



Pupil premium strategy statement – Sedbergh Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	135 + 15 Nursery
Proportion (%) of pupil premium eligible pupils	10 pupils, 6.67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Victoria Hudson
Pupil premium lead	Victoria Hudson
Governor / Trustee lead	Elliot Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,445
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21,445

Part A: Pupil premium strategy plan

Statement of intent

At Sedbergh Primary School we want '*learning for happiness, safety and success*' for all of our pupils, irrespective of their background. It is our ultimate aim that our pupils:

- Are happy and safe at school, receiving any relevant pastoral care as required
- Achieve highly academically, and in line with the rest of their cohort, making good progress from their starting points
- Experience a wide and rich variety of opportunities, broadening their horizons beyond Sedbergh

Our pupil premium strategy is designed to offer support and early intervention to our disadvantaged pupils in order to achieve these aims. This will occur through a strong focus on quality first teaching, and also by providing individual and small group intervention to close any attainment gaps.

As well as supporting our vulnerable pupils' academic progress, at Sedbergh Primary School, we understand the importance of supporting mental health and wellbeing. This will be achieved through pastoral care being at the heart of what we do.

Sedbergh is a rural community and we aim to enjoy regular outdoor learning opportunities. We also strive to broaden the horizons of our pupils and provide experiences of diversity, different cultures and city life. We aim to achieve this through a wide variety of visitors, trips and experiences, which our disadvantaged pupils may not experience from elsewhere.

The different elements of our strategy will complement each other in order to help all pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	'Communication and language' and 'literacy' are key areas of weakness on entry to the school in the early years
2	Writing and spelling are a weakness for disadvantaged pupils throughout the school
3	There is a gap between the attendance and punctuality of disadvantaged pupils and non-disadvantaged pupils
4	There is an increase in the number of disadvantaged pupils who need additional support for social and emotional needs
5	An increasing percentage of disadvantaged pupils also have SEND
6	Due to our remote location, access to a breadth of wider opportunities outside of school are limited.

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
Improve oral language skills and vocabulary for disadvantaged pupils	<p>Increase in percentage of pupils achieving the expected standard at the end of EYFS for communication and language and literacy</p> <p>Increase in percentage of pupils at the expected level in reading and writing in KS1 and KS2</p> <p>By the end of KS2, there should be no gap between the attainment of disadvantaged pupils and non-disadvantaged pupils</p>
Improve writing attainment for disadvantaged pupils	<p>Increase in percentage of pupils at the expected level in writing in each year group</p> <p>Increase in percentage of pupils achieving the expected standard in RWM combined in each year group</p>
Increase the attendance level of identified disadvantaged pupils	<p>Attendance of the PP group of children to be 90%+ by July 2024</p> <p>Close the gap between the attendance of PP group and the cohort</p>

Pupils' social and emotional needs to be supported, leading to improved wellbeing	Pupils to receive prompt and tailored support when required Pupil surveys to show high levels of wellbeing in school
Increase the tailored support for disadvantaged pupils who also have SEND	Pupils to receive prompt and tailored support when required – both academic and emotional and social Reduce the attainment gap between disadvantaged pupils with SEND and the cohort
Enable disadvantaged pupils to access and engage in a rich variety of extra-curricular opportunities	Significant increase in participation of enrichment activities among disadvantaged 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: £7400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access high quality training for teaching spelling and raising standards in writing Ed Shed subscription to support teaching and learning at school and home	Teaching and learning toolkit strand: Within class attainment groups (+2 months) Parental engagement (+4 months)	1, 2, 5
Teaching assistant interventions to support writing for disadvantaged pupils	Teaching and learning toolkit strand: Teaching assistant interventions (+4 months)	2
Teaching assistant time to support disadvantaged pupils who also have SEND	Teaching and learning toolkit strand: Within class attainment grouping (+2 months) Teaching assistant interventions (+4 months) One to one tuition (+5 months)	5

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

Budgeted cost: £6945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase TA provision in order to provide interventions to targeted groups of pupils – C+L, writing, spelling	Teaching and learning toolkit strand: Teaching assistant interventions (+4 months) Oral language interventions (+6 months)	1,2,5
Access training for Early Talk Boost, Drawing Club, Lets get Talking, Word Aware Implement strategies in early years and KS1	Teaching and learning toolkit strand: Teaching assistant interventions (+4 months) Oral language interventions (+6 months)	1

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

Budgeted cost: £7,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the ELSA programme with a second member of staff to increase pastoral capacity	Teaching and learning toolkit strand: Social and emotional learning (+4 months)	4,5
Increase current ELSA hours to 3 afternoons per week	Teaching and learning toolkit strand: Social and emotional learning (+4 months)	4,5
Run lunchtime wellbeing club for targeted pupils	Teaching and learning toolkit strand: Social and emotional learning (+4 months)	4,5,6
Subsidise music tuition, after school activities, educational trips and visits for disadvantaged pupils	Teaching and learning toolkit strand: Arts participation (+3 months) Physical activity (+1 month) Outdoor adventure learning	6

Total budgeted cost: £21,445

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved phonics and reading attainment for disadvantaged pupils:

- 87% pass rate in phonics screening test for Y1
- 77% ARE+ in KS1 reading SATs, 16% GDS
- 84% ARE+ in KS2 reading SATs, 32% GDS

Improved attainment in maths for disadvantaged pupils:

- 83% ARE+ in KS1 maths SATs, 6% GDS
- 84% ARE+ in KS2 maths SATs, 28% GDS

Increase the attendance level of identified disadvantaged pupils:

- 94.46% Cohort attendance
- 90.19 PP attendance
- Improvement in attendance level of all PP children across the year

Pupils' social and emotional needs to be supported, leading to improved wellbeing:

- Increased capacity for pastoral support – 50% of PP children received pastoral intervention across the year, as required (ELSA/ Time to Talk)

Enable disadvantaged pupils to access and engage in a rich variety of extra-curricular opportunities:

- Many opportunities provided across the year for all pupils – trips/ visits/ experiences
- 100% of PP children attended a club or interschool competition across the year

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Supersonic Phonic Friends	Anna Lucas
VIPERS Guided reading	Ed Shed