# 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

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| Detail | Data |
| School name | Selside Endowed CE Primary School |
| Number of pupils in school  | 35 |
| Proportion (%) of pupil premium eligible pupils | 3.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published |  December 21 |
| Date on which it will be reviewed | July 22 |
| Statement authorised by | Jen Armitstead-Chair of Governors |
| Pupil premium lead | June Lowther |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £4035.00 |
| Recovery premium funding allocation this academic year | £1000.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **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 | £5035.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| School Vision**I lift my eyes to the hills’ Psalm 121**The amazing rhythm of the changing seasons and the beauty of nature allows our pupils to live healthy, balanced lives; developing physical and mental well-being, a sense of awe and wonder and an awareness of the spiritual aspects of life. All members of Selside School become part of our school family, becoming confident, responsible and caring pupils who develop a life-long love of learning **-‘living life in all its fullness’ John 10:10****Our Pupil Premium Strategy**At Selside Endowed Church of England Primary School our aim is to ensure that all children can actively engage with the life of our school and all the opportunities we have to offer. We do not want any of the challenges listed below to stand in the way of a child in our school having the best experience of primary school possible – we want all our children to experience ‘life in all its fullness’. Therefore, our strategy aims to provide the best support and opportunities to achieve this.The key principles of our strategy are; *Inclusion, Participation, Engagement, Belonging, Success for everyone.* |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Some of our disadvantaged children have experienced further delays in their learning as a result of school closure, including have speech and language difficulties. |
| 2 | Some of our disadvantaged children have existing mental health and wellbeing concerns and a number of these have been exacerbated by school closure and worries around being ill and also anxiety about the return to ‘normal’ schooling. |
| 3 | Some of our disadvantaged children have families who are not able to afford to pay in full for additional educational activities, trips and visits. |

## 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.

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| Intended outcome | Success criteria |
| *Outcomes and progress for disadvantaged children in line with their cohort group or other children with similar characteristics (SEND for example).* | * *Disadvantaged children achieve the same learning and curriculum successes as the main school cohort or their peers where other characteristics apply.*
* *Learning outcomes match or are similar*
 |
| *Engagement with learning and school life matches the attitudes of all other children in school.* | * *All children, regardless of ‘disadvantage’ feel like they are part of the Selside C of E team; they all aim ‘to be the best that they can be’ and experience ‘life in all its fullness’.*
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| *Disadvantaged children are able to participate in all planned school and curriculum activities without funding being an obstacle.* | * *All children will participate in wider experiences of school life*
* *Children are happy and engaged whilst at school and have the*
* *100% attendance on school trips.*
 |

**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: £3500.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Part funding to maintain 3 class structure and small class sizes.* | * Maintaining the current organisation of classes in school, despite low cohort numbers in a particular year group, maintain the consistency of teaching, learning and curriculum delivery across the school.
 | 1, 2, 3 |
| *Training – specific staff training and support for wellbeing, recovery and reestablishment of teaching and learning.* | * Evidence supports the view that teachers need to be equipped to respond to the needs and concerns children present in the classroom.
* Increasing numbers of children are presenting with additional learning and wellbeing needs in the classroom.
 | 1, 2, 3 |

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

Budgeted cost: £1335.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Parallel Intervention Group – small group teaching and intervention.* | * Small group to improve outcomes, progress, independence and mental well-being for disadvantaged children.
* Small group support to support progress towards Early Help, IPP and EHCP objectives.
 | 1,2 |

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

Budgeted cost: £200.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Funding to support disadvantaged children’s access to trips, visits, clubs, extra-curricular activities – ongoing.* | Our school understands that for children to experience success they need access to a range of high-quality learning experiences and to be active participants in the full curriculum rather than just support for additional academic learning support in class. | 3 |

**Total budgeted cost: £** 5035.00

# 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.

Understandably, it is very difficult to accurately evaluate and understand the impact of PPG provision and strategy in the academic year 2020/2021. Many aspects of school life have been compromised as a result of further school closure and the challenges faced as a result of the pandemic. Where possible, evaluative notes have been made against each identified objective planned for in the previous year’s Pupil Premium Grant Strategy.

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| **Teaching priorities for the previous academic year** |
| * Improve the rate of progress for disadvantaged in
* To improve self-esteem and resilience skills and support mental health wellbeing
* Ensure PP children have access to remote learning during pandemic.
* Sporting opportunities, educational visits and access to wider curriculum experiences.
 | * Children particularly those who were vulnerable were invited to attend the school in lock down periods.
* Invited children attended well and enjoyed small group support with higher ratios of adults available to work with them. Progress was good with these groups.
* Progress in all subjects was less than expected for the majority of pupils but all did make some progress in the academic year.
* As noted above, mental health remains a significant challenge for many children, not least those already facing disadvantage. We continue to plan and implement support for children in school.
* All disadvantaged children were supported to attend trips, activities, with equipment and residential visits.
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. **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*

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| Programme | Provider |
| None |  |
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