

# SELSIDE Endowed CE Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	Selside Endowed CE Primary School
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	0%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	Summer 2023
Statement authorised by	Jen Armitstead- Chair of Governors
Pupil premium lead	June Lowther

### Funding overview

Detail	Amount
Pupil premium/Pupil premium Plus funding allocation this academic year	£0.00
Recovery premium funding allocation this academic year	£4350.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£4350.00

# Part A: Pupil premium strategy plan

## Statement of intent

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.

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.

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.

Challenge number	Detail of challenge
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	Through observations and discussions, some of our disadvantaged children struggle to work independently. They find it difficult to plan and organise their own work and reflect on their own learning.

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.
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## 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
Outcomes and progress for disadvantaged children in line with their cohort group or other children with similar characteristics (SEND for example).	<ul style="list-style-type: none"> <li>Disadvantaged children achieve the same learning and curriculum successes as the main school cohort or their peers where other characteristics apply: YR 1 Children will meet the expected standard in the phonics screening; other year groups will meet ARE.</li> </ul>
Engagement with learning and school life matches the attitudes of all other children in school.	<ul style="list-style-type: none"> <li>All children, regardless of 'disadvantage' engage fully in lessons with a positive attitude. They all aim 'to be the best that they can be' and experience 'life in all its fullness'.</li> </ul>
Disadvantaged children are able to participate in all planned school and curriculum activities without funding being an obstacle.	<ul style="list-style-type: none"> <li>All children will participate in wider experiences of school life</li> <li>Children are happy and engaged whilst at school and have the</li> <li>100% attendance on school trips.</li> </ul>

## 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: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1

<i>Staff training on metacognition and updating of teaching and learning policy</i>	<p>✓ Evidence supports the view that teachers need to be equipped to respond to the needs and concerns children present in the classroom. Particular focus on EEF metacognition training from training school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning-eef">Metacognition and Self-regulated Learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2
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## Targeted academic support

Budgeted cost: £3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition to accelerate learning</i>	<p>Maintaining the current organisation of small classes in school, so teachers can lead interventions and target small groups in class.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-eef">Small group tuition   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1,2

## Wider strategies

Budgeted cost: £350.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding to support disadvantaged children's access to trips, visits, clubs, extra-curricular activities – ongoing.</i>	<p>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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/life-skills-and-enrichment-eef">Life skills and enrichment   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3

**Total budgeted cost: £4350.00**

## 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 **2021 to 2022** academic year.

Catch up strategies had an impact in school and are addressing gaps in learning. Results were above regional and national statistics for all areas in summer assessments.

Teaching priorities for the previous academic year	
<ul style="list-style-type: none"> <li>• Improve the rate of progress for disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>✓ KS2 children enjoyed small group support with higher ratios of adults available to work with them. Progress was good with these groups. Year 6 pupils with PP met ARE in reading, writing and maths.</li> <li>✓ EYFS/KS1 children benefited from working in small groups and have shown accelerated progress towards ARE.</li> </ul>
<ul style="list-style-type: none"> <li>• To improve self-esteem and resilience skills and support mental health wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attendance was good or outstanding for all disadvantaged children. Average 96%. All children benefitted from extra outdoor learning sessions -building on resilience, communication skills and developing talents.</li> </ul>
<ul style="list-style-type: none"> <li>• Sporting opportunities, educational visits and access to wider curriculum experiences.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All disadvantaged children were supported to attend trips, activities, with equipment and residential visits. All children received PE kit free of charge.</li> </ul>

### . 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*

Programme	Provider
None	