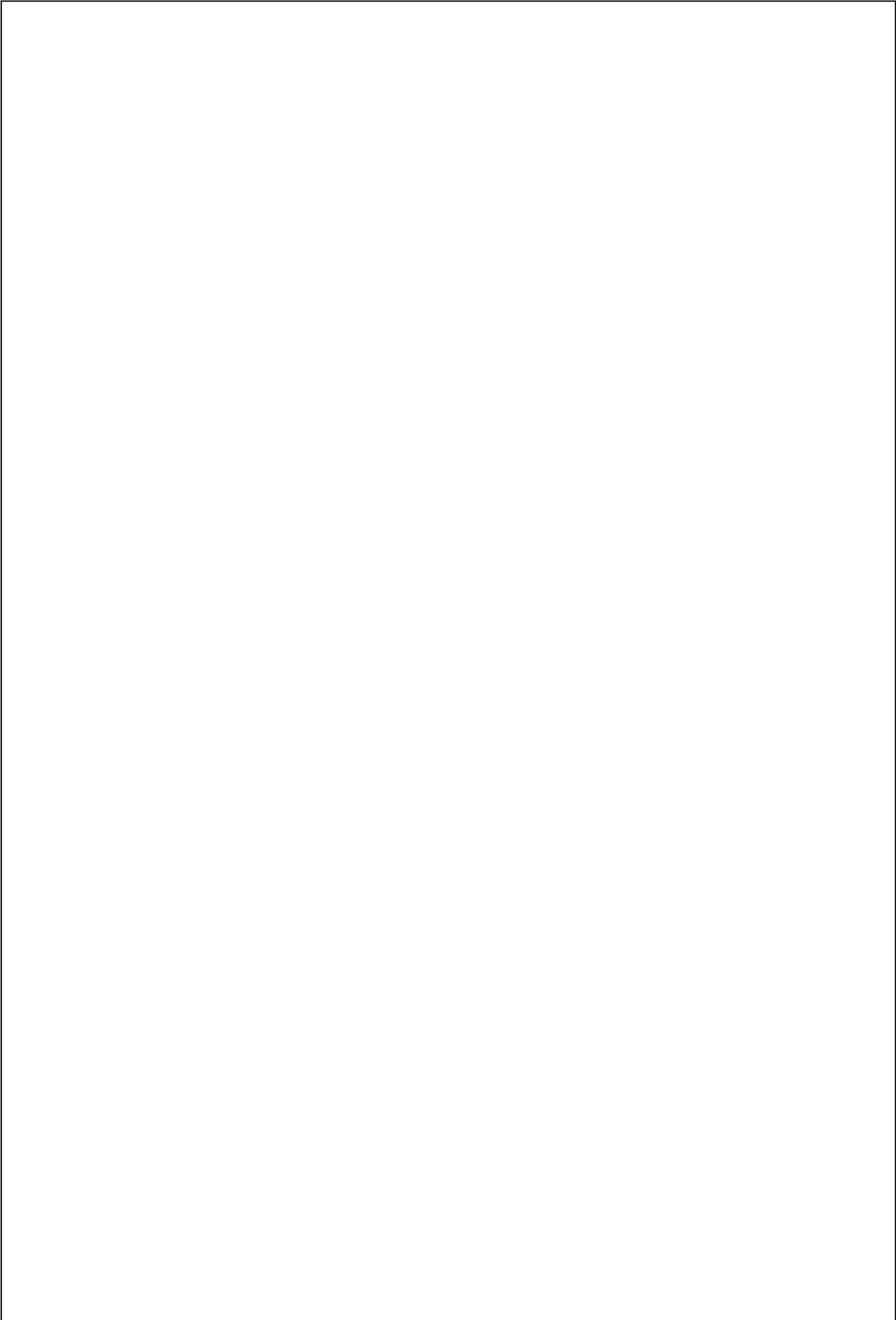
- Through NYCC County Caterers provide toast, fruit and juice (subsidised where appropriate) and milk at lunchtimes.
- Whole School Food Culture project
- Daily exercise – Mile a Day

Snack has been readily available until March for children to access to ensure that proper nutrition, which is critical for maximising brain function and learning is available. There is consistent uptake by PP children, particularly with KS1 (82%), EYFS children have their own fruit and drink arrangements. Monitoring shows children are able to concentrate better on their work, contributing to overall attainment and progress.

D) Parents / carers unsure of how to support children with schoolwork

- We will run again, phonics, reading, writing and maths afternoons (EYFS) to give parents / carers the skills and confidence to support their children.
- Staff continue support parents at termly parent consultation meetings on how best to support their children in meeting Age Related Expectations.

Parents attended available sessions prior to Covid, feedback was positive with parents commenting that they had developed skills and confidence to support their children at home. Staff continued to advise parents remotely about their children's strengths and what they need to focus on next in order to maximise their learning.



Externally provided programmes

| Programme | Provider |
|------------------------------------|-----------------|
| School Plan | TT Rockstars |
| Full Package | Phonics Tracker |
| Full Package | Phonics Play |
| Power of Reading | CLPE |
| Full Package | CPOM's |
| Primary PSHE/ Health and wellbeing | Jigsaw |

Further information (optional)

As a school we are currently able to provide a before school mindfulness class, one year group per morning (years 2-6)

Year 6 have a maths support group after school one day per week