

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2020 - 2021 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	Chollerton First School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Reception – Y4
Date this statement was published	September 2020
Date on which it will be reviewed	September 2021
Statement authorised by	H. Davey
Pupil premium lead	H. Davey
Governor / Trustee lead	J. Ellison

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,345.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,345.00

## 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.

This funding was used towards the employment of 2 classroom assistants as follows:

- 10 hours per week to support children with literacy and mathematical activities, enabling them to develop concepts in these 2 areas.
- Support is also provided to a child to work on speech / sound pronunciation and also model social skills. This support will enable the child to socially interact appropriately and improve personal development.
- 5 hours per week to support another child with mathematical activities, to enable them to establish solid foundations with place value and number operations.

This was particularly relevant to our children who required the support throughout the Covid pandemic. The children were able to be supported.

The effect the pandemic had did mean we were unable to expand the resources and experiences beyond the school, which under other circumstances we would have liked to have done.