

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Nicholas CE Primary School
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	July 2022
Date on which it will be reviewed	July 2025 (interim reviews termly)
Statement authorised by	Sarah Taylor
Pupil premium lead	Sarah Taylor/Leonie Mandelson
Governor / Trustee lead	Chris Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9695
Recovery premium funding allocation this academic year	£2000
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	£11695

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and meet their academic potential as well as being mentally and physically healthy. The focus of our pupil premium strategy is to support pupils holistically and ensure equal access to all areas of the curriculum, thus enabling them to achieve.

Our ultimate objectives for all our vulnerable pupils are to:

- remove barriers to learning
- close the attainment gap
- ensure access to reading and literature in order to harness a love of reading
- develop confident communicators
- support pupils to understand their social and emotional wellbeing and to develop a positive relationship with their mental health
- ensure basic needs are met in order to have good physical health

Our context:

- 19% of pupils are eligible for pupil premium funding
- We are a small village school in North Yorkshire. The nearest town/city in Ripon but here are limited transport options.
- Our catchment is a mixture of private and council/social housing.

Achieving our objectives:

- To reduce class sizes. Class structure will be changed each morning to reduce class sizes, enable smaller group working using PPG funding wherever possible
- We provide targeted and carefully planned pastoral provision, using a tiered approach to meet need.
- We use a graduated identification process will be used to highlight and review needs.
- Pupil voice data is used to inform and review provision.
- We target funding to ensure all pupils have access to enrichment opportunities.
- We ensure there is varied representation on pupil-led councils.

Key principles:

- Ensure that the basic needs of every pupil are met in order to allow them to meet their potential and beyond
- Ensure all children are prepared for the next stages in their life (preparation for adulthood)
- For every child to feel safe

Challenges

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

Challenge number	Detail of challenge
1	SEMH and SLCN needs – from classroom observations, many of our vulnerable children present with these needs.
2	Some pupil premium children are not meeting ARE in reading, writing and maths.
3	Attendance and punctuality affects wellbeing and learning.
4	Lack of access to the knowledge and cultural capital needed to succeed in life impacts on wellbeing and learning.
5	Parental engagement and wellbeing impacts on pupil engagement and wellbeing.
6	Pupils arrive at school unprepared for the day impacts on wellbeing and learning.

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	Action – what do we need to do to be successful
<p>PP children will attain ARE in reading writing and maths.</p> <p>All PP children will make at least expected progress in reading, writing and maths.</p> <p>Outcome will be measured through internal tracking and assessment procedures.</p>	<ul style="list-style-type: none"> • Reduce class sizes for all children including pupil premium children. • We use a tiered approach to support <ul style="list-style-type: none"> ○ Tier 1 = weekly planned sessions related to current need ○ Tier 2 = walk and talk (check-in) ○ Tier 3 = lunchtime voluntary drop-ins • Use Boxall profile to carefully identify needs and plan, assess and review appropriate provision – at least twice every academic year. • Termly pupil progress meetings and SLT data meetings to ensure vulnerable pupils are on-track.
<p>All children to be actively engaged with their learning. Children will receive support with homework and any access to learning barriers will be removed.</p> <p>Outcome will be measured through pupil voice and staff feedback. Internal tracking will measure rates of progress in learning.</p>	
<p>Pupils will develop their emotional resilience and increase their self-esteem and will have</p>	

<p>tools/strategies to overcome emotional and social challenges. Outcomes will be measured using SEMH assessment tool.</p>	<ul style="list-style-type: none"> • Half termly pastoral team meetings to review provision and changing need. • Work closely with external agencies.
<p>Attendance will remain above 95% for all children. Children will be emotionally and physically ready to learn. Outcomes will be measured using the school attendance procedure.</p>	
<p>All children will be able to access all activities including extra-curricular clubs, educational visits (including residential) and wrap-around care. All pupils will have the appropriate uniform, resources and support to enable them to play a full and active role in school life and feel included, valued and equal regardless of family income and personal circumstances.</p>	

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: £14, 388

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD focused on use of the Boxall profile	Children will be identified accurately and appropriate support/provision implemented.	All
Pastoral role CPD (as required)	Up to date knowledge and understanding will ensure our pastoral officer is appropriately equipped and skilled to undertake their role effectively.	1, 3, 5, 6
Additional teacher x 5 mornings a week to reduce class sizes		2,4,1

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

Budgeted cost: £4932

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up reading programme	Reading attainment and progress has improved but this needs to continue for all pupils.	2
In-class learning support for identified children	Children are not attaining in RWM and making expected progress in writing and maths. Pupils are not actively engaging with their learning e.g. not submitting homework and behaviour for learning in the classroom	2
Targeted tutoring	70% of tutored pupils made expected or accelerated progress, in academic year 2021-2022. 60% are now at ARE.	2

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

Budgeted cost: £ 2340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pastoral interventions, individual or group – tier 1	Pupil feedback has shown positive impact of this provision. Teacher and parents report significant impacts on pupil well-being and mental health. SEMH assessment tool shows impact of support	All
Targeted walk and talks (check-ins) – tier 2		1, 4, 5, 6
Lunchtime drop-ins – tier 3		1, 4, 5, 6
Breakfast club	Breakfast club has had a positive impact on the well-being, mental health, attendance and academic outcomes for pupils who have accessed this offer. (See SEMH tool assessments and whole school tracking.) Teachers report pupils are more ready to start their day. Breakfast club provides opportunities for us to implement/monitor pastoral work.	All
Meet and greet	A calm and measured start to the day allows our pupils to feel safe and ready for learning. Pupils have benefited and attendance has improved	1, 2, 3, 5, 6
Offer of financial support for enrichment opportunities	Our school vision is; for children to live life in all its fullness and shine like stars.	1, 3, 4, 5, 6

Total budgeted cost: £ 21,120

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.

Please see previous pupil premium strategy for review of impact.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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