

St Hilda's, Ampleforth CE VC Primary School

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	St Hilda's, Ampleforth CE VC Primary
Number of pupils in school	28
Proportion (%) of pupil premium eligible pupils	3.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	11 November 2021
Date on which it will be reviewed	30 September 2022
Statement authorised by	James Pynn
Pupil premium lead	James Pynn
Governor / Trustee lead	Jane Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,905
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	£3,905

Part A: Pupil premium strategy plan

Statement of intent

We believe that education must equip people of all ages with the skills to maximise their engagement with the world around them and education must develop academic, spiritual, emotional and personal growth.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Regardless of whether they are in receipt of Pupil Premium or not.

We will consider the challenges faced by vulnerable pupils. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Many children are isolated due to our rural setting and have limited life experiences to draw upon to support them in their learning.
2	Many children have limited access to resources such as books and libraries near home.
3	Many pupils have limited access to extra curricular activities that build hobbies and interests.
4	Many pupils have families on limited incomes. Finances for visits, including residential trips, are limited.
5	Maintaining good progress for disadvantaged pupils taking into account their individual circumstances.

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
Pupils are provided with a range of visits and experiences to help support them in making links in their learning.	All pupils in school are offered a wide range of resources and visits to support their knowledge and widen their experiences.
All pupils in school will be able to take part all visits, including residential trips through emotional and financial support.	All pupils in school are offered the chance to take part in all visits with financial support where required.
Disadvantaged pupils make demonstrably good progress from their individual starting points.	End of Key Stage results demonstrate at least good progress.

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

Budgeted cost: £685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small classes with less range of ability to support pupils with focussed whole class quality first teaching.	EEF findings	5

Targeted academic support

Budgeted cost: £3,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support in class	EEF	5

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

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial provision to ensure all pupils are able to access visits.	-	1,2, 3 & 4

Total budgeted cost: £3,935

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 pupil premium funded learners were offered full time schooling throughout the lockdowns to ensure progress was made and routines were consistent. Pupil progress in reading and maths was monitored through scaled scores. As pupil premium numbers are relatively low, data is collated on a case by case basis.

Inclusion in school routines provided continuity for support in learning, maintained learning routines, provided regular opportunities to access resources

Laptops were provided to pupils through the Government Covid-19 support scheme.

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
none	