

Pupil premium strategy statement 2024-2025

Selattyn C.E Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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. of E. Primary
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	5.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn Term 2024-Summer 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Finance Committee Governors
Pupil premium lead	Ross Shepherd
Governor / Trustee lead	Nicola Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,360
Recovery premium funding allocation this academic year	£0
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	£10,360

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 creative, happy and enriched provision in order to achieve their true potential.

Our intent is always to;

- o Provide quality first teaching and enriched learning opportunities to meet the needs of all pupils.
- o Remove barriers to learning generated by poverty, circumstance or background.
- o Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils.
- o Enhance progress.
- o Make sure appropriate provision and support is made for disadvantaged pupils in all classes.
- o 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.
- o 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.

School Context

Selattyn C. of 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 77 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.

Our curriculum is based on the 2014 National Curriculum, which is further extended by our extra curricular activities; including sport sessions, cookery sessions, visits and visitors (where appropriate) and Forest School activities.

We are fully committed to inclusion, with some mixed aged classes; 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. Some of our pupils eligible for Free School Meals may be meeting expected level so work 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:

- o Ensure that all pupils access effective quality first teaching.
- o Use robust formal and informal on-going assessment, and assessment data, to identify individual pupils' barriers to learning.
- o Provide targeted intervention and support to rapidly address identified gaps in pupils' learning.
- o 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 after school sessions.
- o Provide opportunities for pupils to participate in enrichment activities.
- o Provide appropriate clothing and uniform for pupils.
- o Provide appropriate CPD for staff.

Challenges

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

Challenge number	Detail of challenge
1	Children have poor concentration and lack skills in working independently.
2	Low self-esteem, leading to poor self-confidence and lack of motivation which obstructs progress.
3	Lack of opportunities for children to take part in stay away outdoor education experiences or topic related trips/drama performances.
4	Poor concentration and lack of focus leading to poor mental maths skills/problem solving activities which leads to pupils being unable to develop skills in other areas of the mathematics curriculum and across the wider syllabus.

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
Maximise the progress of all children, including disadvantaged pupils, make in their learning and development, relative to their current point of progress. A focus will be placed specifically on language, reading, maths and developing skills enabling pupils to work more independently.	Using formative and summative data and analysis to ensure intervention is in place enabling FSM children to make age related progress by end of academic year. This will be tracked and monitored and analysed by assessment lead.
Disadvantaged pupils access intervention sessions, Forest School sessions, extracurricular sports sessions to enhance their self-esteem and lack of drive for learning.	To enable FSM children to take part in outdoor activities and stay away trips, giving them the opportunity to develop new skills in a different setting and experience working and learning in a different environment.

Further develop mental maths skills for all pupils including those who are disadvantaged. A focus will be placed on the early task and monitoring progress closely and planning next steps to ensure steady progress. Develop the ability to problem solve and transfer skills. A new maths lead in place and training provided to all staff from maths specialist.	FSM gain confidence in key maths skills and are able to use skills developed to work more independently and make progress according to their chronological age with a particular focus on problem solving. New resources including White Rose Maths bought into and training provided.
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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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA hours provided for providing intervention sessions on a regular basis.	HLTA able to work with identified children on specific needs including working closely on developing basic skills in maths and literacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2.
Year 2 and 3 TA	Identified 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 across the curriculum and do not make progress against set targets. Their engagement with learning is intermittent 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,4.
Year 4,5 and 6 TA	Identified pupils present with low self-esteem and poor concentration. Their attention span is limited and pupils are easily distracted from their learning. Their engagement with learning is intermittent and the pupils need activities that present opportunities for them to express themselves and grow in confidence. Some group/ individual support to be provided by TA to help	1,2,4.

	<p>identified pupils make further progress using a range of programmes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Teacher sessions provided by Positive Leap during the academic year.	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Through internal data and daily monitoring we have identified a number of children who would benefit specialist tuition for both literacy & maths</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120</p>	2, 3
Increasing the hours available for the SECNO, HLTA and other TA's to work with identified pupils.	<p>Small group regular intervention by a qualified specialist can help identified pupils make increased progress and put actions into place to help learning become easier in the classroom environment. Regular sessions being planned.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	1,2.

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

Budgeted cost: £ 1,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Stay away adventurous activities course for year 4,5 and 6 pupils	<p>Subsidising the cost of the trip to allow disadvantaged pupils take part. Enabling children to take part in outdoor activities and stay away trips, will give them the opportunity to develop new skills in a different setting and experience working and learning in a different environment with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2,3.
After School Clubs	To close the gap between opportunities open to non PP pupils and PP pupils allowing PP pupils to attend daily after school clubs charge free.	1,2,3.

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Watch a live performance of a drama production/ Trip to theatre.	To give children various experiences they wouldn't always be able to participate in. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3.

Total budgeted cost: £ [10,360]

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 2023 to 2024 academic year.

Pupils have had the opportunity to work closely with T.A. intervention on developing key skills and areas of the curriculum they need further support and consolidation with. Numerous pupils have been able to experience forest school sessions and work with the SENCO, HLTA or TA. This has developed their self-confidence.

The DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that progress and attainment of the school's disadvantaged pupils in 2022/23 met our expectations. Our analysis suggests that the reason for this is primarily the intervention and support put in class to support targeted individuals.

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)

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