



Sidlesham Primary School Pupil Premium Strategy Statement 2019/2020

Summary information

School	Sidlesham Primary School				
Academic Year	2019 - 2020	Total PP budget	£23080	Date of most recent PP Review	June 2020
Total number of pupils	135	Number of pupils eligible for PP	16	Date for next internal review of this strategy	2020

In identifying our barriers to learning (see targets) we have used what we know of our children alongside available resources to support and inform our choices. These include the Sutton Trust, Ofsted's Good Practice series and the Education Endowment Foundation. We have utilised a tiered approach, as recommended by EEF Research:

A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.



Barriers to Learning

Lower level of oral language skills which impact on progress in all areas of the curriculum

Lower levels of social and emotional development which impacts on pupils' ability to manage emotions and self-regulation

Lack of confidence and weaker writing skills due to more limited language and real-life experiences

Attendance rates for pupils eligible for PPG 2017-2018 was 94.1%. This reduces their school hours and causes them to fall behind academically & socially

Lower parental involvement at parents evenings; supporting reading and homework completion is reduced for pupils eligible for PPG

Access to extra-curricular activities – education experiences such as trips, music lessons and participate in physical activities is crucial to development.

Desired Outcome	Success Criteria
Improve oral language skills for pupils eligible for PP in EYFS and beyond. PPG pupils supported through ELSA and work with our school dog Marley to make good progress in managing emotions and self-regulation	Pupils eligible for PPG funding make rapid progress ELSA interventions to report improvements, children to report greater levels of self-esteem and recognised within the classroom
To improve confidence and skills in writing	Pupils eligible for PP rapidly develop improved writing skills measured through internal data analysis against prior attainment
Reduced attainment gap between PPG and Non PPG so it is in line with national gaps Increase the number of PPG children reaching GDS in all year groups All PPG pupils achieve End of Year Targets	Attainment gap is in line with National Monitoring impact on PPG outcomes Continued use of tracking matrices to support identification and inform intervention. End of year targets for PPG pupils working towards/at GDS meet targets.
The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%
Increased attendance of PPG parents at parent's evenings. Children regularly completing homework.	100% of PPG parents attend parents evening or staff follow up with a phone consultation Homework is being completed on a regular basis
Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and teamwork are developed through participation in group activities and over-night stays on residential.	Pupils access to learning beyond the classroom has a positive impact on their achievement and well being

	Desired Outcome	Action	Estimated Cost	Intended Impact	Review and Lessons Learned
Oral Language Skills					
1	Improve oral language skills for pupils eligible for PP in EYFS and beyond.	<ul style="list-style-type: none"> Year R screen on entry in September. All pupils identified with a delay supported with language intervention Parent / Carers meeting held to explain any provision. PPG pupils with receptive language delay continue to be supported in language groups Increase opportunities for speaking, listening and oral rehearsal in order to help children improve their writing particularly for less able children. Ensure language rich learning environments and activities for pupils to practice discretely taught skills are available. 	£900	Oral language skills for PP-eligible children will be in line with their peers	<p>1 PP-eligible child signed off from SALT in the Autumn term</p> <p>Monitoring of 2 other children (due to be discussed with SALT in Summer term) as initial assessment advised as age appropriate.</p> <p>Lessons Learned: Early identification of EYFS children in the Spring term using speech sounds assessment, communication friendly classrooms and termly discussions with SALT.</p>
ELSA Support					
2	PPG pupil supported through ELSA and work with our school dog Marley to make good progress in managing emotions and self-regulation	<ul style="list-style-type: none"> Children supported through ELSA sessions <ul style="list-style-type: none"> TA trained as ELSA School Dog works with vulnerable children to improve self esteem Ensure simple approach to behaviour and expectations for all children to understand Develop a nurture space (The Den) for children to use Develop resource for self-esteem and self-regulation 	£2000	PP-eligible children will attend weekly 1:1/small group ELSA sessions focusing on area of need with trained ELSA	<p>ELSA fully trained and given ELSA 1:1 and planning time</p> <p>Social skills, friendship groups, emotions, self-regulation and self-esteem</p> <p>Lessons Learned: We need to ensure that the ELSA role is valued and uninterrupted time each week, Children should not miss their sessions unless in exceptional circumstances. Consider dedicating further ELSA time in the next school year particularly in the Autumn term to support children following COVID-19.</p>
Writing					
	To improve confidence and skills in writing	<ul style="list-style-type: none"> Topics are carefully chosen to allow for exciting and contextual writing opportunities High Quality texts used as basis for writing 	£700	Progress measures will show that pupil premium groups make progress at	PPG Results (ARE or above) Writing

