Pupil premium strategy statement for Sellindge Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	172
Proportion (%) of pupils in receipt of FSM	19.2% (33 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£27 645*
Recovery premium funding allocation this academic year	£1 022.08
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	£27 645

**currently school is receiving premium funding for only 19 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.	52% of FSM have joined the school within the last 2 years and 59% of these pupils are below the age-expected standard in one or more areas.
2	Average attendance for the FSM group was 92.6% in 2022-23. Out of the 15 pupils classed as Persistent Absentees last year, 7 were FSM pupils. (No data from pupils who were not at the school last year).
3	50% of the group FSM not SEN (Y2-Y6) are working significantly below the age-expected level in reading.
4	50% of the group FSM not SEN (Y2-Y6) are working significantly below the age-expected level in writing.

5	Some pupils in the group need support to help develop their emotional regulation and well-being.
6	27% of the pupils have, or have had, Speech and Language identified needs and 55% have vocabulary difficulties as a barrier to learning.
7	Teachers have identified that concentration and attention is a barrier to learning for 52% of the pupils.
8	Teachers have identified that lack of wider experience can be a barrier to learning for 58% of the pupils.

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 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 their speech, language acquisition and expressive language.	Pupils make progress with their verbal communication and are able to express themselves.
Pupils are able to focus and concentrate on set tasks for extended periods of time.	Pupils are able to focus on the learning so that they can complete tasks effectivity in the set time.
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: £20 384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff expertise, including support for new members of staff	Training for staff in areas to support pupils learning and engagement.	1,3,4,5,6,7
Quality First Teaching and specific intervention.	Engage in more focussed small group tuition and Teaching Assistant intervention and higher quality and timely feedback to move pupils' learning on.	1,3,4,5,6,7
Spelling lesson format is embedded across the school, including intervention, following the lesson format for the teaching of phonics.	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
Use of a validated Systematic Synthetic Phonics programme, including KS2 intervention, to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.	2
Adopt The Balance System approach for supporting Speech and Language	KCC recommended approach through Speech and Language Therapists	6
Adopt strategies from the Autism Education Trust training to support pupil engagement and focus.	Application of Autism Education Trust training from The Beacon	
Develop experiences and cultural capital through various school plans such as 101 things, Cultural Plan and themed events.	The Ofsted Inspection Framework highlights the importance of cultural capital in academic success. EEF Teaching and Learning Toolkit evidences specific areas that lead to increases in cultural capital such as arts participation, sports participation and outdoor adventure.	8

Targeted academic support

Budgeted cost: £2 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics/reading/spelling intervention	Literacy Gold Programme to identify and support pupils with dyslexia. (Local Authority STLS recommendation. 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. (DfE Reading Framework)	3 4
Incentives and support to increase attendance	Agreed whole school approach to the management of attendance including incentives, strict protocols, recording actions from monitoring and accessing wider support.	2
SALT intervention for focus pupils to develop specific language skills	SALT support through The Balanced System as recommended by Kent County Council (KCC) and NHS Kent and Medway Integrated Care Board (ICB)	6

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

Budgeted cost: £4 980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systems are in place to support transition for pupils who are new to the school (or English education system)	Review of assessment procedures and procurement assessment material to enable rapid and sensitive assessment of individual learning needs., including those pupils with EAL	1
Continue to provide the school's mental health and wellbeing offer.	Wellbeing offer based on effective strategies already in place across the school. https://sellindgeprimary.secure-primarysite.net/mental-health-and-well-being/	4
Contingency fund for access to curriculum enhancements.	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: £ 27 914

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 2023 to 2024 academic year.

Intended outcome	Impact
FSM pupils who are new to the school receive support to ensure at least good progress is made.	100% (5 out of 5) of the mobile pupils attained a grade of working at expected (or higher) in reading, writing and maths combined. 60% (3/5) of the mobile pupils in this group attained higher in at least one area of reading, writing or maths. (SEN and EAL pupils are not included in this data)
Attendance for FSM group is at least 95%	Attendance in Terms 1-5 for the Ever 6 has remained above 90% for the 2nd year running (compared to 85.5% in 2021-22). As a group, the attendance was 92.6% in 2022-23 and 92.3% in 2023-24).
Pupils are able to read and understand age appropriate texts and respond accurately to questions.	67% of the FSM group (not SEN/EAL) reached the age expected level in reading by the end of the year 19% of the FSM group (not SEN/EAL) reached the higher level in reading by the end of the year At the end of KS2, 67% of FSM met the expected level in reading (2/3) compared to 61% (Kent).
Basic skills and knowledge in spelling will improve and accuracy will be evident in written tasks.	71% of the FSM group (not SEN/EAL) reached the age expected level in writing by the end of the year At the end of KS2, 67% of FSM met the expected level in writing (2/3) compared to 58% (Kent).
Pupils are supported with their emotional regulation and well-being.	The school continued to support pupil's emotional wellbeing. 14 PP pupils accessed the school's wellbeing offer at level 2 or above.(i.e. above the wellbeing provision offered to all pupils)
Pupils are supported to develop their speech, language acquisition and expressive language.	At the end of the academic year, 18 of the PP pupils had completed the SALT targets they had been given.
Pupils are able to focus and concentrate on set tasks for extended periods of time.	Lesson observation show that teachers put strategies in place, including utilising additional adults, use of specific resources and technology to support pupil focus. Behaviour, and behaviour for learning, is high across the school.
Pupils gain experiences from participating in wider school activities.	All PP pupils participated in wider curriculum activities that took part during the school day. All PP pupils in Y5 participated in the Y% camp and all PP pupils in Y6 attended a 3 day residential at an OA Activity Centre. Last year, 61% of the PP pupil participated in an afterschool club provided by the school