

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	186
Proportion (%) of pupils in receipt of FSM	22% (41 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Miss Jo Wren (Headteacher)
Pupil premium lead	Miss Jo Wren (Headteacher)
Governor Monitoring Group	Mr Ollie Bruce Mr Dan Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47 700*
Recovery premium funding allocation this academic year	£1 654
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	£49 354

**currently school is receiving premium funding for only 29 FSM pupils owing to mobile pupils or recent changes in eligibility*

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.	20% of FSM have joined the school within the last 12 months and 46% of FSM have joined the school during their current Key Stage.
2	Average attendance for the FSM group was 92.3% in 2023-24. Out of the 21 pupils classed as Persistent Absentees last year, 8 were FSM pupils.
3	49% of the group FSM have a personalised plan or receive intervention for SEN or AEN.
4	59% of the FSM group were working below age expected in reading in 2023-24
5	57% of the FSM group were working below age expected in writing in 2023-24
6	51% of the FSM group were working below age expected in maths in 2023-24
7	Teachers have identified that emotional wellbeing can be a barrier to learning for 67% of the FSM group. Lack of resilience can be a barrier to learning for 54% of FSM pupils.
8	Teachers have identified that being able to retain information can be barrier to learning for 46% of the FSM group.
9	Teachers have identified that 69% of the FSM group can struggle in social situations including relationships.
10	Teachers have identified that limited vocabulary can be a barrier to learning for 49% of the FSM group.

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.
Basic skills and knowledge in maths procedural fluency will improve and children will apply in arithmetic and problem solving.	Assessments show that progress in skills and knowledge has increased over the academic year.
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.
Pupils are supported to develop and use their language acquisition	Pupils make progress with their verbal communication and are able to express themselves using key vocabulary.
Pupils are able to retain and retrieve previously learnt knowledge and skills in the long term.	Pupils can retrieve prior learning and build on this during subsequent lessons to enable learning in the long term.
Pupils gain experiences from participating in wider school activities.	Pupils access trips, visits, special activities and after school clubs.

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: £41 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching and specific intervention.</i>	Engage in more focussed <u>small group tuition</u> and <u>Teaching Assistant intervention</u> and higher quality and <u>timely feedback</u> to move pupils' learning on.	1,3,4,5,6,7, 8,9,10
<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. This spelling scheme runs throughout the school, following the same format and approaches.	5
<i>Procedural fluency in maths is embedded through familiarisation and continuous revision.</i>	A maths mastery approach to arithmetic fluency is embedded into lesson. In Y2-Y6, a daily procedural fluency activity embeds skills and knowledge.	6
<i>Use of a validated Systematic Synthetic Phonics programme, including KS2 intervention, secures 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.	4, 5
<i>Adopt strategies from the Autism Education Trust training to support pupil engagement and focus.</i>	Application of <u>Autism Education Trust</u> training from The Beacon	3
<i>Curriculum plans and lesson formats that use cognitive science and development long term memory.</i>	A clearly planned, rolling curriculum that revisits topics over time. Units of work or individual lessons that include: focus on key information (including vocabulary); retrieval practice (over time); dual learning and the use of 'memory joggers'. EEF Cognitive Science Approach	3,4,5,6,8,10

Targeted academic support

Budgeted cost: £8 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted phonics/reading/spelling intervention</i>	<u>Fresh Start</u> Programme identifies and support pupils with barriers to reading, including dyslexia. 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. (<u>DfE Reading Framework</u>)	3 4
<i>Quality First Teaching and specific intervention.</i>	Engage in more focussed <u>small group tuition</u> and <u>Teaching Assistant intervention</u> and higher quality and <u>timely feedback</u> to move pupils' learning on.	1,3,4,5,6,7,8, 9,10
<i>Continue to provide the school's mental health and wellbeing offer.</i>	Targeted intervention based on the school's <u>Wellbeing offer</u> based on effective strategies already in place across the school such as emotional regulation; nurture intervention; Lego Therapy and Self-Esteem Garden.	3, 7

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

Budgeted cost: £6 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Systems are in place to support transition for pupils who are new to the school (or English education system)</i>	Review of assessment procedures and procurement assessment material to enable rapid and sensitive assessment of <u>individual learning needs</u> ., including those pupils with EAL	1,3
<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/	7,8,9,
<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>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: £55 950