

Pupil premium strategy statement – Sedbergh Primary School – September 2021

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	Sedbergh Primary School
Number of pupils in school	Autumn Term 2021 Rec-Y6: 134 Nursery: 15
Proportion (%) of pupil premium eligible pupils	Rec-Y6: 8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1st October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tracy Whetton
Pupil premium lead	
Governor	Elliot Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,725
Recovery premium funding allocation this academic year	£ 870
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	£ 19,595

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for disadvantaged pupils are:

- That disadvantaged children make similar progress to their peers (nationally) from similar starting points
- That they improve social skills and interaction with peer group.
- There is greater levels of independence when working in class.
- They have increased levels of participation in school events and activities (attendance at events/trips/clubs).

Our intent is to provide focused support and teaching for specific pupils to improve their ability to access whole group teaching in class situations (focus, study skills, learning behaviours etc.). This in turn will result in increased engagement and independence and improve self-esteem and attitude.

Challenges

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

Challenge number	Detail of challenge
1	Combination of barriers including additional SEN needs (2 pupils)
2	Emotional difficulties including poor self-esteem, lack of confidence and resilience when learning
3	Limited self-help skills, reliance on adult support to maintain engagement and purpose
4	Impact of Covid 19– lack of routine and engagement with academic learning
5	Some pupils come from homes that are unable to support a positive learning and reading culture. This impacts upon reading and writing skills and their access to the wider curriculum.
6	Some pupils do not have access to wider opportunities

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
Disadvantaged children making similar progress to their peers (nationally) from similar starting points	Learning outcomes in line with or better than national outcomes

Improved social skills and interaction with peer group.	Improvement to observed behaviours
Greater levels of independence when working in class.	Improvement to observed behaviours Reduced reliance on adult support to meet learning objectives
Increased levels of participation in school events and activities (attendance at events/trips/clubs).	Increased participation Positive parental feedback.

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of additional class based support on a scheduled basis.	DFE research: <i>Supporting the attainment of disadvantaged pupils 2015</i>	1,2,3,4,5

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused TA support for specific children, including the development of learning behaviours.	Support and teaching for specific pupils to improve ability to access whole group teaching in class situations (focus, study skills, learning behaviours etc.) Increased engagement and independent access to the curriculum supports learning	1,2,3,4,5
Increased teaching assistant hours to provide one to one support to meet individual learning needs	Observation and evaluation of progress of targeted interventions. Increased engagement and independent access to the curriculum supports learning	1,2,3,4,5

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

Budgeted cost: £ 3,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Specific counselling and support for vulnerable pupils.	Improved self-esteem, attitude and engagement	1,2,3,5,6
Funding of additional sports provision, clubs and attendance on trips and visits.	All children able to attend planned visits and residential activities. Children are seen to benefit emotionally and increase confidence through attendance.	1,2,3,5,6
Funding to support participation in music, dance and cultural activities and events	All children given the opportunity to learn a musical instrument. Broad range of evidence to suggest the benefits of children taking part in the arts improves cognitive abilities Cultural Learning Alliance: <i>The Case for Cultural Learning 2017</i>	1,2,3,5,6

Total budgeted cost: £ 19,595

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 2020/2021 and results will not be used to hold schools to account.

At Sedbergh Primary we provided Year 6 children with end of year assessments (Past SATs papers). The children undertook the assessments under 'exam' conditions and the papers were marked using the published schemes. The results indicated that the overall performance was in line with previous year's national averages across reading, writing and maths.

In terms of disadvantaged pupils, the outcomes were as follows:

Progress in reading and writing: 11/13 made expected progress 3 at greater depth.

Steady improvement in writing however some lost essential practicing of writing skills during the Spring closure. SPaG specific knowledge has suffered, therefore this will be targeted.

7/13 made expected progress 2 at greater depth.

Children accessed reading during lockdown more than any other subject. However, some disadvantaged children are less fluent in their reading and comprehension and vocabulary knowledge is lower overall. This will be targeted.

Progress in maths: 9/13 made expected progress, 1 at greater depth.

Children still have an appetite for maths and the spring lockdown has not affected their attitudes. However, recall of basic skills has suffered. Teachers will address this and mastery will also be embedded to ensure that we meet the aim.

All Yr 4 children undertook the Times tables Assessment

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?	Funding of additional sports provision, clubs and attendance on trips and visits.
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to attend planned visits and residential activities. Children benefit emotionally and increase confidence through attendance. Broad range of evidence to suggest the benefits of children taking part in the arts improves cognitive abilities.