

Pupil premium strategy statement for Sellindge Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Sellindge Primary School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Miss Jo Wren (Headteacher)
Pupil premium lead	Miss Diane Clark (AHT/SENCo)
Governor Monitoring Group	Mrs Alison Body Mr Ollie Bruce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18 605
Recovery premium funding allocation this academic year	£1 333
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	£19 938

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and provide them with a solid foundation for future learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential, whatever their ability.

We will consider the challenges faced by vulnerable pupils, including the disadvantages that the pandemic and subsequent lockdowns has presented. The key areas 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been affected.

The approaches we have adopted have been chosen based their effectiveness in the past about thorough research (Education Endowment Fund). The strategies adopted form a whole school approach to the improvement of teaching and learning and consequently, outcomes for all and are monitored to ensure success.

Challenges

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

Challenge number	Detail of challenge
1.	53% of FSM have joined the school within the last 2 years and 67% of these pupils are below the age-expected standard in one or more areas.
2	Attendance in school of FSM group is an issue especially regarding those with authorised T absence. 32% of the FSM group has attendance so far this year below 85%. Owing to lack of attendance, assessments of pupil attainment against age-related expectations at the end of last year was not possible.
3	44% of the group FSM not SEN (Y2-Y6) are working below the age-expected level in reading.

4	66% of the group FSM not SEN (Y2-Y6) are working below the age-expected level in writing.
5	56% of the group FSM not SEN (Y2-Y6) are working below the age-expected level in maths.
6	Lack of parental engagement with home learning
7	Some pupils in the group need support to help develop their emotional regulation and well-being.

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
FSM pupils who are new to the school receive support to ensure at least good progress is made.	Make rapid assessments of new pupils and put specific intervention in place where needed.
Attendance for FSM group is at least 95%	There are less persistent absentees amongst the FSM group and the group, as a whole, has attendance above 95%.
Pupils are able to read and understand age appropriate texts and respond accurately to questions.	Pupils read age appropriate texts with their increasing phonic knowledge and fluency. They are able to engage in the texts that they are reading in all areas of the curriculum and over the next three years, will ensure that pupils make accelerated progress to narrow any gaps.
Basic skills and knowledge in spelling will improve and accuracy will be evident in written tasks.	Monitoring and assessment shows children's spelling is improving, and rapid progress is being made, due to the strategies and schemes being embedded.
Pupils are able to access the age-appropriate maths curriculum.	Assessment shows that pupils are able to use the fluency skills in place value and calculations from the curriculum (where there were gaps) to build upon and access age-appropriate learning.
Pupils are supporting in their home learning so that they are not disadvantaged.	Parents support their children's learning through engaging with home-learning. School supports pupils that are being disadvantaged through lack of home-learning.
Pupils are supported with their emotional regulation and well-being.	Pupils feel confident about coming to school and are able to access learning. They employ strategies that they have learnt. Nurture intervention is used to further support pupils with additional needs.

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: £16 738

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring, coaching and training of new staff to effectivity deliver the school's curriculum.</i>	SLT -Leadership training on effective mentoring and coaching e.g. NPQH, SENCo accreditation and NQT mentoring	1,2,3,4,5
<i>Higher adult to pupil ratio with smaller classes in KS1 and KS2</i>	Engage in more focussed <u>small group tuition</u> and higher quality and <u>timely feedback</u> to move pupils' learning on.	1 2 3 5
<i>Spelling lesson format is embedded across the school, including intervention, following the lesson format for the teaching of phonics.</i>	Phonics approaches have a strong evidence base in KS1 that indicates a positive impact on the accuracy of spelling phonetically plausible words. The continuation of the school's Systematic Synthetic Phonics scheme and associated spelling scheme to run throughout the school, following the same format and approaches.	4
<i>Use of a validated Systematic Synthetic Phonics programme, including KS2 intervention, to secure stronger phonics teaching for all pupils.</i>	<u>Phonics</u> approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.	2
<i>Maths intervention to ensure key concepts/foundations are understood by pupils so that they are ready to progress.</i>	DfE <u>Mathematics guidance: key stages 1 and 2</u> <u>NCTEM Exemplification</u> This identifies the most important conceptual knowledge and understanding that pupils need as they progress from year to year. They provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum.	5

Targeted academic support

Budgeted cost: £1 600 (plus Tutoring Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for pupils with low parental support</i> <i>Use of digital learning programs and platforms to engage learning at home.</i> <i>Review of the Home Learning Policy to create uniformity and progression across the school and ease of access to home learning for all pupils.</i> <i>Reporting to parents of how their child is progressing and what they can do to support this.</i>	Use <u>Parental Engagement</u> strategies to involve parents and show them how to support their children e.g. Reading Workshop, Seesaw Learning Platform, specific parental support, access to external support where needed. <u>Homework</u> has a positive impact in primary school, and pupils eligible for free school meals typically receive additional benefits from homework. Studies involving digital technology typically have greater impact.	All
<i>Engage with the National Tutoring Programme (and from tutoring budget)</i>	On average, <u>one to one tuition</u> is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	4

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

Budgeted cost: £1 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Incentives and support to increase attendance</i>	Agreed whole school approach to the management of <u>attendance</u> including incentives, strict protocols, recording actions from monitoring and accessing wider support.	2
<i>Continue to provide the school's mental health and wellbeing offer.</i>	<u>Wellbeing offer</u> based on effective strategies already in place across the school. https://sellindgeprimary.secure-primariesite.net/mental-health-and-well-being/	4
<i>Contingency fund for access to curriculum enhancements.</i>	From past experience we have identified that there is sometimes a need to set aside a small amount of funding to be able to respond to needs that have not yet been identified such as payment for school trips, access to wraparound care or paying for additional resources.	All

Total budgeted cost: £ 19 938

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 2022 to 2023 academic year.

Intended outcome	Impact
FSM pupils who are new to the school receive support to ensure at least good progress is made.	77.8% (14 out of 18) of the mobile pupils attained a grade of working at expected (or higher) in reading, writing and maths. 50% (2/4) of the FSM pupils in this group attained expected (or higher) in reading, writing and maths. (EAL pupils new to the country are not included in this data)
Attendance for FSM group is at least 95%	Attendance in Terms 1-5 for the Ever 6 has increased by 7.1% when compared to the same time last year (85.5%). As a group, the attendance is now above 90% but has not reached 95% (92.6%).
Pupils are able to read and understand age appropriate texts and respond accurately to questions.	85.7% of the FSM group made at least expected progress in reading last year (compared to 70% in 2021-22) 37.5% of the FSM group made above expected progress in reading last year. (EAL pupils new to the country are not included in this data)
Basic skills and knowledge in spelling will improve and accuracy will be evident in written tasks.	100% of the FSM group made at least expected progress in writing last year (compared to 60% in 2021-22) 43.8% of the FSM group made above expected progress in writing last year. (EAL pupils new to the country are not included in this data)
Pupils are able to access the age-appropriate maths curriculum.	85.7% of the FSM group made at least expected progress in maths last year (compared to 80% in 2021-22) 31.3% of the FSM group made above expected progress in maths last year. (EAL pupils new to the country are not included in this data)
Pupils are supporting in their home learning so that they are not disadvantaged.	Teachers noted that there was increased participation in home learning with the introduction of the new home learning grids. 83% of parents who responded to the survey stated that they preferred this method of home learning.
Pupils are supported with their emotional regulation and well-being.	The school continued to support pupil's emotional wellbeing. 8 FSM pupils accessed the school's wellbeing offer at level 2 or above.(i.e. above the wellbeing provision offered to all pupils)