		<ul style="list-style-type: none"> • Planning considers the whole writing learning journey • Increased opportunities for oral rehearsal in preparation for writing • Increased opportunities for self-editing • Small group interventions planned by class teacher 		<p>least in line with their peers.</p> <p>Progress measures will show that writing throughout the school will improve.</p>	<p>Non PPG Results (ARE or above) Writing</p> <p>N/A</p>
Academic Attainment					
	<p>Reduced attainment gap between PPG and Non PPG so it is in line with national gaps</p> <p>Increase the number of PPG children reaching GDS in all year groups</p> <p>All PPG pupils achieve End of Year Targets</p>	<ul style="list-style-type: none"> • Daily differentiated phonics sessions in KS1 <ul style="list-style-type: none"> • Break-away group working to ensure teaching is tailored to need. • Small group interventions planned by the class teachers and INCO <ul style="list-style-type: none"> • Intervention specialist <ul style="list-style-type: none"> • TA Training • SATs booster sessions for Year 6 • Development of Nurture Space and use of Provision Map to track attainment/behaviour. • Ongoing CPD of staff on how to reduce the gap <ul style="list-style-type: none"> • Access to specialist support services where necessary 	£15000	<p>Progress measures will show that pupil premium groups make progress at least in line with their peers.</p> <p>Pupils show increased ability to access main curriculum through pre-preparation and booster sessions.</p> <p>Nurture room provides a space for children to access for support.</p>	<p>PPG Results (ARE or above) Reading Writing Maths</p> <p>Non PPG Results (ARE or above) Reading Writing Maths</p> <p>Lessons Learned: First quality teaching, ensuring fully differentiated lessons to suit developing needs ensuring all children can access the curriculum. Year 4 SEN cohort need to be a focus in the next academic year.</p>
School Attendance					
	<p>The attendance of PP children improves</p>	<ul style="list-style-type: none"> • Use of support agencies to provide additional support to improve attendance of vulnerable families • Use of legal panel and processes for penalty notices applied consistently and fairly. 	£500	<p>Attendance for PP-eligible pupils will be at least in line with that for all pupils nationally (96%)</p>	<p>Autumn Term Attendance</p> <p>INCO completed EBSA training and has identified children at risk of and is working with both the child and their family to improve attendance.</p> <p>Owing to COVID-19, attendance is no longer tracked for the remainder of the school year.</p>

					Lessons Learned: Attendance to be monitored by INCO next academic year. Early identification of EBSA essential. INCO to work with identified families in Autumn Term 2020.
Parent Evening Attendance					
	Increased attendance of PP parents at parents evenings	<ul style="list-style-type: none"> • Parents / Carers who do not sign up invited to do so • Where parents / carers not able to attend, separate appointment offered or phone consultation. • Resources offered to parents 	£280	All PP-eligible families to attend parents evening.	<p>Owing to COVID-19, parents evening took place in the Autumn term only. All PP parents were given an additional face to face/telephone meeting if they were unable to attend.</p> <p>Lessons Learned: INCO to continue to monitor next academic year.</p>
Rich Curriculum					
	<p>Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and teamwork are developed through participation in group activities and overnight stays on residential</p>	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding HT to liaise with parents regarding specific requests for funding eg residential • Keep a register of PPG pupils attending clubs/enrichment opportunities. • Where selection for clubs is necessary ensure representation of PPG pupils. 	£3700	<p>Learning is supported by trips that are carefully planned to enhance the school's curriculum.</p> <p>Social skills, independence, perseverance and teamwork are developed through participation in group activities and overnight stays on residential visits.</p>	<p>100% of PPG pupils took part in either a school trip, extra-curricular club or a wider curriculum activity.</p> <p>Lessons Learned: This is key to moving forward and should be incorporated into the future plans.</p>