

Sidlesham Primary School

Pupil Premium Strategy

January 2022

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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	Sidlesham Primary School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	January 2022
Date on which it will be reviewed	January 2024
Statement authorised by	Emma Ritchie - Headteacher
Pupil premium lead	Lorraine Osmend - SENCo
Governor lead	James Brett - Disadvantaged Lead Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,280
Recovery premium funding allocation this academic year	£762
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,289
Total budget for this academic year	£47,331

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Sidlesham Primary School we believe in nurturing *all* our pupils in their journey to achieve their full and unique potential. Our Pupil Premium strategy sits at the heart of our whole school ethos and is aligned to the two-year strategic plan and underpinned by our subsequent improvement plans to provide a systematic and strategic approach to promote equity for all. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn which we believe will have a lasting impact on our most vulnerable children and families. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school and so we aim to provide the flexibility to adapt to our families needs. Our curriculum and objectives place the child at the centre of everything we do, and we act in their best interests, always.

Our objectives within this strategy are:

- To reduce the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils to make progress in line with or exceeding the nationally expected progress rates for disadvantaged pupils.
- To support pupils' mental health and wellbeing to better ensure that academic progress can be made.

From 2022, in light of guidance from The Education Endowment Foundation, we are taking a longer-term view of our Pupil Premium Strategy. This is a working document and will be revised and amended as necessary.

The overarching objectives for the 3 year plan are as follows:

- **Improve emotional resilience and self-regulation**
- **Increase oral language and reading development**
- **Improve the attendance and punctuality of PP pupils**

Guiding principles of the strategy:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to all vulnerable groups; this includes the needs of socially disadvantaged children.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated based on need. Not all children receiving FSM will be in receipt of pupil premium interventions at one time, decisions will be taken in the best interests of the child.

Challenges

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

Priority Number	Detail of Challenge
1	<p>Lower levels of social and emotional development impacts on pupils' ability to manage emotions and self-regulation. This makes it more challenging for some children to engage in day to day learning activities, especially during periods of significant events and transitions.</p> <p>Frequent instances of low-level behaviour evident with a core group of pupils as well as some evidence of instances of challenging behaviour which impacts on the classroom ethos as well as the progress and achievement of learners.</p>
2	<p>Limited vocabulary and language skills affect reading and writing progress and attainment over time. This is evident within our attainment results and impacts not only on other aspects of Literacy such as writing but also in the core skills required in other subjects such as topic.</p>
3	<p>Attendance data for PP pupils this academic year is 88% of which 9% was authorised absence and 3% unauthorised absence.</p> <p>The current cohort of pupil premium pupils includes 1 traveller, 8 SEN support, 2 SEN monitoring, 7 CLA/Ex CLA and 2 cause for concern. Reduced school hours cause PP pupils to fall behind academically & socially.</p>

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>All children have secure relationships at school with trusted adults. A climate of mutual respect and trust is evident and all children feel happy and safe at school.</p> <p>Classroom environments are nurturing and welcoming with consistent standards of behaviour and expectations across the school.</p> <p>All children identify as being 'ready to learn' feeling emotionally secure and have strategies to support them with aspects of school life where appropriate.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved reading attainment among disadvantaged pupils.	<p>Improved reading attainment among disadvantaged pupils:</p> <p>Across KS1 and KS2, reading outcomes in 2024/25 for PP children have increased by 10% each year from our current predictions.</p> <p>Phonics Screening results remain consistently above the national average each year.</p> <p>Early Language Development results remain consistently above the national average each year.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced year on year. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
<p>To achieve and sustain improved punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained punctuality from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The percentage of all pupils who are persistently late being 0% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
<p>Improved attainment and progress for all.</p>	<p>Evidence from a range of data including, teacher assessments and external assessments will show a narrowed gap between what disadvantaged and non-disadvantaged children achieve in our school.</p> <p>This will continue to be evident as the gap decreases over time.</p>

Activity in the 2021/22 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support time directed to support PP in a strategic way	The role of TAs is considered extremely valuable at Sidlesham. We aim to provide appropriate support and training to our TAs so that they can deliver effective programmes of support and challenge to learners in class. Research shared by Webster & De Boer (2019) found that general classroom support suggests that pupils, particularly those with SEN and/or low prior attainment, perform worse in classes with a TA present (Blatchford, Russell, and Webster 2012). However, results from trials where TAs are trained to deliver structured curriculum intervention programmes to individual pupils or small groups, positive benefits were evident (Slavin 2018).	All

<p>Progress and Impact meetings:</p> <p>Half termly progress meetings for staff team/s to meet with SLT to discuss the progress children are making - including:</p> <p>Barriers to learning HQFT strategies Scaffolding opportunities Personalisation of learning focus</p> <p>These meetings will provide opportunities to plan interventions with baselines and measures for impact. This will also ensure timetabling is appropriate for consistency. The quality of intervention and support work will also be monitored by SLT as part of the schools' quality assurance.</p>	<p>This is a regular opportunity to reflect and review children's progress together as a team which is vital to support staff to become reflective practitioners - identifying what is working well and what areas need to be personalised to ensure all children making progress from their personal starting points. Although not supported with research evidence, staff report feeling supported and the development of a sense of us all working together towards a common goal. The time to stop and reflect is critical to ensuring that learning is being personalised highly effectively and time utilised strategically to meet the needs of all learners.</p> <p>Ensuring there is equity and fairness to support and challenge is crucial to achieving our objectives. Ensuring that these meetings take place provides SLT with the confidence that children have access to the support and challenge they need to succeed in their learning. Monitoring and evaluating these interventions also ensures that we are able to track our approaches and adapt these based on the progress and impact to ensure children get the right help at the right time, helping them to achieve their potential.</p>	<p>All</p>
<p>Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2</p>

Yearly subscription to My Happy Mind	<p>The approach is backed by the NHS to support the mental health and well-being of children and staff at school.</p> <p>After 1 year, schools that embed the approach have shown on average to evidence the following:</p> <ul style="list-style-type: none"> - 67% Decrease in children requiring SENCo support - 60% Decrease in external exclusions - 43% Decrease in CAMHS referrals 	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £350

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 Emotional Based School Avoidance Programme	<p>Emotional Based School Avoidance (EBSA) supports children who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school. The impact of EBSA on young people and schools is far reaching. This intensive approach is centred on work directly with individual children and families.</p>	1, 3
Small Group NELI speech and language programme.	<p>An evidence-based oral language intervention for children in reception and Year 1 who show weakness in their oral language skills and are therefore at risk of experiencing difficulty with reading.</p> <p>After 30 weeks, the children who had received the intervention had improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place.</p>	2

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health and Well-being long term strategy created by a team across the school involving staff at all levels, pupils and governors.</p>	<p>Having a whole-school approach to mental health has been promoted by both the DFE and NHS England to help ensure that approaches are embedded with traction and consistency for children, staff and families.</p> <p>Creating a long term plan is essential to ensure a strategic approach to tackling mental health and supporting the well-being of everyone within the school community.</p>	<p>All</p>

Total budgeted cost: £40,300 of £47,331

The remaining funds will be allocated following a review of current interventions that are already in place, taking account of the impact on childrens' well-being and achievement.

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

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)

Currently, we are embarking upon a 2 Year Strategic Plan, underpinned by improvement plans which detail the steps to success at each part of the journey. This pupil premium strategy will develop alongside the improvements we make to our school and therefore we aim to keep this plan as a working, live document to allow us to flexibly respond to the needs of our children and families.