

Pupil premium strategy statement

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	Glaisdale Primary School
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2024
Statement authorised by	K Hird
Pupil premium lead	K Hird
Governor / Trustee lead	J Kevan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6035
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	£8035

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for all pupils, including those in receipt of the pupil premium, and are committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment. We hope that each child will develop a love of learning and acquire skills and abilities that enable them to fulfil their potential and be happy.

Challenges

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

Challenge number	Detail of challenge
1	<i>Some of our children require additional emotional support due to family circumstances, potentially exacerbated by the COVID-19 pandemic.</i>
2	<i>Gaps in academic learning as a result of limited engagement during lockdown.</i>
3	<i>Gaps in social skills as a result of limited engagement during lockdown.</i>

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
<i>Gaps in learning to be closed.</i>	All PP children (without SEND) to reach ARE by 2024 (or by end of KS2, whichever comes sooner) in reading, writing and maths.
<i>Children to be emotionally resilient and able to access appropriate support strategies as required.</i>	Boxall profiles show progress in relation to emotional resilience.
<i>Children have opportunities to widen their experiences, vocabulary and social skills.</i>	All PP children take part fully in educational visits and attend extra-curricular activities.

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: £2500 (release costs plus associated resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture UK training for all staff.</i>	Nurture UK – research based	1, 3

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

Budgeted cost: £ 4035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support staff to enhance SEMH and academic provision</i>	Supported by Early Help professionals and SEND team	1, 2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Residential trips are subsidised for pupils with PP</i>	EEF	3
<i>Music lessons are subsidised for pupils with PP</i>	EEF	3
<i>Breakfast club is subsidised</i>	EEF	1

Total budgeted cost: £ 8035

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.

All PP pupils had access to 1:1 iPads to support remote learning in order to reduce barriers to engagement.

Staff training in Balance enabled teachers to have a clear understanding of gaps in learning and develop raising attainment plans according to individual pupil need.

PP pupils were invited into the school-based key worker provision and offered additional pastoral and academic support as appropriate, including group and 1:1 interventions and taught lessons (either school-based or remotely). For pupils with PP, this had a positive impact on engagement, progress and attainment (good or outstanding effort for almost all pupils and secure or nearly secure attainment by the end of 2020/21 for pupils without SEND). Access to school-based provision was beneficial in relation to social skills for targeted individuals with PP.

Pupils with PP had a successful transition to secondary school, following targeted support, interventions, social stories and other transition activities.

There are still some gaps in learning, but these would have been bigger had it not been for the additional interventions put into place.