

# Pupil premium strategy statement

## Selattyn C.E Primary School

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
School name	Selattyn C.E. Primary
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	6.67%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Claire Morgan
Pupil premium lead	Claire Morgan
Governor / Trustee lead	Nikki Hill

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2,000
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	£12,760

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that no pupil is disadvantaged as a result of their socio-economic context. Selattyn C.E. Primary School believes that all pupils should have equal opportunities in education, to maximise and promote their learning. As a truly inclusive primary school, we believe that all pupils should experience a challenging, happy and enriched provision in order to achieve their true potential.

Our intent is always to;

- Provide quality first teaching and enriched learning opportunities to meet the needs of all pupils.
- Remove barriers to learning generated by poverty, circumstance or background.
- Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils.
- Accelerate progress.
- Make sure appropriate provision and support is made for disadvantaged pupils.
- Enable all pupils, including disadvantaged pupils, to develop resilience, a positive mental attitude and an understanding of their own emotional, mental and social well-being.
- Provide a range of opportunities and strategies to support pupils in developing their learning, their knowledge and understanding and their onward educational journey.

Our intention is that all pupils, irrespective of their background or the barriers/challenges they face, make good progress and achieve at least Age Related Expectations. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already above expected standard.

The recovery premium and pupil premium are used alongside each other to support all pupils that are identified as disadvantaged, as well as those impacted by COVID-19.

School is acutely aware of the impact that COVID-19 has had on all pupils including disadvantaged pupils.

## School Context

Selattyn C. E. Primary School is an extremely popular small school, with an overriding Christian Family Ethos.

It is a unique, rural school situated in the village of Selattyn with close ties to the village church and community.

At present there are 90 pupils on role, who come from a range of socio-economic backgrounds. Amongst our pupils, we have several who have chosen us for our nurturing learning environment, strong pastoral care, consistent outstanding behaviour, thoughtful promotion of spiritual, moral, social and cultural development, Christian values, respectful family ethos and sense of security that our small school provides.

We are fully committed to inclusion, with mixed aged classes and periodic vertical-based learning in our school families; allowing us a flexible, challenging and positive environment with a strong emphasis on physical and mental well-being, enabling all pupils to thrive and realise their potential in the fullest sense.

As an inclusive school we are aware that we may identify pupils who are disadvantaged but do not qualify for Free School Meals. Many of our pupils eligible for Free School Meals may be meeting expected level therefore focus is concentrated on extending attainment, improving resilience and strengthening attitudes and strategies.

## Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure that all pupils access effective quality first teaching.
- Use robust formal and informal on-going assessment, and assessment data, to identify individual pupils' barriers to learning.
- Provide targeted intervention and support to rapidly address identified gaps in pupils' learning.
- Provide staff for intervention support/sessions, these may be individual or small group work, within the classroom or as a discrete session outside of the classroom. They may be within school timetable hours or as before/after school sessions.
- Provide opportunities for pupils to participate in enrichment activities.
- Provide appropriate clothing and uniform for pupils.
- Provide timetabled Learning Mentor support for appropriate nurturing sessions, emotional well-being sessions and positive resilience strategy sessions.
- Provide appropriate CPD for staff.

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

Challenge number	Detail of challenge
1	Pupils entering EYFS with poor language/communication skills and poor listening skills.
2	Low self esteem, leading to poor self confidence and lack of motivation and low drive for learning.
3	Poor concentration and lack of focus leading to poor reading/phonics/spelling skills.
4	Poor concentration and lack of focus leading to poor mathematics skills.
5	Lack of appropriate clothing, finance to partake in extra curricular activities.

## 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
EYFS - Maximise the progress all children, including disadvantaged pupils, make in their learning and development, relative to their starting points. With particular focus on language and communication skills, and listening skills assessed as below expected on entry due to COVID-19	Using EYFS data, disadvantaged pupils and those impacted by COVID-19 make at least national expected progress by the end of the academic year.

Disadvantaged pupils access Learning Mentor sessions, Forest School sessions, music sessions, extra curricular sports sessions to enhance their self esteem and lack of drive for learning,	Pupils are enthusiastic about their learning, they can discuss and talk about their concerns and worries that are holding them back, they experience leadership and cascade teaching, they can think and use strategies to help them in their learning. Their end of term and end of year progress scores show a consistent improvement.
Pupils' reading and phonic skills improve.	End of term, and end of year Reading scores show age appropriate expected levels.
Pupils' mathematics skills improve.	End of term, and end of year mathematic scores show age appropriate expected levels.
Pupils have appropriate clothing to access extra curricular activities and forest school activities on a regular basis. Pupils have the opportunity to take part in finance extra curricular activities on a regular basis.	Identified PP pupils take part in Forest School activities and extra curricular activities without barriers the same as non PP pupils.

## 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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor, HLTA	Identified disadvantaged pupils present with low self esteem and lack self confidence. In-house data shows they do not make consistent progress and do not make progress against set targets. Their engagement with learning is patchy and the pupils need specific attention time to voice and work through their concerns and consistent nurturing to be able to function with more confidence, drive and resilience.	2
Year 1 & 2 TA	Identified disadvantaged pupils present with low self esteem and lack self confidence. Their attention span is limited and pupils are easily distracted from their learning. In-house data shows they do not make consistent progress and do not make progress against set targets. Their engagement with learning is intermittent	2

	and the pupils need activities that present opportunities for them to express themselves and grow in confidence. Forest school activities allow them to build a rapport with staff and peers in a challenging yet fun environment.	
Reception TA	On entry to reception two identified pupils are working at below age expected bands in Communication and Language. Primarily in Listening, Attention and Understanding, Speaking, plus Building Relationships and Self Regulation. One identified pupil benefits from targeted intervention 3 x a week to develop understanding and use of language as directed by Speech and Language Therapy Services.	1
New post SENCO 1 to 1 sessions	Identified LKS2 PP pupil on SEN register lacks role model for learning and focus/concentration for making progress across all core subjects in class. All core attainment scores well below expected level. 1 x session per week with newly appointed non-teaching SENCO to build rapport with staff, build confidence and learn strategies to help make progress I class.	2, 3, 4

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

Budgeted cost: £ 4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Teacher Sessions Mathematics provided by Positive Leap	EFF states that evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Through internal data and on-going assessment monitoring a number of disadvantaged pupils have been identified as benefitting from specialist tuition for mathematics.	2, 4
Specialist Teacher Sessions Mathematics provided by Positive Leap	EFF states that evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Through internal data and on-going assessment monitoring a number of disadvantaged pupils have been identified as benefitting from specialist tuition for phonics/reading/spelling.	2, 3

2:1 tuition for mathematics	Identified PP pupils are not making age related progress in mathematics. In-house data shows 50% PP failed to reach expected age related levels at end of 2021. 25% failed to meet set target level.	4
2:1 tuition for reading	Identified PP pupils are not making age related progress in reading. In-house data shows 50% PP failed to reach expected age related levels at end of 2021. 25% failed to meet set target level.	3

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

Budgeted cost: £1, 047

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Extra curricular sports activity	Close the gap between opportunities open to non PP pupils and PP pupils	5
Extra curricular music activity	Close the gap between opportunities open to non PP pupils and PP pupils	5
Appropriate clothing for extra curricular activities	Close the gap between opportunities open to non PP pupils and PP pupils	5

**Total budgeted cost: £ 12,797**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.  
If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Specialist Teaching	Positive Leap

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*