

Pupil premium strategy statement for Sellindge Primary School

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	Sellindge Primary School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss Jo Wren (Headteacher)
Pupil premium lead	Miss Diane Clark (AHT/SENCo)
Governor Monitoring Group	Mrs Maureen Stanley Mrs Tina Campbell Mrs Alison Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16 415
Recovery premium funding allocation this academic year	£1 417
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	£17 832

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	Pupils are not meeting the expected standard for their age in writing. 58% of the school were working below the expected level for their age in July 2021 (teacher assessment)
2	Though guided reading sessions and reading assessments, pupils show a low level of understanding of word meaning and lack of expressive vocabulary in their writing. The reading data from December 2020- July 2021 shows an increase in attainment but still below the expected standard. Younger pupils have gaps in their phonic knowledge and early reading strategies.

3	Following on from observation by teachers after lockdowns, many children's resilience and ability to work independently had become more of a challenge and previous progress in this area had been affected.
4	Through observations by teachers and conversations with parents, some pupil's wellbeing and emotional regulation, especially the disadvantaged, is low and potentially worsened by the effect of the COVID situation.
5	There are gaps in mathematical fluency skills that impact on all areas of the maths curriculum such as recall of number facts and use of informal and formal written methods. Children struggle to recall prior learning and build upon this.

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
Improve progress in writing	Monitoring of writing shows that pupils are making progress against individual targets set by teachers which have an overall impact on improvement in their writing. This will narrow the gap as more children meet the expected standard (or the higher level for those with a higher starting point).
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.
Pupils are able to use and understand a wide variety of vocabulary in their writing.	Pupils develop an understanding of adventurous and topic specific vocabulary and use this in their written work in English and other curriculum areas.
Children demonstrate good behaviours for learning.	Lesson observations and other evidence show that pupils engage well with their learning and are able to apply resilience when facing a challenge. Children are confident to attempt activities and independently employ strategies when they need support.
Pupils are supported with wellbeing and emotional regulation.	Pupils feel confident about coming to school and are able to access learning. They employ strategies that they have learnt to self-manage. Nurture interventions are used to further support pupils with additional needs.
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.

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: £ 14 710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring, coaching and training of new staff to effectively 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 splitting English and Maths teaching for UKS2.</i>	Engage in more focussed small group tuition and higher quality and timely feedback to move pupils' learning on.	1 2 3 5
<i>Reinforcement of the STAR vocabulary strategy across the curriculum.</i>	SALT recommended strategy which helps to gain a better understanding of key vocabulary and develop schemas.	2
<i>Purchase and use of a validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.	2
<i>Assessment of maths for each unit to ensure that pupils have the necessary skills to progress in further learning.</i>	DfE Mathematics guidance: key stages 1 and 2 NCTEM Exemplification 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engage with the National Tutoring Programme (To be confirmed)</i>	On average, one to one tuition 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.	1 2 (3 4) 5
<i>Purchase of digital learning programs and platforms to engage learning at home.</i>	Homework 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	2 5

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

Budgeted cost: £1 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Further develop and reinforce positive behaviours for learning</i>	Evidence based school project based on EEF <i>SEND and Learning Behaviours</i> course. EEF learning behaviour work has developed from the rich and diverse evidence base represented in the EEF guidance reports .	3
<i>Continue to provide the school's mental health and wellbeing offer.</i>	Wellbeing offer based on effective strategies already in place across the school.	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: £ 17, 810

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 2021 to 2022 academic year.

Intended outcome	Impact
Improve progress in writing	There is an increase of 28.6% of the PP group working at the age expected level in writing at the end of 2021-22 when compared to 2020-21. (4 more pupils) This increase is higher than when looking at the school as a whole where there was an 18.1% increase in pupils working at age expected standard in writing. 33.3% of the PP group made above expected progress in writing over the year.
Pupils are able to read and understand age appropriate texts and respond accurately to questions.	There is an increase of 28.6% of the PP group working at the age expected level in reading at the end of 2021-22 when compared to 2020-21. (4 more pupils) When looking at the school as a whole, there was a 27.6% increase in pupils working at age expected standard in reading. 41.7% of the PP group made above expected progress in reading last year.
Pupils are able to use and understand a wide variety of vocabulary in their writing.	SLT Monitoring of pupils' writing with a focus on FSM group show improvements from cold tasks to hot tasks.
Children demonstrate good behaviours for learning.	Learning walks by the SLT and LA Improvement Advisor note good behaviours for learning across the school including good engagement during lessons, resilience and independence when carrying out tasks and confidence when speaking about their learning.
Pupils are supported with wellbeing and emotional regulation.	There is a programme of intervention to support pupils, including daily talk time, Emotional Regulation and Woodland nurture group. These are accessed by pupils when needed for a set period of time.
Pupils are able to access the age-appropriate maths curriculum.	There is an increase of 7.2% of the Pupil Premium group working at the age expected level in maths at the end of 2021-22 when compared to 2020-21. (1 more pupil) When looking at the school as a whole, there was a 23.2% increase in pupils working at age expected standard in maths. 25% of the PP group made above expected progress in maths last year.